Children's Literature - English/Language Arts Grade 11-12		
PA Core Standards	Skills/Competencies	Content/Topics
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.		
CC.1.2.11-12.A 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.	Analyzing nonfiction literature	Students will determine the central idea of the text and be able to summarize it.
CC.1.2.11-12.D Evaluate how an author's point of view or purposes shapes the content and style of a text.	Analyzing nonfiction	Students will understand the different points of view and how point of view affects the text.
CC.1.2.11-12.E 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.	Analyzing nonfiction	Students will analyze persuasive pieces of literature and determine of the structure of the text in sufficient to make the author's point.
CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Analyzing nonfiction	Students will be aware of the style of varying vocabulary and how it enhances the piece
CC.1.2.11-12.J Acquire and use accurately general academic	Analyzing nonfiction literature	Students will be learn vocabulary and understand how word choice in relevant to

and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		text.
CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently, and proficiently.	Analyzing nonfiction literature	Students will read and understand varying pieces of nonfiction.
1.3 Reading: Literature- Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.		
CC.1.3.11-12.A 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.	Analyzing literature - comprehension	Students will read and understand theme and the author's central idea and be able to relate the two.
CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Analyzing literature – literary devices	Students will make inferences using textual evidence.
CC.1.3.11-12.C Analyze the impact of the author's choices	Analyzing literature	Students will understand and analyze the art of storytelling and how the author's

regarding how to develop and relate elements of a story or drama.		choices affect the literature
CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Analyzing literature	Students will understand varying points of view and their impact on literature.
CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	Analyzing literature	Students will analyze persuasive pieces of literature and determine of the structure of the text in sufficient to make the author's point.
CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Analyzing literature	Students will be aware of the style of varying vocabulary and how it enhances the piece
CC.1.3.11-12.G 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.)	Analyzing literature/drama	Students will read plays written for various age groups and analyze how the author's purpose is successfully conveyed in each.
CC.1.3.11-12.H 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.	Analyzing literature/ varying genres	Students will have an understanding of different genres and the differences of each.
CC.1.3.11-12.I Determine or clarify the meaning of unknown	Analyzing literature - vocabulary	Students will learn vocabulary using many different tools.

and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		
CC.1.3.6.J 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.	Analyzing literature - vocabulary	Students will have a clear understanding of vocabulary and how it affects literature.
CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Analyzing literature	Students will be able to comprehend and analyze literature.
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.		
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Informational writing	Students will construct informational essays supporting a distinct thesis.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by	Informational writing – focus Informational writing – content	Students will write with a distinct focus on audience and task. Students will support their thesis with sufficient content.

selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when			
useful to aiding comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on	Informational writing – organization	Students will compose well organized pieces with an awareness of task.	
that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.			
 CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	Informational writing – style	Students will compose writing pieces with style appropriate to the genre and prompt.	
CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Informational writing – conventions	Students will adhere to the rules of conventions while writing.	
CC.1.4.11-12.G	Argumentative writing	Students will construct argumentative	

essays supporting a distinct thesis.

Write arguments to support claims in an

analysis of substantive topics.		
CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim	Argumentative writing – focus	Students will write with a distinct focus on audience and task.
CC.1.4.11-12.I 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.	Argumentative writing - content	Students will support their thesis with sufficient content.
CC.1.4.11-12.J 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.	Argumentative writing – organization	Students will compose well organized pieces with an awareness of task.
CC.1.4.11-12.K Write with an awareness of the stylistic aspects	Argumentative writing – style	Students will compose writing pieces with style appropriate to the genre and prompt.

of composition.		
 Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to 		
manage the complexity of the topic.		
 Establish and maintain a formal style 		
and objective tone while attending to		
the norms of the discipline in which they are writing.		
they are writing.	Argumentative writing – conventions	Students will adhere to the rules of conventions while writing.
CC.1.4.11-12.L	Algumentative writing – conventions	conventions write writing.
Demonstrate a grade-appropriate command of the conventions of standard English grammar,		
usage, capitalization, punctuation, and spelling.		
	Narrative writing	Students will construct narrative pieces supporting a distinct central idea or theme.
CC.1.4.11-12.M Write narratives to develop real or imagined	Narrative writing	supporting a distinct central idea of theme.
experiences or events.		
CC.1.4.11-12.N Engage and orient the reader by setting out a	Narrative writing – content	Students will write with a distinct focus on audience and task.
problem, situation, or observation and its	Namative writing content	addictice and task.
significance, establishing one or multiple points		
of view, and introducing a narrator and/or characters		
Characters		Students will support their theme/central
CC.1.4.11-12.0	Narrative writing – content	idea with sufficient content including but
Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and	G	not limited to imagery, dialogue, and plot
pacing to develop experiences, events, and/or		devices.
characters; use precise words and phrases,		
telling details, and sensory language to convey a		
vivid picture of the experiences, events, settings, and/or characters.		
CC 1 1 1 1 1 2 D		Chudanta will as mana as wall anamics d
CC.1.4.11-12.P		Students will compose well organized

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. CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Narrative writing – organization Narrative writing – style	Students will compose writing pieces with style appropriate to the genre and central idea.
CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Narrative writing – conventions	Students will adhere to the rules of conventions while writing.
CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Writing – response to literature	Students will respond to literature read throughout the class.
CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a	Writing – the writing process	Students will follow the writing process while composing essays and storybooks including planning and prewriting, drafting,

new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	Writing – publishing	editing and composing. Upon completion of writing the storybook, students will create and;/or publish their piece by utilizing technology tools.
CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (Including self-generated questions)or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Writing – research	Students will research and compose essays focused on a specific topic and thesis.
CC.1.4.6.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Writing – research	Students will determine if sources are credible and use them to support their thesis.
CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and	Writing	Students will write intensively and regularly including responses to literature, responses to scholarly articles, research assignments,

shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		and narrative pieces.
1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.		
CC.1.5.6.A 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.	Speaking and listening – discussions	Students will collaborate and share ideas.
CC.1.5.6.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.	Speaking and listening – discussions	Students will collaborate and share ideas while critically analyzing what it being presented.
CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Speaking and listening – discussions and presentations	Students will present their findings in support of their thesis to the class and be open to collaborative discussions.
CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.	Speaking and listening	Students will participate in small and large group discussions and presentations and understand appropriate speech

		requirements in all scenarios.
CC.1.5.11-12.F 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.
CC.1.5.11-12.G 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.
Assessments:		