

**Language A: Backward Mapped Grade Level Skill Matched to MYP Criteria**

**Criterion A: Content: student’s ability to demonstrate: an awareness of the function of Language A through critical and creative writing; an understanding of the works studied; an effective response to literature.**

<b>Literature and Critical Analysis</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>SKILL SET</b>					
<b>Genre and sub-genre</b>	Understand concept of genre; know conventions of and be able to identify three basic genres (poetry, drama, prose) and some common sub-genres: epic, tragedy, short story.	Know conventions of and use reading skills and strategies to identify sub-genres such as satire, comedy, history, allegory, novel, short story, and essay. Draw conclusions about a text or group of texts based on the conventions of sub-genres.	Use reading skills and strategies to understand a variety of types of genre, including epic, fiction and non-fiction, narrative novel, short story, essay, autobiography, drama and poetry. Also show familiarity with a variety of literary periods/regions including major periods of American literature and their characteristic forms, subjects, and authors. Use knowledge of genre, sub-genre and periods of literature to form analysis of a text or group of texts and distinctions among types and genres.	Use knowledge of genre, sub-genre, and major periods/regions of literature, such as lyric poems, philosophical pieces, horror stories, science fiction, and British, English-speaking, and non-English speaking regions and authors to form analysis of a text or group of texts and distinctions among types and genres. Integrate analysis of genre with additional textual considerations (literary elements, context, and critical perspectives).	
<b>Literary elements and techniques</b>	Demonstrate an emergent understanding of the concept of literary elements and techniques at grade level.	Demonstrate a benchmark understanding of additional literary elements; understand the concept of a variety of specific literary techniques related to subject material studied.	Demonstrate critical understanding and knowledge of literary elements and techniques to form analysis of a text or group of texts. Integrate analysis of literary elements and techniques with additional textual considerations.	Demonstrate mastery of literary elements and techniques to form analysis of a text or group of texts. Integrate analysis of literary elements and techniques.	

<b>Purpose, meaning, and bias</b>	Recognize various modes of discourse such as persuasive, argumentative, informative, and narrative.	Understand and implement various modes of discourse such as persuasive, informative, and narrative.	Understand and implement various modes of discourse and demonstrate an understanding for multiple points of view and bias.	Evaluate and implement various modes of discourse.
<b>Using context: period, place, and author for literary analysis</b>	Demonstrate an emergent understanding of the connections between contextual details and the meaning of the text.	Demonstrate a benchmark understanding of the connections between contextual details and the meaning of the text.	Demonstrate a critical understanding of the connections between contextual details and the meaning of the text.	Demonstrate a mastery of the connections between contextual details and the meaning of the text.
<b>Interpretation/Personal response</b> *Personal response = reflecting independence of thought	Demonstrate an emergent ability to develop and articulate a relevant personal response.*	Demonstrate a benchmark ability to develop and articulate a relevant personal response.*	Demonstrate a critical ability to independently develop and articulate a relevant personal response.*	Independently develop and articulate an informed, relevant personal response.*
<b>Close reading</b>	With guidance, read brief excerpts and identify how language leads to meaning.	Work independently within timed constraints to identify meaning and the language used to develop meaning.	Independently work with brief excerpts, in both timed and untimed settings, to identify meaning and the language used to develop meaning.	Independently work with brief excerpts, in both timed and untimed settings, to identify meaning and the language used to develop meaning.
<b>Comparative analysis</b>	Demonstrate an emergent ability to identify similarities and differences between texts.	Synthesize similarities and differences in texts and develop an organized response (thesis statement and outline).	Recognize and articulate the connectedness between texts and provide an organized, informed personal response.*	Recognize and articulate the connectedness between texts and provide an informed, organized personal response.*
<b>Responding to unfamiliar text</b>	Engage with and informally respond to short (of no more than 30 lines), previously unseen texts (such as an excerpt, passage, or poem).	Develop and organize response to previously unseen text of up to approximately 40 lines (i.e. thesis statement and outline).	Engage and formally respond to a previously unseen excerpt, passage, or text of up to approximately 40 lines.	Engage and formally respond to a previously unseen excerpt, passage, or text of up to approximately 40 lines.
<b>Cultural appreciation</b>	Recognize personal and national identity to develop an awareness and appreciation of one's own culture as well as identify culture in the text.	Employ an awareness of similarities and differences between one's own culture and the culture in the text.	Employ a critical awareness to similarities and differences between one's own culture and the culture in the text.	Appreciate the effect of cultural setting in a text on the reader.

<b>Reading and Understanding</b>				
<b>SKILL SET</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Meaning and comprehension</b>	Demonstrate an emergent understanding of the main argument, topic or theme of text, using supported inferences.	Demonstrate a benchmark understanding of the main argument, topic or theme, using supported inferences. Using evidence from the text, draw conclusions and make predictions.	Demonstrate a critical understanding of the main argument, topic or theme, using supported inferences. Using evidence from the text, draw conclusions and make predictions.	Demonstrate a mastery of understanding of the main argument, topic or theme, using supported inferences. Using evidence from the text, draw conclusions and make predictions.
<b>Vocabulary</b>	Demonstrate an emergent ability to exercise a variety of strategies to understand the meanings of new words, and be able to use a wide variety of vocabulary through various writing styles.	Demonstrate a benchmark ability to exercise a variety of strategies to understand new words and be able to use more complex vocabulary through various writing styles.	Demonstrate an awareness and understanding of a wide variety of vocabulary, idiom, style, and register.	Demonstrate an awareness and understanding of and be able to use a wide variety of vocabulary, idiom, style, and register
<b>Personal response</b>	With guidance, engage with various writing styles and genres in order to create a relationship between the student and the text.	With guidance, engage with increasingly complex writing styles and genres. Move towards a more relevant and valid relationship with the text.	Personally engage with and develop a relevant and valid relationship with the text.	Personally engage with and develop a relevant and valid relationship with the text.
<b>Annotation</b>	Through guided practice, develop an understanding of how annotation leads to meaning.	Begin to move toward independent annotation of key passages.	Independently annotate text to facilitate understanding.	Independently annotate text to facilitate understanding.

**Criterion B: Organization: In written and oral language, the student’s ability to: express ideas with clarity and coherence; structure arguments in a sustained and logical fashion and support these arguments with relevant evidence.**

<b>Writing</b>				
<b>SKILL SET</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Organization and presentation</b>	Produce organized coherent writing including the use of basic transitions between and within paragraphs.	Use a variety of methods to structure writing in a clear sequence by developing a beginning, middle, and end; including an effective introduction that engages the audience, and develop a clearly sequenced body that is easy to follow with supportive details.	Use a variety of methods to produce independent, logically organized writing with purposeful intent in its presentation.	Produce independent, logically and effectively organized writing featuring a clear intent and audience.
<b>Writing process: pre-writing and planning, drafting, revising, editing</b>	Demonstrate an understanding for and the ability to implement (with guidance) the stages of the writing process and learn various strategies to create a piece of writing.	Independently develop writing through the stages of the writing process, including prewriting, planning, drafting, editing, and revising.	Navigate the writing process independently resulting in a completed piece of writing.	Navigate the writing process independently resulting in a completed piece of writing; demonstrate an ability to edit a variety of types of writing.
<b>Modes of Writing</b>	Identify the purpose, context, and relevance of a variety of modes of discourse: descriptive, narrative, and imaginative	Determine the purpose, context, and relevance of a variety of modes of discourse (narrative, persuasive, expository), and be able to respond with a relevant piece of writing.	Respond to the context and purpose in a piece of writing, showing knowledge of a variety of modes of discourse.	Independently respond to the context and purpose in various pieces of writing, showing knowledge of a variety of modes of discourse.
<b>Rhetorical devices</b>		Identify rhetorical devices and their effect on meaning in existing text.	Identify and use rhetorical devices and understand their effect on meaning in existing text; begin to implement these devices into their own prose.	Use rhetorical devices to further meaning and build argument in prose.

<b>Timed writing</b>	Respond to text in essay form in an extended time period (i.e., an hour or more).	Respond to more complex text in a shorter time period (i.e., less than an hour).	Respond to text under various time constraints (i.e., from 15 minutes to an hour or more).	Respond to text under various time constraints (i.e., from 15 minutes to an hour or more).
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<b>Oral Language</b>				
<b>SKILL SET</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Organization and structure</b>	Recognize the difference between relevant and irrelevant materials; organize with guidance.	Use tools to organize relevant materials to create a developed presentation.	Deliver focused, coherent, and organized presentations.	Deliver focused, coherent, and organized presentations.
<b>Rhetorical devices, persuasion</b>		Identify and use rhetorical devices to understand their effect on meaning in oral text (i.e., speeches).	Identify and use rhetorical devices and their effect on meaning in oral text; begin to implement these devices in oral presentations.	Use rhetorical devices to further meaning and build argument in oral presentations

**Criterion C: Style and Language:** In written and oral language, students ability to use: language for a variety of purposes, including description, analysis, persuasion; use appropriate grammar, syntax, mechanics, and conventions. Appropriate register and language should be chosen, according to intention and audience.

<b>Writing</b>				
<b>SKILL SET</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Conventions of formal written English: vocabulary</b>	Use a wide variety of grade level vocabulary through various writing styles.	Use a wide variety of grade level vocabulary through various writing styles with an understanding of intention and audience.	Use a wide variety of grade level vocabulary through various writing styles with an understanding of intention and audience.	Use a wide variety of grade level grade level vocabulary through various writing styles with a clear understanding of intention and audience.
<b>Conventions of formal written English: grammar, structure</b>	Identify and use grade-level appropriate conventions of formal written English: parts of speech, subject-verb agreement, capitalization, commas.	Use grade-level appropriate conventions of formal written English: parts of speech, subject-verb agreement, internal punctuation, capitalization, sentence structures.	Use grade-level appropriate conventions of formal written English in various writing styles.	Use grade-level appropriate conventions of formal written English in various writing styles.
<b>Modes of Writing</b>	Be able to identify the purpose, context, and relevance of a variety of modes of discourse: descriptive, narrative, and imaginative	Be able to determine the purpose, context, and relevance of a variety of modes of discourse (narrative, persuasive, expository), and be able to respond with a relevant piece of writing.	Be able to respond to the context and purpose in a piece of writing, showing knowledge of a variety of modes of discourse.	Be able to independently respond to the context and purpose in various pieces of writing, showing knowledge of a variety of modes of discourse.

<b>Oral Language</b>				
<b>SKILL SET</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Register and style</b>	Demonstrate an emerging understanding of the purpose of register and style and its relationship to audience.	Demonstrate benchmark use of register and style appropriate to intention and audience.	Demonstrate critical use of register and style appropriate to intention and audience.	Demonstrate mastery in the use of register and style appropriate to intention and audience.
<b>Coherence, precision and clarity</b>	With guidance, use clear language appropriate to the occasion and begin to understand concise language.	Use clear and concise language appropriate to the occasion.	Use clear, varied, precise, and concise speech appropriate to the occasion.	Use clear, varied, precise, and concise speech appropriate to the occasion.
<b>Dialogue</b>	Understand and identify the skills necessary to begin and maintain effective dialog (i.e. listening, reflecting, crafting a response).	Implement dialog skills effectively (i.e., graded discussions, Socratic seminars)	Independently structure and work within dialog parameters to build and present their own position, as well as listen and understand the positions of others.	Independently structure and work within dialog parameters to build and present own position, as well as listen and understand the positions of others.