

4

HIGH SCHOOL ASSESSMENT

ENGLISH

CORE LEARNING GOALS

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HIGH SCHOOL ASSESSMENT ENGLISH CORE LEARNING GOALS

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PREFACE

The Maryland School Performance Program began in 1989 in response to the report of the Governor's Commission on School Performance and reflects a major strategy for implementing school reform to improve educational opportunity and achievement by each student enrolled in Maryland's public schools. The high school assessment represents the final stage of the Maryland School Performance Assessment Program, which began with State-level assessments in grades 3, 5, and 8.

This document reflects the work of five content teams, appointed by the State Superintendent of Schools, to define Core Learning Goals that will serve as the basis of the assessment. This work is a direct outgrowth of the State Board of Education's Performance-Based Graduation Requirements Task Force.

The outcomes were prepared by a representative group of educators, recognized for their leadership in the fields of English, mathematics, social studies, and science. The Skills for Success component represents a cooperative effort between leading educators and the Maryland Business Round Table. The Core Learning Goals are meant to reflect the essential skills and knowledge that should be expected of Maryland high school students in the 21st century. There is no assumption that the State's high schools currently have the capacity to deliver these goals. Rather, if the goals are adopted, an infrastructure of support and professional development activities, including human and fiscal resources, will be necessary to implement these new standards. Each of the five documents is available upon request to the address listed below.

It is important to note that the Core Learning Goals for Skills For Success are meant to be part of each of the other four content areas. As such they will not be assessed by their own test, but rather within each of the four content areas. The test materials in each area will be developed in such a way that mastery of the Skills for Success is essential to high performance. Hence, you will notice that each of the documents has a section related to Skills For Success. It is also our intent that all teachers, not just those who are teaching English, mathematics, social studies, and science, will be responsible for Skills for Success. It will be important, therefore, that the Skills for Success document is shared with all high school teachers. The graphic that follows is intended to show the relationship between and among the content area and Skills for Success.

The content area information is provided as draft material representing the best thinking of the content teams for public consideration by educators and the public at large. The Content Team membership list is included as an appendix. Individuals and organizations may feel free to duplicate and disseminate the document as appropriate. It is also assumed that prior to adoption by the State Board of Education, or to curriculum redesign occurring at the local school system level, these documents should be shared with the appropriate departments in each high school in Maryland. Information should be gathered as to how departments are interpreting the goals, in order that the content teams may review the diversity of interpretations. Upon review of the anticipated diversity of responses, each Core Learning Goals Content Team would identify the level of specificity for the goals that clearly identifies the intent. At that point the outcomes would be published in the *Maryland Register* in preparation for State Board adoption.

Responses, reactions, and comments may be sent by mail or by fax to:

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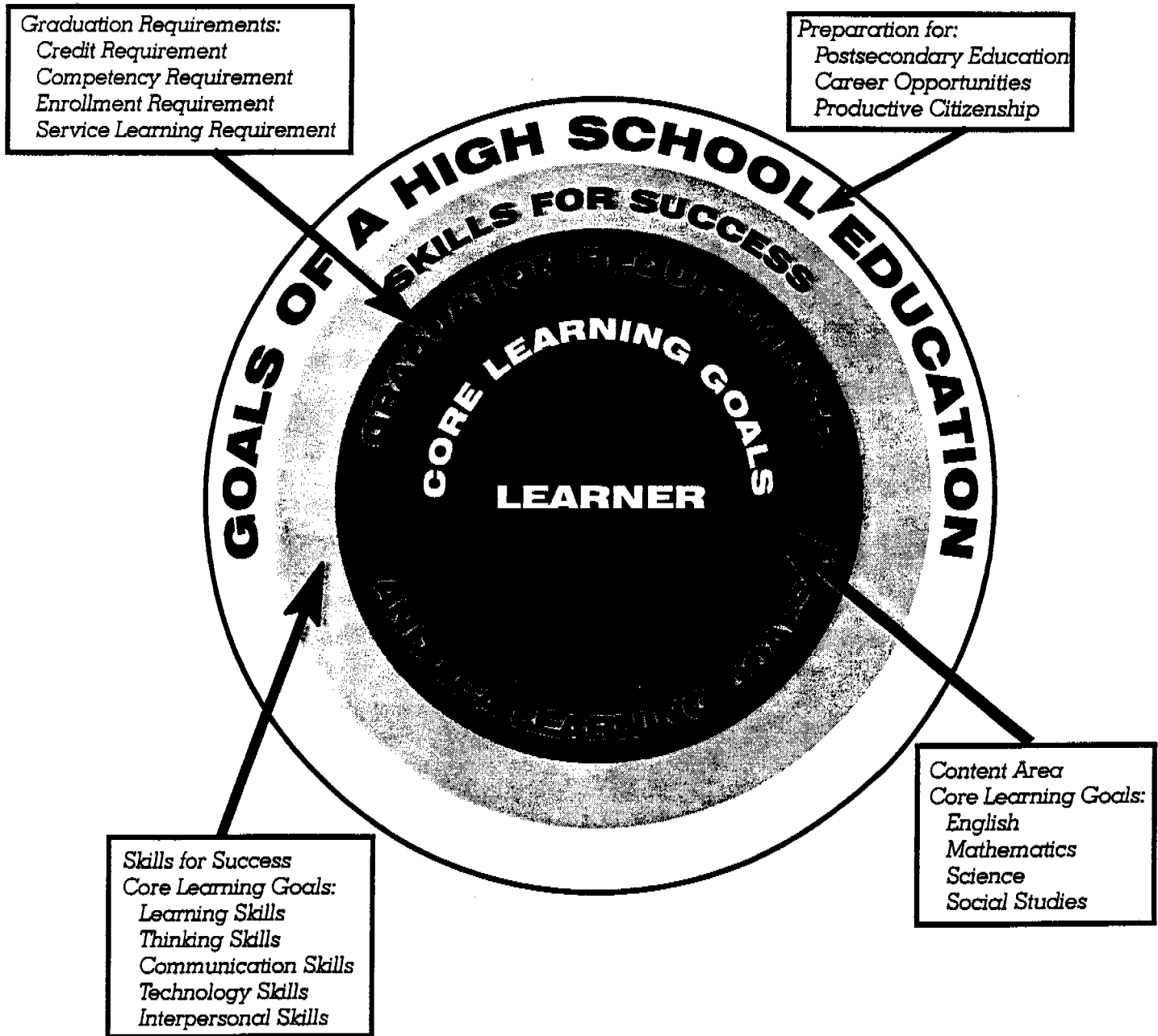
Addresses are provided for each of the Content Team members at the end of the document. Any individual should feel free to discuss issues with these individuals. MSDE staff in the content area are also available for explanation of the Core Learning Goal documents.

Thank you in advance for your interest and willingness to aid in the development of high-quality expectations for Maryland high school students prior to graduation.

July 3, 1995
preface.reg

DRAFT - ENGLISH CORE LEARNING GOALS
JULY 1995

CONTEXT OF THE HIGH SCHOOL ASSESSMENT



DRAFT - ENGLISH CORE LEARNING GOALS
JULY 1995

**HIGH SCHOOL ASSESSMENT
CORE LEARNING GOALS FORMAT
ENGLISH**

CORE LEARNING GOAL

EXPECTATION

**INDICATORS OF
LEARNING**

**SAMPLE INSTRUCTIONAL
ACTIVITY**



ENGLISH CORE LEARNING GOALS

Introduction/Rationale

What is English? How should it be taught and assessed?

The purpose of high school English is to provide experiences that foster thoughtful, fluent, and responsible use of language of the sort required by informed citizens to reach carefully reasoned decisions and express their views effectively. High school English courses build upon literacy skills learned in families and communities, in elementary school, and throughout the middle learning years. Reading, writing, speaking, and listening comprise the processes of English while language and literature comprise the content. English is composed of those processes and content areas relevant to successful living which are integral to the ability to express, create, learn, interpret, and stimulate thoughts and feelings. To be learned and used effectively, the processes of reading, writing, speaking, and listening, and the content of language and literature, are best taught in an integrated manner and assessed in the same way.

Reading, writing, speaking, and listening require the learner to engage in preparatory activities and then to construct meaning, compose, and evaluate. When constructing meaning through reading, listening, or viewing, the learner is involved in acquiring information, organizing ideas, appreciating the art of literature, and integrating new learning with previous knowledge. When composing, the learner generates ideas, reviews, makes adjustments, revises, and considers changes based on established and evolving criteria. When evaluating, the learner develops an understanding of the purposefulness underlying the intent, his/her own or someone else's, while also developing criteria for judging effectiveness of the communication involved. Finally, the learner must be able to employ, when appropriate, those criteria in his or her own work by applying the conventions of standard written and spoken English.

In the English classroom, students interpret, generate, and evaluate texts. "Text" is used to mean all author-created materials, in both print and non-print media. Students entering the 21st century need to be discriminating users of text wherever it occurs: classic and contemporary literature, multi-cultural literature, student-created writings, speeches, plays and other formal and informal performances and exhibits involving language and creative expression.

Students must also be able to retrieve information from both traditional and technological sources and to express themselves, orally and in writing, in effective ways which can be understood by a variety of audiences. The need for information retrieval, effective communication, and discriminating use of text is not confined to the English classroom. English teachers share responsibility for teaching those skills and processes with teachers of all content areas that require their use.

Students should be able to apply the communication processes effectively and to assume conscious control of their language and interaction with texts. The study of language enhances the study of literature and the effectiveness of the learner's oral and written communication. Language is learned best in pursuit of genuine ends and purposes. Thus, grammar and mechanics are learned and assessed most effectively in the context of a student's reading, writing, speaking, and listening.

Language and literature comprise the content and frame the processes in the English classroom. A careful balance in instruction ensures that both content and processes are truly integrated and all receive appropriate emphasis. Student assessment requires the same careful balance. The current dialogue toward the development of national standards for English reflects the integration of content and process within context. The content goals for English, when integrated with the goals of Skills for Success, provide for enriched learning, the development of lifelong skills, and the fostering of capable, productive decision-makers. (See Appendix A for a graphic representation of integration of English and Skills for Success goals.)

Literature is of particular importance in the high school English classroom. The study of English in a literature-based program encourages learners to understand, appreciate, and enjoy their world. As students study literature, their experiences and backgrounds influence their understanding of the text while their understanding of their own experiences is sharpened and enlarged.

Works for study in the English classroom should be of significant merit and reflect many literary traditions and should be drawn from diverse writing styles and points of view that reflect the concerns of both genders and a wide range of races and cultures. Traditional works that have a history of study serve as bridges to other times and between readers of different generations.

ENGLISH CORE LEARNING GOALS

GOAL 1

The student will demonstrate the ability to read/view/listen and respond to a text by employing personal experiences and critical literary analysis.

GOAL 2

The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

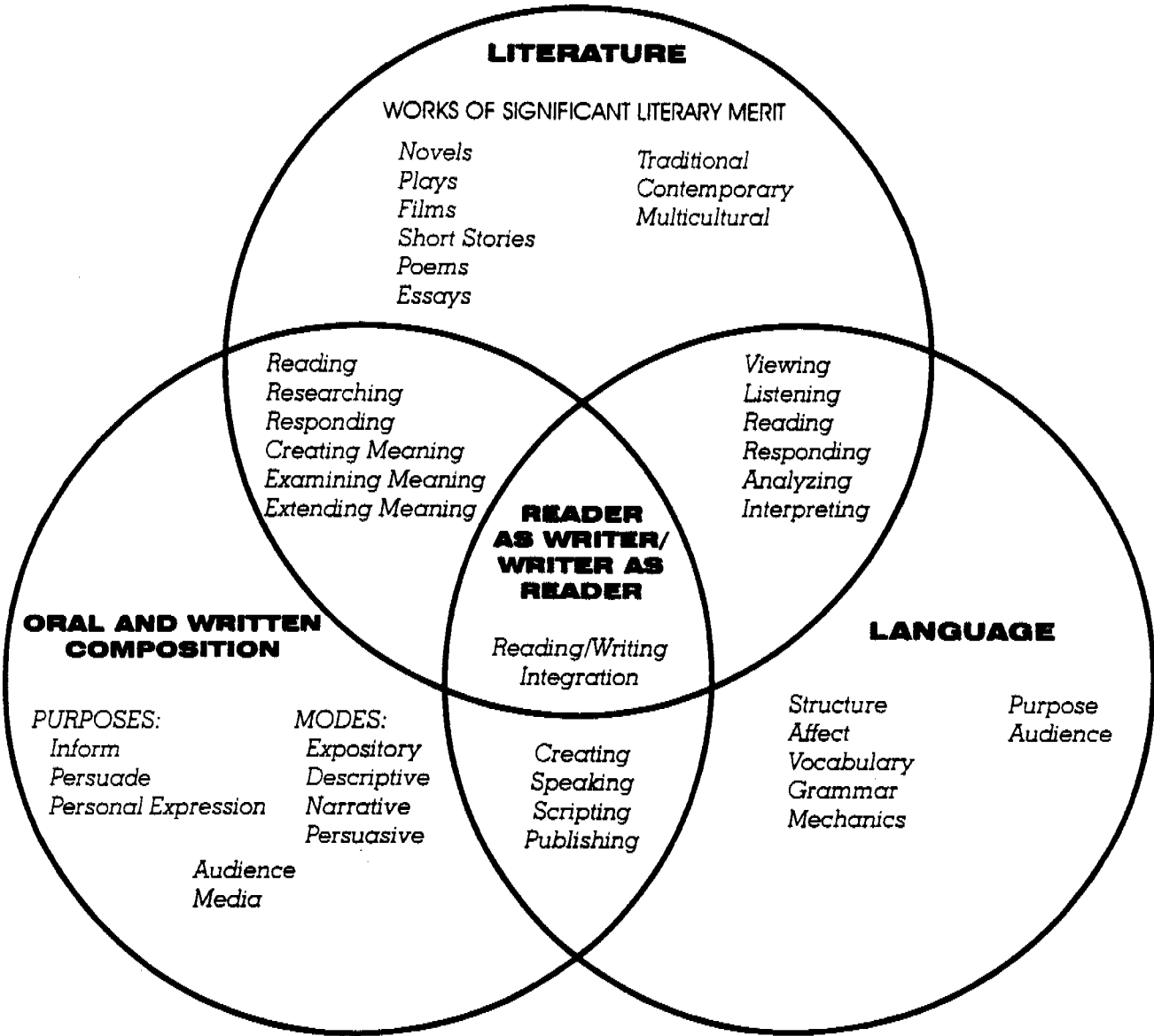
GOAL 3

The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.

GOAL 4

The student will demonstrate the ability to evaluate the content, organization, and language use of a given text—the student's own or someone else's—to determine or alter its effect.

ENGLISH CORE LEARNING GOALS



GOAL 1

The student will demonstrate the ability to read/view/listen and respond to a text by employing personal experiences and critical literary analysis.

1. ***Expectation:*** *The student will read/view/listen and respond to self-selected and assigned materials using effective strategies before, during, and after reading/viewing/listening.*

A. Indicators of Learning

- (1) The student will use pre-reading strategies appropriate to the text and the purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.
- (2) The student will use during-reading strategies appropriate to the text and the purpose for reading by visualizing, making connections, and using fix-up strategies such as rereading, questioning, and summarizing.
- (3) The student will use after-reading strategies appropriate to the text and the purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.
- (4) The student will apply before-, during-, and after-reading strategies when responding to non-print text, e.g., film, speakers, theatre, performance, and interactive media.
- (5) The student will identify specific structural elements of particular literary forms: poetry, short story, novel, drama, essay, biography, autobiography, journalistic writing, and film.

B. Sample Instructional Activities

- (1) The student will be given a copy of Maxine Kingston's *Woman Warrior*. Before beginning to read the novel, the student will predict what the novel may be about, based on the title of the book and any cover illustrations. While reading the novel, the student will identify and trace any recurring images or symbols and will also summarize each narrative section as it is completed. The student will prepare a summary, focusing on the conflict between traditional and Asian-American identities.

Finally, after reading the novel, the student will chart the book, identifying settings, major characters, plot complications, climax, resolution, point of view, and theme.

- (2) The student will be given copies of three different newspapers that cover the same event. After reading the articles, the student will chart the likeness and differences of the reporting and draw conclusions about the slant of each account.

2. ***Expectation:*** *The student will construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit.*

A. Indicators of Learning

- (1) The student will construct or build meaning by considering the contribution of plot, character, setting, conflict, and point of view.
- (2) The student will examine meaning by analyzing textual devices such as organization, speaker, word choices, tone, rhythm, and imagery that reveal an author's purpose.
- (3) The student will explain the effectiveness of stylistic elements such as syntax, rhetorical devices, and choice of details which communicate an author's purpose.
- (4) The student will explain connections between and among themes and styles of two or more texts.
- (5) The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.
- (6) The student will extend or further develop meaning by comparing texts presented in different media.

B. Sample Instructional Activity

The student will read Shakespeare's play and view Zeffereilli's film *Romeo and Juliet*. The student will examine the consequences of the major characters' actions, including how those actions shape the perceptions of the other characters toward that character. The student will discuss how differences between the film and the play affect audience perceptions of the characters; for example, how the omission of the death of Paris in the film affects our perception of Romeo.

3. **Expectation:** *The student will explain and give evidence to support perceptions about print and non-print works.*

A. Indicators of Learning

- (1) The student will explain how language and textual devices create meaning.
- (2) The student will interpret a work by using an established critical approach (e.g., personal, cultural, biographical, structural) and by supporting it with textual references.
- (3) The student will identify features of language that create voice and tone.
- (4) The student will explain how devices such as staging, lighting, blocking, special effects, graphics, language, and other techniques unique to a non-print medium are used to create meaning and evoke response.
- (5) The student will explain how common and universal experiences serve as the source of literary themes which cross time and cultures.
- (6) The student will assess the literary merit of a given text.

B. Sample Instructional Activity

The student will view two films directed by John Ford: *How Green Was My Valley* and *The Man Who Shot Liberty Valence*. As the student views the films, he or she will identify visual images that recur and determine the meaning or significance of the images by examining the action occurring each time that image appears.

GOAL 2

The student will demonstrate the ability to compose, orally and in writing, in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

1. ***Expectation:*** *The student will write compose oral, written, and visual presentations which inform, persuade, and express personal ideas.*

A. Indicators of Learning

- (1) The student will compose to explain a process, discuss cause and effect, or inform.
- (2) The student will compose to describe, using prose or poetic forms.
- (3) The student will compose narrative, using prose or poetic form.
- (4) The student will use effective rhetorical strategies to compose texts that support, modify, or refute a position.

B. Sample Instructional Activities

- (1) The teacher will model for the student how Zora Neale Hurston uses language and details to create a scene and communicate personal ideas in *Their Eyes Were Watching God*. The student will then use that model and create an original scene through which he or she expresses personal ideas.
- (2) The student will use previously learned non-print devices and conventions to create a videotape, slide show, or multi-media presentation that informs a designated audience about an issue or topic.

2. ***Expectation:*** *The student will compose texts using the prewriting, drafting, and revision strategies of effective writers and speakers.*

A. Indicators of Learning

- (1) The student will use a variety of prewriting strategies to generate and develop ideas.

- (2) The student will select and organize ideas for specific audiences and purposes.
- (3) The student will revise texts for clarity, completeness, and effectiveness.
- (4) The student will rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions.
- (5) The student will use appropriate resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation.
- (6) The student will prepare the final product for presentation to an audience.

B. Sample Instructional Activity

After reading *The Cherry Orchard* by Anton Chekov, and discussing critiques of the play that raise questions about its relevancy to today's society, the student will take a position regarding the play's relevancy. The student will be assigned to a small discussion group with others who hold various viewpoints. The student will orally present his or her viewpoints and supporting arguments to elicit feedback from group members, in order to help organize his or her thoughts for writing a persuasive paper.

3. ***Expectation: The student will locate, retrieve, and use information from various sources to accomplish a purpose.***

A. Indicators of Learning

- (1) The student will identify sources of information on a self-selected or given topic.
- (2) The student will use various information retrieval sources (traditional and electronic) to obtain information on a self-selected or given topic.
- (3) The student will use a systematic process for recording and organizing information.

- (4) The student will synthesize information from two or more sources to fulfill a self-selected or given purpose.

B. Sample Instructional Activities

- (1) When the class studies the theme of intergenerational gaps as they are reflected in various literary selections, one student will select Amy Tan's *Joy Luck Club* as an independent research project to determine if the contemporary novel accurately represents this universal theme. The student will retrieve information from electronic and print sources, analyze the information, and thus develop a thesis and adequately support it.
- (2) After a student has identified a career of interest to him/her, the student will plan a multi-source project for researching that career. The student will interview a person involved in that career field, collect print information, and consult other sources to obtain information regarding educational and training requirements, job availability, job satisfaction, and other relevant questions.

GOAL 3

The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.

1. *Expectation: The student will understand the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.*

A. Indicators of Learning

- (1) The student will determine the advantages and disadvantages of speech and writing when communicating in various situations for specific audiences and purposes.
- (2) The student will describe how pitch, volume, pause, and rate all influence meaning.
- (3) The student will explain how words are classified grammatically by meaning, position, form, and function.
- (4) The student will differentiate grammatically complete sentences from non-sentences.
- (5) The student will incorporate subjects, predicates, and modifiers when composing original sentences.
- (6) The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.
- (7) The student will vary sentence types—simple, complex, compound, and compound/complex—to sustain reader or listener interest.
- (8) The student will expand sentences by positioning clauses and phrases to function as nouns, adjectives, or adverbs.
- (9) The student will recognize, combine, and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity.

B. Sample Instructional Activity

To help discover how writers use sentence structure and punctuation to enhance meaning, the student will search through various texts to locate sentences containing semicolons. After copying each sentence on a 3"x5" card, the student will meet with others in small groups to identify the various ways a semicolon may be used and share these findings with the entire class. Once the basic rules for using semicolons have been formulated, the student will compare his or her rules" with those in any current grammar text and then locate places in his or her own recently written compare/contrast essays where a semicolon might underscore similarities or differences.

2. ***Expectation:*** *The student will identify the different ways that language use affects thoughts and feelings in writing and speaking.*

A. Indicators of Learning

- (1) The student will choose the level of language, formal to informal, appropriate for a specific audience, situation, or purpose.
- (2) The student will identify the thoughts and feelings evoked by the language heard and read.
- (3) The student will describe the impact of regional and social variations of language on listener or reader response.
- (4) The student will describe regional and social language differences.

B. Sample Instructional Activity

After reading and discussing the poem, "We Real Cool," by Gwendolyn Brooks, the student will identify the speaker of the poem and support that identification through language examples. Then the student will identify possible audiences for whom the poem might have been intended and support the identification through language examples. Finally, the student will convey the thought of the poem for a specific audience and explain language choices made for that audience.

3. ***Expectation:*** *The student will identify the different ways that vocabulary selection affects thoughts and feelings in speaking and writing.*

A. Indicators of Learning

- (1) The student will choose the vocabulary appropriate for a specific audience, situation, or purpose.
- (2) The student will differentiate connotative from denotative meanings of words.
- (3) The student will describe how readers or listeners might respond differently to the same words.

B. Sample Instructional Activity

The student will work with others in pairs or triads to create Likert-type word scales for words which appear in their reading, writing, or speaking. Each pair or triad will share the word scale creations with the whole class and identify situations, audiences, and purposes where one choice would be more appropriate or effective than another. An example of such a word scale for describing someone who is difficult to please might include the following:

finicky--exacting--fastidious--meticulous--particular--careful
(connotation from most negative to most positive)

4. ***Expectation:*** *The student will use spelling, capitalization, and punctuation appropriately.*

A. Indicators of Learning

- (1) The student will edit texts for spelling, capitalization, and punctuation using available resources.
- (2) The student will use available resources to correct or confirm editorial choices.

B. Sample Instructional Activity

The student will receive his or her own paper which the teacher has read and annotated with check marks in the margin beside lines which contain errors. Working in pairs or a cooperative group, the student will identify errors, document a resource which was or can be used to confirm the corrections, and make the necessary corrections. Resources that can be used may include the following, among others: dictionary, thesaurus, electronic spell checker, language book, style book, and computer "grammar check" program.

GOAL 4

The student will demonstrate the ability to evaluate the content, organization, and language of a given text—the student's own or someone else's—to determine or alter its effect.

1. ***Expectation:*** *The student will describe the effect that a given text, heard or read, has on a listener or reader.*

A. Indicators of Learning

- (1) The student will state and explain a personal response to a given text.
- (2) The student will identify specific words, phrases, scenes, images, and symbols that support a personal response to a given text.

B. Sample Instructional Activity

Jonathan Swift wrote the essay, "A Modest Proposal," in the 18th century to offer a satirical solution to a problem of overpopulation. After reading the essay, the student will record responses to it in his or her journal and share the responses within the reading group. Responses should include the following:

- What effect does the essay have on me as a reader?
- How does the writing elicit this response?
- What is the author's purpose for this writing?
- Have I responded in a way the author hopes?

2. ***Expectation:*** *The student will assess the impact on a reader or listener of an author's choice of details, organizational pattern, word choice, syntax, use of figurative and metaphorical language, and rhetorical devices.*

A. Indicators of Learning

- (1) The student will identify diction that reveals the writer's or speaker's purpose.
- (2) The student will explain how details used by the writer or speaker affect reader or listener purpose.

- (3) The student will explain how the specific language used by the writer or speaker affects reader or listener response.
- (4) The student will describe the organizational pattern of a text and identify transitions within it.
- (5) The student will explain how repetitions of words, phrases, structural features, and ideas affect the meaning and/or tone of a text.

B. Sample Instructional Activity

The student will read Mark Twain's "A Double-Barreled Detective Story," a writing which uses a series of exaggerated descriptions to lull the reader into a false sense of beauty and tranquility. After reading the passage containing those descriptions, the student will respond to questions such as the following:

- What is the mood?
- What emotion(s) dominates?
- Create a pictograph of the passage.

The student will then use a dictionary to define all unfamiliar words in the passage and return to the questions above, this time concentrating on contradictions of place, time, and mood. Finally, the student will explain which features of the writing have given two different interpretations of the passage.

3. ***Expectation:*** *The student will explain how textual changes alter tone, clarify meaning, or address a particular audience.*

A. Indicators of Learning

- (1) The student will alter the tone of a text by revising its diction.
- (2) The student will justify revisions in syntax and diction from a previous draft of the same text by explaining how the change affects meaning.
- (3) The student will alter text to present the same content to a different audience via the same or different media.
- (4) The student will compare the different in effect of two authors' texts on a given subject.

B. Sample Instructional Activity

The student will read the news story Stephen Crane wrote when he was a journalist about the survivors of a shipwreck. Then the student will identify the characteristics of a newspaper article contained in it. The student will then read Crane's short story, "The Open Boat," and find examples of factual detail which were altered, show how the tone of the writing changed from the news story to the short story, and discuss how the meaning of the writing was expanded to create a different effect in the reader.

**MATCH OF ENGLISH CORE LEARNING GOALS
AND SKILLS FOR SUCCESS CORE LEARNING GOALS**

Shaded blocks indicate a positive match.

ENGLISH EXPECTATIONS	SKILLS FOR SUCCESS EXPECTATIONS																		
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3
1.1		■	■		■		■				■								■
1.2			■		■	■	■	■											■
1.3					■		■	■											
2.1					■	■		■		■	■								■
2.2		■	■	■	■	■		■	■	■	■	■	■	■	■			■	
2.3		■			■	■	■	■		■	■			■	■				
3.1							■	■		■		■	■					■	
3.2		■	■		■	■	■			■	■	■	■					■	
3.3			■				■	■		■	■	■	■					■	
3.4						■				■	■		■	■	■				
4.1					■					■	■							■	■
4.2			■		■		■	■		■	■	■	■					■	
4.3		■			■		■	■		■	■	■	■					■	

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JULY 1995

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AUTHORS LIST

Following is a representative, though certainly not exclusive, list of authors who have written works of significant literary merit. Works of significant literary merit are memorable; they are worthy of scrutiny because their richness of thought and language challenges the reader and stimulates the imagination. Such works are both instructive and entertaining. They can be read and reread, each reading offering a new insight into the human experience and condition. Through their structure and effect, they communicate across generations and cultures.

Achebe, Chinua	Conrad, Joseph	Heath, Roy
Aido, Ama A.	Crane, Stephen	Heller, Joseph
Albee, Edward	Dickens, Charles	Hellman, Lillian
Alighieri, Dante	Dickinson, Emily	Hemingway, Ernest
Allende, Isabel	Didion, Joan	Hesse, Herman
Angelou, Maya	Dillard, Annie	Hinton, S. E.
Aristophanes	Dinesen, Isak	Homer
Austen, Jane	Dostoevski, Feydor	Hughes, Langston
Ba, Mariama	Dove, Rita	Hughes, Ted
Baker, Russell	Dunbar, Paul	Hugo, Victor
Baldwin, James	Eliot, George	Hurston, Zora N.
Beckett, Samuel	Eliot, T. S.	Huxley, Aldous
Bellow, Saul	Ellison, Ralph	Ibsen, Henrich
Blake, William	Emecheta, Buchi	Ionesco, Eugene
Bontemps, Arna	Esquivel, Laura	James, Henry
Bradbury, Ray	Euripides	Joyce, James
Bronte, Charlotte	Evans, Mari	Kafka, Franz
Bronte, Emily	Faulkner, William	Keats, John
Brooks, Gwendolyn	Fitzgerald, F. Scott	King, Martin L., Jr.
Browning, Elizabeth	Flaubert, Gustave	Kingston, Maxine Hong
Browning, Robert	Frost, Robert	Kincaid, Jamaica
Buck, Pearl	Gibson, William	Knowles, John
Burns, Robert	Giovanni, Nikki	Kozol, Jonathan
Byron, Alfred	Golding, William	Lamming, George
Camus, Albert	Graves, Robert	Lawrence, D. H.
Cather, Willa	Greene, Graham	Lee, Harper
Cervantes, Miguel	Hamilton, Edith	Lessing, Doris
Chaucer, Geoffrey	Hansbury, Lorraine	Lipsyte, Robert
Chekov, Anton	Hardy, Thomas	Longfellow, Henry
Chopin, Kate	Hawthorne, Nathaniel	Lorca, Frederico
Clifton, Lucille	Head, Bessie	Mais, Roger

Malamud, Bernard
Marshall, Paule
Mathabane, Mark
McCullers, Caron
McPhee, John
Melville, Herman
Miller, Arthur
Mishima, Yukio
Mitterholzer, Edgar
Moore, Marianne
Morrison, Toni
Naipaul, V. S.
Nwapa, Flora
O'Connor, Flannery
O'Connor, Frank
O'Neill, Eugene
Orwell, George
Paine, Thomas
Paton, Alan
Paz, Octavio
Peck, Robert
Pepys, Samuel
Petry, Ann
Plath, Sylvia
Poe, Edgar A.
Pope, Alexander
Porter, Katherine A.
Puig, Manuel
Rand, Ayn
Remarque, Erich
Rich, Adrienne
Rodrigues, Richard
Roethke, Theodore
Rostand, Edmond
Salinger, J. D.
Sandburg, Carl
Shakespeare, William
Shange, Ntozake
Shaw, George B.
Shelley, Mary
Solzhenitszyn, Alexandr
Sophocles
Steinbeck, John
Stoppard, Tom

Swift, Jonathan
Tan, Amy
Thoreau, Henry
Tolstoy, Leo
Tuchman, Barbara
Twain, Mark
Tyler, Anne
Updike, John
Verne, Jules
Voltaire, Francois
Vonnegut, Kurt
Walker, Alice
Warren, Robert P.
Welty, Eudora
Wharton, Edith
Whitman, Walt
Wiesel, Elie
Wilde, Oscar
Wilder, Thornton
Williams, Tennessee
Williams, William C.
Wilson, August
Woolf, Virginia
Wordsworth, William
Wright, Richard
Wynter, Sylvia
Yeats, William B.
Zindel, Paul