

**Children's Literature - English/Language Arts Grade 11-12**

PA Core Standards	Skills/Competencies	Content/Topics
<p><i>1.2 Reading: Informational Text- Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</i></p> <p><b>CC.1.2.11-12.A</b> Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.11-12.D</b> Evaluate how an author's point of view or purposes shapes the content and style of a text.</p> <p><b>CC.1.2.11-12.E</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CC.1.2.11-12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.2.11-12.J</b> Acquire and use accurately general academic</p>	<p>Analyzing nonfiction literature</p> <p>Analyzing nonfiction</p> <p>Analyzing nonfiction</p> <p>Analyzing nonfiction</p> <p>Analyzing nonfiction literature</p>	<p>Students will determine the central idea of the text and be able to summarize it.</p> <p>Students will understand the different points of view and how point of view affects the text.</p> <p>Students will analyze persuasive pieces of literature and determine of the structure of the text in sufficient to make the author's point.</p> <p>Students will be aware of the style of varying vocabulary and how it enhances the piece</p> <p>Students will be learn vocabulary and understand how word choice in relevant to</p>



<p>regarding how to develop and relate elements of a story or drama.</p> <p><b>CC.1.3.11-12.D</b> Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p><b>CC.1.3.11-12.E</b> Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p><b>CC.1.3.11-12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.3.11-12.G</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p><b>CC.1.3.11-12.H</b> Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>CC.1.3.11-12.I</b> Determine or clarify the meaning of unknown</p>	<p>Analyzing literature</p> <p>Analyzing literature</p> <p>Analyzing literature</p> <p>Analyzing literature/drama</p> <p>Analyzing literature/ varying genres</p> <p>Analyzing literature - vocabulary</p>	<p>choices affect the literature</p> <p>Students will understand varying points of view and their impact on literature.</p> <p>Students will analyze persuasive pieces of literature and determine of the structure of the text in sufficient to make the author's point.</p> <p>Students will be aware of the style of varying vocabulary and how it enhances the piece</p> <p>Students will read plays written for various age groups and analyze how the author's purpose is successfully conveyed in each.</p> <p>Students will have an understanding of different genres and the differences of each.</p> <p>Students will learn vocabulary using many different tools.</p>
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<p>and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.3.11–12.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><i>1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p><b>CC.1.4.11–12.A</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p><b>CC.1.4.11–12.B</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p><b>CC.1.4.11–12.C</b> Develop and analyze the topic thoroughly by</p>	<p>Analyzing literature - vocabulary</p> <p>Analyzing literature</p> <p>Informational writing</p> <p>Informational writing – focus</p> <p>Informational writing – content</p>	<p>Students will have a clear understanding of vocabulary and how it affects literature.</p> <p>Students will be able to comprehend and analyze literature.</p> <p>Students will construct informational essays supporting a distinct thesis.</p> <p>Students will write with a distinct focus on audience and task. Students will support their thesis with sufficient content.</p>
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<p>analysis of substantive topics.</p> <p><b>CC.1.4.11-12.H</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim</li> </ul> <p><b>CC.1.4.11-12.I</b> Distinguish the claims from alternate or opposing claims; develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>CC.1.4.11-12.J</b> Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>CC.1.4.11-12.K</b> Write with an awareness of the stylistic aspects</p>	<p>Argumentative writing – focus</p> <p>Argumentative writing - content</p> <p>Argumentative writing – organization</p> <p>Argumentative writing – style</p>	<p>Students will write with a distinct focus on audience and task.</p> <p>Students will support their thesis with sufficient content.</p> <p>Students will compose well organized pieces with an awareness of task.</p> <p>Students will compose writing pieces with style appropriate to the genre and prompt.</p>
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<p>Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Narrative writing – organization</p>	<p>pieces with an awareness of task.</p>
<p><b>CC.1.4.11-12.Q</b> Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul>	<p>Narrative writing – style</p>	<p>Students will compose writing pieces with style appropriate to the genre and central idea.</p>
<p><b>CC.1.4.11-12.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Narrative writing – conventions</p>	<p>Students will adhere to the rules of conventions while writing.</p>
<p><b>CC.1.4.11-12.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>Writing – response to literature</p>	<p>Students will respond to literature read throughout the class.</p>
<p><b>CC.1.4.11-12.T</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>	<p>Writing – the writing process</p>	<p>Students will follow the writing process while composing essays and storybooks including planning and prewriting, drafting,</p>





<p>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><i>1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p><b>CC.1.5.6.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.5.6.B</b> Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p><b>CC.1.5.11-12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CC.1.5.11-12.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p>Speaking and listening – discussions</p> <p>Speaking and listening – discussions</p> <p>Speaking and listening – discussions and presentations</p> <p>Speaking and listening</p>	<p>and narrative pieces.</p> <p>Students will collaborate and share ideas.</p> <p>Students will collaborate and share ideas while critically analyzing what it being presented.</p> <p>Students will present their findings in support of their thesis to the class and be open to collaborative discussions.</p> <p>Students will participate in small and large group discussions and presentations and understand appropriate speech</p>
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		requirements in all scenarios.
<b>CC.1.5.11-12.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Speaking and listening – mixed media	Students will utilize various digital media to enhance their presentations and topics.
<b>CC.1.5.11-12.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	Speaking and listening	Students will speak following the commands of standard English language.
<b>Assessments:</b>		