

At-a-Glance
Distinguishing Between English 9 and English 9 Honors

English 9	English 9 Honors
<p>Texts Students read a variety of text choices based on readiness and interest (modified versions available).</p>	<p>Texts Students read unabridged, original texts, as well as the most challenging texts available (For example: <i>To Kill a Mockingbird</i>, <i>Lord of the Flies</i>, high-Lexile Lit Circle choices, etc.).</p>
<p>Writing Students will choose or develop thesis statements based on their interest and ability (some may be more concrete, others more abstract). Students will develop topic sentences to control each paragraph, but may have varying levels of success in using those sentences to make assertions that support their thesis. Students will work toward developing essays that demonstrate efforts toward close reading and making sense of specific passages. Students will work toward writing with clear structure, development, evidence and transitions. Students are beginning to use organization or structure that reflects their purpose.</p>	<p>Writing Students will develop thesis statements that explore abstract ideas. Students will develop topic sentences to control each paragraph and to make assertions that support their thesis. Students will develop essays that demonstrate a successful use of close reading to make sense of specific passages. Students will write with sophisticated structure, thorough development, well-selected evidence and smooth transitions. Students always use organization or structure that reflects their purpose.</p>
<p>Response Activities & Creative Projects Students choose appropriate options when offered choice in response activities (e.g. analysis, monologues, storytelling, creative projects, etc.). Response activities (journaling, annotations, quizzes, etc.) from these students may only begin to demonstrate analytical thinking, and may frequently fall back on summary.</p>	<p>Response Activities & Creative Projects Students choose the most challenging options when offered choice in response activities (e.g. analysis, monologues, storytelling, creative projects, etc.). Response activities (journaling, annotations, quizzes, etc.) from these students reflect consistent growth toward sophisticated, analytical thinking rather than summary.</p>
<p>Participation Students have varying levels of success meeting the participation criteria (see rubric).</p>	<p>Participation Students consistently meet all the participation criteria (see rubric).</p>
<p>Portfolio Students may complete an abbreviated reflective portfolio each trimester that demonstrates their growth as a learner.</p>	<p>Portfolio Students complete a reflective portfolio each trimester worth 10% of their grade. The portfolio demonstrates their growth toward the major understandings of the course. The rubric for the portfolio outlines specific artifacts and expectations</p>

Grading

Students in 9 Honors will earn grades based on the expectations for the English 9 Honors course. Thus, an assignment which might have earned an A on an assignment in regular English 9, may or may not meet the increased expectations for English 9 Honors.