

English Focus Skills for DCHS Students-Summer 2020

English I

Students entering the 9th grade should focus on their reading stamina. In the 9th grade, students will be expected to read a variety of literary and informational texts for basic comprehension. If you are looking for a good book, we highly recommend the Project Lit selections, found at <https://jarredamato.wordpress.com/>

At the freshman level, students should be able to answer the questions “*What topic is addressed in the text?*” and “*What is being said about that topic?*” for any given text. Students can read and respond to an article from Kelly Gallagher’s “Article of the Week” (<http://www.kellygallagher.org/article-of-the-week>). Rising 9th graders should respond to the first Possible Response Question provided.

Students entering the 9th grade need to have a strong foundation in basic grammar and foundational punctuation and mechanics, as well as be able to produce grade-level grammatical sentences (meaning compositions include proper subject verb agreement, proper verb tense, no sentence fragments, no run-on sentences, correct pronoun usage and agreement, etc.). Students can find practice on noredink.com.

English II

Students need a basic understanding of a paragraph as well as organizing and drafting a basic essay. They also need to have a basic understanding of argumentative, expository, and narrative writing formats.

Students should be able to analyze text beyond basic comprehension questions and accurately describe an author’s purpose and intended audience.

Students should be able to read from a grade-appropriate text for at least twenty minutes a day.

English III

Students should be able to identify and analyze the development of a central idea in nonfiction texts and theme in works of fiction.

Students should be able to develop an argument which either supports or opposes the author’s ideas or choices in a nonfiction text.

Students should practice ACT English skills with an emphasis on punctuation and grammar skills. (This can be done online with a site such as Prepfactory.com.)

Additionally, students should spend a minimum of 20 minutes reading grade-appropriate novels or other reading material daily. This reading practice should come from a variety of areas, both literary and informational: novels, short stories, newspapers, magazines, online news sites, etc.

English IV

Students should be able to identify and analyze the development of a central idea in nonfiction texts and theme in works of fiction.

Students should be able to develop an argument which either supports or opposes the author’s ideas or choices in a nonfiction text.

Students should practice ACT English skills with an emphasis on punctuation and grammar skills. (This can be done online with a site such as Prepfactory.com.)

Additionally, students should spend a minimum of 20 minutes reading grade-appropriate

novels or other reading material daily. This reading practice should come from a variety of areas, both literary and informational: novels, short stories, newspapers, magazines, online news sites, etc.