Columbus City Schools
English Language Arts Curriculum
Writing

Course/Grade Writing Grade 9	Text Type Informational/Explanatory (18 days)

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)

Informational/Explanatory

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). (CCSS, Appendix A, 23)

Expectations for Learning

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing Standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)

Strands/Topics
Standard Statements

Reading Literature/Key Ideas and Details
    1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Reading Literature/Craft and Structure
    4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading Informational Text/Key Ideas and Details
    1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Reading Informational Text/Craft and Structure
    5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Reading Informational Text/Integration of Knowledge and Ideas
    7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
    8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing/Text Types and Purposes
    2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
      a. Introduce a topic: organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
      b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
      c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
      d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
      e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
      f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing/Production and Distribution of Writing
    5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
    6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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Writing/Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard form t for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   b. Apply grades *9-10 Reading standards* to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.)

Speaking and Listening/Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Speaking and Listening/Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3.)

Language/Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use parallel structure.
   b. Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.

Language/Knowledge of Language
  3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend   ore fully when reading or listening.
     a.   Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Instructional Strategies
Note to Teachers *The lessons in this curriculum are designed to assist in teaching research writing, a required part of the Student Writing Portfolio and the district mandated capstone project. Although divided into eighteen classroom days, this unit is expected to be taught across two grading periods. Lessons 1-7 are to be taught during the latter part of the 2nd grading period and culminate in a sentence outline, and lessons 8-18 are to be taught at the beginning of the 3rd grading period. At the conclusion of these lessons, the students will submit a completed research paper and multimedia presentation. Moreover, it is left to the discretion of the classroom teacher to include additional days of instruction as needed to better reinforce the skills embedded in the suggested lessons.*

Day 1: **In Progress Skills: Pre-writing; brainstorming to gain an understanding of the broad research topic**

Have students individually consider the words social justice and brainstorm a list of images/ideas that the term brings to mind. In small groups, have students share and discuss their thoughts. Next, instruct each group to develop an original, detailed definition of social justice. Have each group share its definition aloud. Students, in a whole group, may compare and contrast the different definitions. For homework, give students a copy of "The Universal Declaration of Human Rights" and the history behind the establishment of the Rights to read. The list of rights can be found and printed here: http://www.un.org/en/documents/udhr/index.shtml#a1. The history can be found and printed here: http://www.un.org/en/documents/udhr/history.shtml. Have students write brief but thorough answers to the following questions: What led to the establishment of "The Universal Declaration of Human Rights"? What other important historic events do you believe may have caused this document to be formed? Which one of the rights do you feel to be most important for ensuring social justice and why? Which, if any, of these rights seems unclear or confusing? This list of international human rights has existed since 1948. Why, in your opinion, do we still have human rights violations? Explain and cite a contemporary example for support and state what you believe is the best way to enforce the rights outlined in this document.

Day 2: **In Progress Skills: Using discussion (Socratic Seminar) as brainstorming and prewriting in the analysis of historical documents to gain perspective about the research topic; beginning research**

Have the students take out their homework and explain that they will be discussing their responses in a Socratic Seminar. Guidelines and instructions for conducting a Socratic Seminar can be found here: http://www.ehow.com/how_7671255_conduct-socratic-seminar-classroom.html. Explain the basic rules of the discussion, allow students to establish other discussion norms for the seminar, and quickly re-arrange the seating to make it more conducive for discussion, if appropriate. Conduct the seminar by encouraging and allowing all students to participate and share their responses. At the conclusion of the seminar (i.e. at the end of the class period), have students respond to the following question for homework: Consider both "The Universal Declaration of Human Rights" and the international society in which we currently live. What are some contemporary examples of situations which are in violation of one or more of the basic human rights outlined in "The Universal Declaration of Human Rights"?

Explain which rights were violated. Encourage students to conduct cursory research using such media as television, the Internet, newspapers, and magazines. This brainstorming activity may be referred to later when assigning students topics for research.

Day 3: In Progress Skills: Analyzing poetry to gain perspective about the research topic

Begin by allowing students to share and discuss the results of their basic research on contemporary violations of "The Universal Declaration of Human Rights." After sharing, have students keep their findings, and explain that they may be referring to them later. Give students a copy of Langston Hughes' poem "I, Too" (found online here: http://www.poets.org/viewmedia.php/prmMID/15615). Have students read the poem and discuss the following topics: What does the term "darker brother" mean literally? Who or what could it refer to figuratively? Based upon the poem, what specific social injustices or violations of "The Universal Declaration of Human Rights" are inferred? The poem ends with a hopeful tone ("Besides, /They'll see how beautiful I am /And be ashamed--/I, too, am America"). Considering our society today, has Hughes' vision come true? If so, how? If not, why not?

Day 4: In Progress Skills: Analyzing historical documents to gain perspective about the research topic

Begin by having the students review or re-read the excerpt from *Silent Spring* (from the 1st grading period, Prentice Hall's *Literature* 167-170) or have students read Martin Luther King, Jr.'s "I Have a Dream" speech (Prentice Hall's *Literature* 542-548). Explain to students that the goal of reviewing, re-reading, or conducting an initial reading of one of these pieces of literature is to analyze it from the context of social justice. For *Silent Spring*, have students reflect upon and respond to the following: To which articles of "The Universal Declaration of Human Rights" does this piece of literature seem to refer? What current problems seem similar to the ones presented in *Silent Spring*? What are some possible solutions to the environmental issues

such as the ones presented in the text? For "I Have a Dream," have students reflect upon and respond to the following: To which articles for "The Universal Declaration of Human Rights" does this speech seem to refer? Compare and contrast this speech to Langston Hughes' poem "I, Too". Discuss key similarities and differences. If Martin Luther King, Jr. were alive to revise this speech to better address today's society and more contemporary social justice issues, what changes would he make and why? If you believe that he would not revise this speech, support your response with specific details from the speech and today's society.

Day 5: In Progress Skills: Using discussion (Socratic Seminar) as brainstorming and prewriting

Use the *Writing and Grammar* text (Chapter 12, 250-251) to explain and discuss research writing. Further, explain to students that the type of research they will be conducting about the general topic of social justice will be a **documented** (or expository) essay that will require them to utilize and cite multiple sources for the information they will be presenting and explaining.

> **Prompt: After researching informational texts on social justice, select an example of an oppressive, inhumane, or dictatorial action that occurred in history and write an essay that explains how a social justice movement attempted to address this issue. What were the goals, methods, and achievements of this movement? Cite at least three sources, pointing out key elements from each source.**

> **Include a works cited page. L2 In your discu ssion, address the credibility and origin of sources in view of your research topic. L3 Identify any gaps or unanswered questions.**

To assist students in brainstorming ideas for their research, assign one of the strategies suggested in the Prewriting section of the *Writing and Grammar* text (section 12.2). Encourage students who may have difficulty with brainstorming to consider topics related to the two previously read pieces of literature (i.e. *Silent Spring* and "I Have a Dream"). Some topics which could be suggested include the following: The Children's March of Birmingham (1963), the publication and social effects of Rachel Carson's *Silent Spring* (1962), The Highlander Folk School (1932-today) or the publication and social effects of Upton Sinclair's *The Jungle* (1906). Once students have some idea of a research topic, have them begin with simple general research on their topics. They should begin with resources that provide a nicely explained overview of the person and/or movement that is central to their topic. As a method of keeping their research organized, encourage students to create source pages (listing all of the sources they find and may use), quotation pages (listing and citing all of the relevant direct quotes that could be used later in the drafting process), and summary pages (where they summarize relevant information from the sources).

> **At this stage in the writing process, students should develop a topic for research and continue gathering sources.**

Day 6: In Progress Skills: Beginning research (choosing a topic; narrowing research focus)

Allow students to briefly share (either in small groups or whole group) their topics and the general information which they have begun to discover. For students who may have had difficulty conducting the initial research or students whose research topics are still too broad, have them review Section 12.2 of the *Writing and Grammar* text ("Narrowing Your Topic" and "Considering Your Audience and Purpose"). Use the *Writing and Grammar* text (Section 12.3 "Drafting") to discuss with students how to write a claim statement for a research paper. Review the sample claim statements, and ask the students to construct a claim statement based upon their research topic. For students who may need more instruction about writing a claim (also called a thesis) statement, the Purdue OWL site may be used as an additional resource. The site can be accessed here: http://owl.english.purdue.edu/owl/resource/545/01/.

> **At this stage in the writing process, students should begin conducting basic research about their topic, and develop a claim statement.**

Day 7: In Progress Skills: Drafting (creating an outline; creating and evaluating claim statements)

Allow students to briefly share (either in small groups or whole group) their claim statements (referred to as thesis statements in the text). Encourage students to evaluate the statements based on the following criteria: Does the claim statement identify the topic of the essay? Is it specific? Is it an assertion (i.e. a sentence and not a question)? Have the students return to the *Writing and Grammar* text (Section 12.3 "Drafting"); emphasize to the students that after creating a good thesis, the next key step to writing a good research paper is having a good organizational structure. Afterwards, review and discuss the various types of organizational strategies for outlines and research papers. Finally, have students decide upon a type of organization that works best for their research topic, then discuss and explain outlining for the research paper (the "Write an Outline" section). To assist students in outlining, this following sample template may be used:

- **Introductory Paragraph**—Here is where you will try to define for yourself what social justice is, and why the concept of social justice is important for all members of the human race.
- **Section #1**—In this section of your paper, you will explain what oppressive, inhumane, or dictatorial actions your group is suffering. You will need to provide enough context for your audience to understand the basic plight of your research topic.
- **Section #2**—In this section of your paper, you will need to explain the nature of the uprising for social justice. Who organized it? What sparked it? What tactics did they use in fighting for social justice? What were the protesters asking for or demanding?
- **Section #3**—In this section of your paper, you need to focus on the results of this social justice uprising, keeping in mind that the struggle may not be resolved, and all the demands may not be met yet.
- **Concluding Paragraph**—In the conclusion, you will look at the universality of the topic you researched. What articles of "The Declaration of Human Rights" are in question, and indeed, how many of the articles have been violated? Also included in your concluding remarks should be the hopes and fears of this movement for social justice in the future.

Using the above format, have students construct a sentence outline of their research paper. Explain to the students that due to the nature of this research assignment, the outline may result in an essay that extends beyond the normal five paragraph essay format. For instance, each section may consist of more than one body paragraph. This piece of writing is to be submitted as part of the Writing Portfolio at the conclusion of the 2nd grading period, and may be used by teachers as a means of evaluating students' progress in the research writing process.

At this stage in the writing process, students should begin using the results of their research to develop a sentence outline and begin drafting the essay.

Grading Period 3

Day 8: In Progress Skills: Drafting (writing body paragraphs and adding supporting details); how to cite sources

Allow students to briefly share (either in small groups or whole group) their outlines and any challenges they may be having with creating them. Explain to students that the outline is only the skeleton of the research paper; but, in order to add muscle to the paper they must utilize the sources they have found. Next, have the students return to the *Writing and Grammar* text (Section 12.3 "Providing Elaboration") to discuss how to summarize, paraphrase, or use direct quotations in their research writing. Further, provide students with the following web resource for help with MLA citations of quoted sources: http://owl.english.purdue.edu/owl/resource/747/02/ . Lastly, remind students to keep notes of the sources cited in the research paper because they will need to be included in the Works Cited page at the end of the paper. Guidelines for creating a Works Cited page may be found here: http://owl.english.purdue.edu/owl/resource/747/02/.

At this stage in the writing process, students should be writing a draft of their essay.

Day 9: In Progress Skills: Mini-lesson on phrases

Guide students in the use of phrases in writing using *Writing and Grammar*, Chapter 21, Section 21.1.

Day 10: In Progress Skills: Establishing a Writer's Seminar for feedback

Guide students in reviewing the sample research paper found in Section 12.7 of the *Writing and Grammar* text. As students read the sample paper, have them assess it using the Rubric for Self-Assessment (found in Section 12.6 of the text). After students have had an opportunity to assess a sample essay, discuss their responses. The teacher may also, during the discussion, highlight the manner in which the sample essay provides elaboration through summary, paraphrasing, and the use of direct quotations. Encourage students to refer to this example as a guide as they continue to work on the first draft of their essay. Further, encourage students to use the Rubric for Self-Assessment as a checklist for their draft. Have students construct a first draft to be peer reviewed on Day 12.

> **At this stage in the writing process, students should continue developing a first draft.**

Day 11: In Progress Skills: Mini-lesson on clauses

Guide students in the use of phrases in writing using *Writing and Grammar*, Chapter 21, Section 21.2.

Day 12: In Progress Skills: How to present knowledge and ideas (introduction of the multimedia phase of research)

Explain to students that the final portion of this assignment involves an oral, multimedia presentation of their research. Moreover, explain that the presentation is not simply a retelling or reading of their research essay, but it should be a brief (3 to 5 minute) informative and persuasive (i.e. encouraging the viewers to take action) Public Service Announcement (PSA) that highlights only the most important aspects of their research. Introduce students to the concept of PSAs by reviewing and discussing Section 8 (Persuasion: Advertisement) and section 8.3 (Drafting) in the *Writing and Grammar* text. In a whole group, have students brainstorm about some PSAs they have seen on television or heard on the radio. Lead students in a brief discussion about the topics advertised in these PSAs and the techniques which made them effective.

Distribute and review the Public Service Announcement (PSA) Scripting Template. Explain to students that they should use this to brainstorm and organize ideas for their PSAs. Students are to bring these templates to class on Day 13 to use in a focus group assignment.

> **At this stage in the writing process, students should continue developing a first draft.**

Day 13: In Progress Skills: How to present knowledge and ideas (introduction of the multimedia phase of research)

Remind students that their PSAs are to be multimedia assignments and as such, they are to utilize software. Review and discuss as needed Prezi (see www.prezi.com) and Power Point as two of the better and more readily available options for use. Using Section 8.4 (Peer Review) of the *Writing*

and Grammar text as a guide, have students present or share their PSA templates in small focus groups. As the students share, have each member of the group respond to the following questions: What are the main ideas of the PSA? Does the PSA encourage you to take specific action? Why or why not?

> **At this stage in the writing process, students should continue developing a first draft, and begin crafting their multimedia presentations**

Day 14: In Progress Skills: [Writers' seminar] Revising a draft

Arrange students in small groups and have them exchange and peer review each other's research drafts. Remind students to make use of the feedback they have been given and to utilize the self-evaluation rubric (*Writing and Grammar*, Section 12.6) in revising for their final draft (due on Day 18, along with a copy of their first draft).

> **At this stage in the writing process, students should use peer feedback to revise their first drafts and begin developing a final draft.**

Day 15: In Progress Skills: Speaking and Listening (Presenting research)

Students will begin their PSA presentations. Encourage students to be attentive audience members, and allow for brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation. Teachers may use the PSA Multimedia Project Assessment Rubric to grade the student presentations.

> **At this stage in the writing process, students should continue revising their final draft.**

Day 16: In Progress Skills: Speaking and Listening (Presenting research)

Students will continue their PSA presentations. Encourage students to be attentive audience members, and allow for brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation.

Day 17: In Progress Skills: Speaking and Listening (Presenting research)

Students will continue their PSA presentations. Encourage students to be attentive audience members, and allow for brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation

> **At this stage in the writing process, students should continue revising their final draft.**

Day 18: In Progress Skills: Speaking and Listening (Presenting research)

(If needed), students will conclude their PSA presentations. Encourage students to be attentive audience members, and allow for brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation. Students will also submit both the first and final drafts of their research essay.

Instructional Resources
- The Universal Declaration of Human Rights: http://www.un.org/en/documents/udhr/index.shtml
- Conducting a Socratic Seminar: http://www.ehow.com/how_7671255_conduct-socratic-seminar-classroom.html
- The Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/
- "I, Too" by Langston Hughes: http://www.poets.org/viewmedia.php?prmMID/15615
- Evaluating Sources Template: http://libguides.calvin.edu/content.php?pid=97256&sid=1470633
- Prezi online Presentation software: www.prezi.com
- "Spotting websites you just can't trust" (guidelines for evaluating internet sources): http://files.solution-tree.com/pdfs/Reproducibles_TTiG/spottingwebsites.pdf
- "PSA Scripting Template": http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_scriptingtemplate.pdf
- "Assembling Your PSA": http://files.solution-tree.com/pdfs/Reproducibles_TTiG/Online_Only/assemblingyourpublicserviceannouncement.pdf
- PSA Video scoring rubric: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_videoscoring.pdf
- PSA Power Point Slide scoring rubric: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_powerpoint.pdf

Integration of Knowledge and Ideas (Strategies for Diverse Learners)
- Introduction to Research Writing: Writers in Action video (*Writing and Grammar* online text)
- Prewriting: "Creating a 24-Hour List" (*Writing and Grammar* Chapter 12, section 2)
- Prewriting: "Topic Bank" Activities (*Writing and Grammar*, Chapter 12, section 2)
- Revising: "Revision Strategy: Seeing the Pattern" (*Writing and Grammar*, Chapter 12, section 3)
- Revising: "Revision Strategy: Underlining Short Sentences" (*Writing and Grammar*, Chapter 12, section 4)
- Presentation Alternative: Animoto Education Video Slide shows: http://animoto.com/education

Professional Articles
- "Writing to Think Critically: The Seeds of Social Action" by Randy Boomer-- http://www.learner.org/workshops/middlewriting/images/pdf/W2ReadWriting.pdf
- "Death to High School English" by Kim Brooks— http://www.salon.com/2011/05/11/death_to_high_school_english/

English Language Arts Connections		
Reading	**Language**	**Speaking and Listening**
Incorporate Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. http://www.corestandards.org	Incorporate Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. http://www.corestandards.org	Incorporate Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org