ED 341/343 Literature for Children/Adolescents - 3 credits

Syllabus

Instructor: Kelly Hicks
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Course Description

This course is an introduction to literature for children and adolescents. Participants will be invited to read, enjoy, ponder, discuss, and engage in a wide range of excellent books for children and adolescents. It is designed to develop an understanding of genre, literacy characteristics, evaluation techniques, effective and authentic use of children and adolescents' literature, and selection guidelines for sharing and using children and adolescents' literature in the classroom. Prerequisite: Sophomore standing.

This course will satisfy Core Literature requirements.

Course Topics

Study in this course introduces students to the following theories and concepts:

- Understanding of concepts of child development as they relate to a reader's interaction with a text.
- Critical analysis of the many types of literature for children and adolescents.
- Principles of selection of literature for children and adolescents.
- Contributions of outstanding authors/poets/illustrators.
- Literature's contribution to and role in fostering a pluralistic society.
- Methods of presenting literature to children and adolescents.
- Research related to children and adolescents' literature.
- The role of the literature program in the elementary, middle, and high school.

Learning Outcomes

Upon successful completion of the course, the student will be able to:

- Demonstrate knowledge of the literature that is currently available for children and adolescents using both classic and contemporary texts.•Develop and apply specific criteria for evaluating the various types of literature read by children and adolescents.
- Develop motivational and interpretative activities for helping children and adolescents appreciate good books.•Select and provide a variety of materials which respect and cultivate student's choices and enthusiasm for reading.

- Recognize the value that literature holds for children and adolescents.
- Develop skill in using literature in teaching critical thinking in general, and critical reading in particular.
- Develop wide knowledge of and learn to appraise more adequately the graphic media used by artists to illustrate books for children and adolescents.
- Evaluate and extend children and adolescents' understanding of literature.
- Respond critically to research related to the field of children and adolescents' literature.
- Include parents in supporting students' involvement with literature both in and out of school.

Textbooks
A Critical Handbook to Children's Literature

Required Trade Books
- 30 picture books (minimum)
    - 10 of these 30 must be Caldecott Winners (**winners**, not honor books)
    - 10 of these 30 must be multicultural books
    - 10 of these 30 must be Newberry Award winners (**winners**, not honor books)
- 1 chapter book/novel (minimum)
- Books for the author study assignment
- Books for the genre study assignment
- Class Read: *King of Shadows* and *Esperanza Rising*

I encourage you to become familiar with our campus library and your local library for many of your books selections. Powell's Books as well as other online book sellers will also have inexpensive books if you decided you want to purchase some titles.

State and National Standards

This course supports the development of knowledge, skills, abilities, and professional dispositions for the Oregon Initial Teaching License, as provided in Oregon Administrative Rule584-065-0050: Reading Specialist -- Early Childhood and Elementary, OR Elementary andMiddle Level OR Middle and High School. (See Appendix A)

This course supports the development of knowledge, skills, abilities, and professional dispositions for the Oregon Initial Teaching License, as provided in Oregon Administrative Rule 584-018-0105, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. (See Appendix B)

Biblical Characteristics and Standards

Not only will this course support students in developing content specific skills, but will also require students to reflect upon the critical disposition necessary to be not only effective, but also empathetic. (See Appendix C)

Student Expectations
Each student is expected to:

- Actively participate in the online environment established for this course.
- Prepare readings and materials, think critically about resources.
- Prepare assignments, delivered on time, meeting all the criteria.
- Demonstrate clarity of ideas, application of knowledge, appropriate and relevant contributions in class assignments and activities.
- Recognize and respect the ideas and skills of peers.
- Demonstrate knowledge of content through evaluations, discussions, and presentations.
- Exhibit insight and reflection through self-evaluation.
- Use Moodle to post and retrieve information
- Read extensively and intensively in the area of children's literature

Major Assessments

Annotated Bibliography of Children's Books - 75 Points
Due: April 27, 2015

You will create and submit an annotated bibliography for 31 books. The breakdown of the number of books is listed under *Required Tradebooks*. These books should have been published within the last ten years (2004-2015). You need to keep current in this area as between 200 - 350 new children's books are published each year. These also need to be quality children and adolescents' literature NOT Golden Books, series books (eg. Babysitter's Club), Berenstein Bears, Disney Books, Dr. Suess, etc. One of the goals for this course is for you to become immersed in current **quality** children and adolescents' literature that is **new to you** and to become knowledgeable on how to use it in a classroom. This annotated bibliography will serve as your final exam for the course although you should begin working on this assignment immediately! Required Information for the Annotated Bibliography: (In this order)
- Author, title, illustrator, publisher, and copyright date in APA format
- Brief summary of the book (2-3 sentences. Avoid generalizations like "cute")
- How you might use it in a classroom (This can be general or specific, but I need to have a good idea of how you would connect the book to "something" happening in a classroom)
- Personal response (positive or negative)

Genre Study Project - 50 Points
Due: March 30, 2015

At the beginning of the semester, you will sign up to gather information on a particular children's literary genre and create a PowerPoint, Prezi, brochure, handout, or other multimedia presentation. This information will be submitted on Moodle for your classmates to access. The handout and/or presentation format must include the following:
- A definition of the genre created by a review of the available literature
- A list of 10 books that fit this genre, with bibliographical information
- A list of 5 authors who are prominent in this genre
- At least two websites that connect to the genre being shared

- Other relevant/creative information you want to share with your classmates

The genres to select from include: Early childhood or young adult books, traditional literature, modern fantasy, animal fantasy, contemporary realistic fiction, historical fiction, biography/autobiography, informational books, and poetry and verse.

Author Study Presentation - 50 Points
Due: April 13, 2015

This will be an in-depth study of one children's literature author. We will share our author studies during the final class session of the semester. You will present this to the members of the class. The following requirements must be met for your study:
- Read at least 5 picture books written by your individual author or at least 2 chapter books if you have selected an author for older children or young adults. You could also use a combination if the author you choose writes for both audiences.
- You will read aloud from one of the books from your collection.
- Author resources that will contain information that supports your author study. This will include everything someone would need to teach your author study to children—all handouts, lesson plans, models, samples, etc.
- A one page handout that includes a brief biographical account, a complete bibliography, websites for further information and a brief analysis of the author's work based on your readings. (Make sure you cite sources on your handout). Evidence that you have read and examined the author's work is important for this assignment. Please have either physical copies of the books you read present or available for viewing in your presentation.

Students will complete the following activities:

Textbook Reading Response - 2 Points Each = 28 Points
Due: Weekly

You will be required to submit your responses to, *A Critical Handbook of Children's Literature*, each week during the semester. You have the freedom to choose the format for your response (double-entry journal, picture, graphic organizer, notes, etc). You will submit 14 responses in total on Moodle.

Class Novel Reading and Activities - 30 Points
Due: Weekly

You will read each chapter book, *King of Shadows* and *Esperanza Rising*. Once a few chapters have been read, we will conduct a Literature Circle as a class. Be prepared to read come to each Literature Circle tp discuss chapters from the book.

Final Reflection - 5 Points
Due: April 27, 2015

Self-reflection is a key component to the learning process. You will write a brief 1 page reflection about your experiences, thinking, and/or questions you had as learner and reader in this course.

Assessment Criteria

The final grade for the course will be based on the total points earned. The letter grade will be determined by the scale below. Each assignment will receive points based on the quality of the assignment turned in as reflected on the general assignment rubric or scoring criteria. Students are expected to actively participate in the activities and class work. Failure to be actively engaged during the course will significantly impact your performance. In addition, failure to attend class sessions will negatively impact your outcomes in this course. It is in your best interest to be present, on time, and engaged. 💻

In general, late assignments are not accepted. If you have a situation that will prevent you from submitting assignments on time, please notify me by email ASAP. I am willing to work with you to make sure you are successful in the course, so please speak with me immediately if you are having concerns regarding your performance in class

Grading Scale

100-90 percent = A
89-80 percent = B
79-70 percent = C
69-60 percent = D
59 percent or less = F

Date	Topics	Essential Questions, Activities, Assignments	Assignments Due and Point Values
Workshop 1 **Monday, 1/12/15**	**Introduction to the World of Children's Literature**	**What are the expectations for this course? Review syllabus** **How is children's literature defined? What are the main children's book formats? What is the value of children's literature? What are the major book awards? What are the key elements of illustration in a children's book?**	**Read chapter 1 from textbook CHCL** **Chapter 1 Reading Response on Moodle** **Read chapter 1-3 from Class Novel -** ***King of Shadows*** **Begin reading picture/chapter books for the semester**

		How are they evaluated for their effectiveness? **What is children's literature?**	
Workshop 2 **Monday, 1/26/15**	**Literature, What Is It?**	**What are the elements of "good" children's literature?** **Genre Study Project sign-up** **Chapter 1 Reading Response** **Literature Circle for chapters 1-3 from *King of Shadows***	**Read chapter 2 and 3 from CHCL** **Chapter 2 and 3 Reading Response on Moodle** **Read chapters 4-7 from *King of Shadows*** **Continue reading picture/chapter books**
Workshop 3 **Monday, 2/2/15**	**Issues and Fundamental Change in Children's Literature** **Picturebooks**	**What is the significance of illustration in the world of children's literature?** **What is the role of early childhood books?** **Chapter 2 and 3 Reading Response** **Literature Circle for chapters 4-7 from *King of Shadows***	**Read chapter 4 and 5 from CHCL** **Chapter 4 and 5 Reading Response on Moodle** **Read chapters 8-11 from *King of Shadows*** **Continue reading picture/chapter books**
Workshop 4 **Monday, 2/9/15**	**Genre and Character in Children's Literature**	**How do genres contribute to the child reader?** **Why begin with character with literature?** **Chapter 4 and 5 Reading Response** **Literature Circle for chapters 8-11 from *King of Shadows***	**Read chapter 6 from CHCL** **Chapter 6 Reading Response on Moodle** **Read chapters 12-14 from *King of Shadows*** **Continue reading picture/chapter books**

Workshop 5 **Monday, 2/23/15**	**Plot in Children's Literature**	**Without a plot, will the reader keep reading?** **Chapter 6 Reading Response** **Literature Circle for chapters 12-14 from *King of Shadows***	**Read chapter 7 from CHCL** **Chapter 7 Reading Response on Moodle** **Read chapters 14-17 from *King of Shadows*** **Continue reading picture/chapter books**
Workshop 6 **Monday, 3/2/15**	**Setting in Children's Literature**	**Importance of setting in literature** **Chapter 7 Reading Response** **Literature Circle for chapters 14-17 from *King of Shadows*** **Discuss and review Genre Study Project**	**Read chapter 8 from CHCL** **Chapter 8 Reading Response on Moodle** **Read chapters 18-19 from *King of Shadows*** **Continue reading picture/chapter books**
Workshop 7 **Monday, 3/9/15**	**Point of View in Children's Literature**	**How to determine point of view in a story** **Chapter 8 Reading Response** **Literature Circle for chapters 18-19 from *King of Shadows*** **Discuss and review Genre Study Project**	**Read chapter 9 from CHCL** **Chapter 9 Reading Response** **Read chapters 1-3 from *Esperanza Rising*** **Genre Study Project** **Continue reading picture/chapter books**
Workshop 8 **Monday, 3/16/15**	**Style and Tone in Children's Literature**	**Distinctive style and style influence in text** **Chapter 9 Reading Response** **Literature Circle for chapters 1-3 from *Esperanza Rising*** **Genre Study Project**	**Read chapter 10 from CHCL** **Chapter 10 Reading Response on Moodle** **Read chapters 4-6 from *Esperanza Rising*** **Continue reading picture/chapter books**

Workshop 9 **Monday, 3/30/15**	**Theme in Children's Literature**	**Different types of theme in a story** **Chapter 10 Reading Response** **Literature Circle for chapters 4-6 from *Esperanza Rising*** **Discuss and review Author Study Presentation** **Genre Study Project**	**Read chapter 11 from CHCL** **Chapter 11 Reading Response on Moodle** **Read chapters 7-9 from *Esperanza Rising*** **Continue reading picture/chapter books**
Workshop 10 **Monday, 4/6/15**	**Rhyme to Poetry in Children's Literature**	**Importance of rhyme and poetry in text** **Chapter 11 Reading Response** **Literature Circle for chapters 7-9 from *Esperanza Rising*** **Discuss and review Author Study Presentation**	**Author Study Presentation** **Continue reading picture/chapter books**
Workshop 11 **Monday, 4/13/15**	**Author Study**	**Author Study Presentation**	**Read chapter 12 from CHCL** **Chapter 12 Reading Response on Moodle** **Read chapters 10-12 from *Esperanza Rising*** **Continue reading picture/chapter books**
Workshop 12 **Monday, 4/20/15**	**Biographies in Children's Literature**	**Discover how biographies impact children and their reading** **Chapter 12 Reading Response** **Literature Circle for chapters 10-12 from *Esperanza Rising*** **Discuss and review Annotated Bibliography of Children's Books**	**Read chapter 13 from CHCL** **Chapter 13 Reading Response on Moodle** **Read chapters 13-14 from *Esperanza Rising*** **Annotated Bibliography of Children's Books**

Workshop 13 Monday, 4/27/15	Information Books in Children's Literature	More on informational text with children Chapter 13 Reading Response Literature Circle for chapters 13-14 from *Esperanza Rising* Annotated Bibliography of Children's Books Discuss and review Final Reflection	Read chapter 14 from CHCL Chapter 14 Reading Response on Moodle Final Reflection
Workshop 14 Monday, 5/4/15	A lifetime of Reading Review of semester	How can we help students become lifelong readers? Chapter 14 Reading Response Final Reflection	HAVE A GREAT SUMMER!

TECHNOLOGY POLICY

Because this class relies heavily on the continuity of discussion, please silence all cell phones and do not take or make calls during class.

Use of laptops in class to take notes, organize comments, or do research related to class discussions is encouraged. Abuse of this privilege by checking personal e-mail, instant messaging, playing games, doing homework in class, excessively using computers during discussion time, or surfing the Internet creates disruptions to the learning environment and will not be tolerated.

The course intentionally and authentically integrates technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications, software, and hardware, in any or all of the following activities:

- Display of information
- Storage of information
- Exploration of content, materials, and ideas
- Collaboration
- Skill development
- Application of skills
- Organization of information
- Problem solving
- Design and construction of projects

Students will learn with and through technology, thus increasing their technology literacy and their ability to design and develop curriculum and teaching strategies in their own classrooms; build connections with their tech-savvy, internet-native students; and conduct future research in areas of interest.

ACCOMMODATIONS FOR DISABILITIES

Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, Director of Career and Life Counseling at 503-517-1119 as soon as possible. Students with an Accommodation Plan through the ASC who would like to discuss the plan, emergency medical information, or special arrangements in case the building must be evacuated should also make an appointment at ASC.

Appendix A

The following requirements must be met:

(1)Foundational Knowledge and Dispositions

      (a)Knowledge of psychological, sociological, linguistic and anthropological foundations of reading and writing processes and instruction.

      (b) Knowledge of reading research and histories of reading.

      (c)Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.

      (d)Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading.

      (e)Display dispositions related to reading and the teaching of reading.

(2)Instructional Strategies and Curriculum Materials

      (a)Use key instructional grouping options (individual, small-group, whole-class, computer-based.)

      (b)Use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum.

(c)Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.

(d)Plan and use appropriate practices, including technology-based practices in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.

(3)Assessment, Diagnosis and Evaluation

(a)Use a wide range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies and also include technology- based assessment tools.

(b)Place students along a developmental continuum and identify students' proficiencies and difficulties

(c)Use assessment information to plan and revise effective instruction for all students.

Effectively communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.) (4)Creating a Literate Environment

(a)Use students' interest and backgrounds as foundations for the reading and writing program.

(b)Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.

(c)Model reading and writing enthusiastically as valued life-long activities.

(d)Motivate learners to be life-long readers.

(5)Professional Development

(a)Continue to pursue the development of professional knowledge and dispositions.

(b)Work with colleagues to observe, evaluate and provide feedback on each other's practice.

(c)Participate in, initiate, implement and evaluate professional development programs.

(6)Leadership: Guidance and supervision of paraprofessionals.

(7) A candidate must also complete student teaching, an internship or a supervised practicum with students in Early Childhood and Elementary, OR Elementary and Middle Level OR Middle Level and High School. Candidates completing a practica experience at either early childhood or elementary and at either middle or high school level shall qualify for authorization for pre-primary through grade twelve.

OAR 584-018-0100	INTASC Standards	InTASC Performances, Knowledge, and Critical Dispositions
1(a) Learner Development (InTASC 1)	1) Learner Development: The teacher understands how children learns grow and develop, recognizing that patterns of learning and development vary individually within and	Essential Knowledge 1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that
2(c) Content Knowledge (InTASC 4)	4) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure	Critical Dispositions 4(a) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives. Critical Dispositions 4(f) The teacher evaluates and modifies instructional resources and curriculum
3(b) Planning for Instruction (InTASC 7)	7) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content	Critical Dispositions 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to
3(c) Instructional Strategies (InTASC 8)	8) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply	Critical Dispositions 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. Critical Dispositions 8(s) The teacher values flexibility and reciprocity in the teaching process
4(a) Professional Learning and Ethical Practice (InTASC 9)	9) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others	Critical Dispositions 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to

Appendix B

	each learner.	
5(a)Application of Content	5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of	Performance 5(p) The teacher knows where and how to access resources to build global awareness
7(a) Planning for Instruction	7 (a)The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community	Essential Knowledge 7(g) The teacher understands content and content standards and how these are organized in the curriculum. Essential Knowledge 7(h) The teacher understands learning opies

Appendix C

Biblical Standards and Characteristics

Students preparing to go into the world as educators should prepare themselves by reflecting upon and displaying Biblical characteristics.

Wisdom

Students shall display: knowledge, understanding, insight, discernment, maturity, sound judgment and decision-making, and humility.

"Blessed are those who find wisdom, those who gain understanding, for she is more profitable than silver and yields better returns than gold." Proverbs 3:13-14

The teacher with wisdom pursues deep understanding of learners and the learning process. The teacher is an expert in relevant content areas and can make content accessible and meaningful to all students. The teacher establishes a supportive learning environment and successfully manages emerging problems. The teacher makes sound decisions based on data, research, best practice, and knowledge of learning and individual learners. (InTASC 1--Learner Development; 2--Learning Differences; 3--Learning Environments; 4—Content; 5--Content Application; 6—Assessment; 7--Planning for Instruction.)

Purpose

Students, as teachers, display persistence, drive, inquiry, creativity, and patience.

"In a large house there are articles not only of gold and silver, but also of wood and clay; some are for special purposes and some for common use. Those who cleanse themselves from the latter will be instruments for special purposes, made holy, useful to the Master and prepared to do any good work." II Timothy 2:20-21

"Where there is no counsel, purposes are frustrated, but with many counselors they are accomplished." Proverbs 15:22

The teacher with purpose pursues pedagogical expertise and performance in order to reach and teach all students, maximize learning, and close the achievement gap for struggling students. The teacher takes ownership for student learning and works in collaboration with others to ensure learning occurs. (InTASC 8--Instruction Strategies; 10--Leadership and Collaboration.)

Calling

Students, as teachers, should display commitment, desire, enthusiasm, optimism, dependability, fortitude, authenticity, selflessness, compassion, consideration, and leadership.

"…walk worthy of the calling to which you have been called with complete lowliness of mind (humility) and meekness (unselfishness, gentleness, mildness), with patience, bearing with one another and making allowances because you love one another." Ephesians 4:1-2.

The teacher with calling possesses the values, beliefs, and attributes to persist and thrive in a complex, diverse, and increasingly difficult school setting. The teacher is prepared and able to meet the challenges and demands of his/her chosen career. (InTASC Critical Dispositions in Standards 1-10.)

Excellence

The student, as teacher, should display integrity, honor, distinction, and diligence.

"…learn to sense what is vital, and approve and prize what is excellent and of real value…" Philippians 1:10.

"For the rest, brethren, whatever is true, whatever is worthy of reverence and is honorable and seemly, whatever is just, whatever is pure, whatever is lovely and lovable, whatever is kind and winsome and gracious, if there is any virtue and excellence, if there is anything worthy of praise, think on and weigh and take account of these things." Philippians 4:8

A teacher of excellence seeks opportunities for continual improvement, collaboration, communication, leadership, and life-long learning. The teacher maintains high personal standards and engages in meaningful reflection in order to improve practice for the benefit of students and to advance the profession. (InTASC 9—Professional Learning and Ethical Practice; 10—Leadership and Collaboration.)

Appendix C-General Assignment Rubric

Score	*Yes* **4 (A's)**	*Yes, but...* **3 (B's)**	*No, but...* **2 (C's)**	*No* **1 (D's)**
CRITERIA and STANDARDS	An assignment in this category shows a **superior** command of the tools of language. It exhibits some or all of the following characteristics:	An assignment in this category shows an **adequate** command of the tools of language. It exhibits some or all of the following characteristics:	An assignment in this category shows a **less than adequate** command of the tools of language. It exhibits some or all of the following characteristics:	An assignment in this category shows a **consistent pattern of weakness** in using the tools of language. It exhibits some or all of the following:
Focus, Organization	o responds to the all aspects of the assignment, o appropriate to the audience o single, distinct focus o generally well- developed ideas o logical flow of ideas or events o draws in reader; effective closing o sense of completeness	o responds to the assignment, o appropriate to the audience, o focus not clear at every point, o some main points underdeveloped, o ideas may not be in the most effective	o responds partially to the assignment but is off target in some way, o may not show evidence of attentiveness to audience, o focus on topic not consistently sustained, o some lack of distinction between main ideas and details, o order of ideas not effective, o may be no opening sentence; no	o evidence of attempt to respond to assignment, o no evidence of attentiveness to audience, o focus on topic not sustained, o no
Elaboration, Support, Style	o each idea is supported by details; narrative brought to life by details, o all details related to topic o choice of details effective, o ideas/events related by effective transition words and phrases, o varied sentence style o precise, interesting, and vivid word choice.	o each idea supported by details, but details in some places may be sketchy; narrative details sufficient to flesh out events, o all details related to topic o some details not used effectively, o transitions used, o varied sentence style o word choice adequate to convey meaning; some precise, vivid words	o uneven development; narrative details sketchy o details may appear to be listed rather than integrated into coherent flow o some details are irrelevant o few or no transitions o most sentences simple; overall style choppy o word choice adequate to convey meaning but few precise or vivid words	o half or more of main ideas not supported by details, o half or more details may be irrelevant, o no transitions, o sentence style choppy, o vocabulary limited.

16

| Gra mm ar, Usa ge, Mechanics | o sophisticated and consistent command of Standard English, o free of spelling, capitalization, and usage errors, o precise syntax, o competence in coordination and subordination, | o number and type of errors not sufficient to interfer e with meanin g, o consistent command of Standard English, o few, if any, spelling, capitalization, or usage errors | o number and type of errors may interfere with meaning at some points, o weaknesses in command of Standard English o some spelling, capitalization, or usage errors, o some | o number and type of errors obscure meaning, o inadequate grasp of Standard English, o frequent errors in spelling, capitalization, and usage, o many run-ons or fragments, o serious and frequent |