

**PLANNED COURSE
ENGLISH**

Academic Standard(s) For English	
1.2 Reading Informational Text Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Content Standards	Performance Standards
A. Key Ideas and Details/Main Idea CC.1.2.11.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.	L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. L.N.1.1.1 Analyze the author's intended purpose(s) of a text. L.N.1.3 Use appropriate strategies to comprehend literature during the reading process. L.N.1.3.2 Objectively summarize the key details and events of a nonfictional text in part or as a whole. L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements. L.N.2.3.3 Explain, interpret, compare, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action
B. Key Ideas and Details/Text Analysis CC.1.2.11.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.	L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. L.N.1.1.2 Explain and/or analyze examples of a text that support the author's intended purpose. L.N.1.3 Use appropriate strategies to comprehend literature during the reading process. L.N.1.3.1 Cite and explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.N.2.1 Use appropriate strategies to make and support interpretations of literature. L.N.2.1.1 Make inferences and draw conclusions based on text analysis. L.N.2.1.2 Cite evidence from a text to support generalizations.
C. Key Ideas and Details/Text Analysis/Analysis Development/Connections CC.1.2.11.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.3 Use appropriate strategies to comprehend literature during the reading process. L.N.1.3.3 Analyze the interrelationships of ideas and events in text to

	<p>determine how one idea or event may interact and influence another.</p> <p>L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</p> <p>L.N.2.3.3 Explain, interpret, compare, analyze, and/or evaluate plot in a variety of nonfiction. Note: Plot may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.N.2.3.5 Explain, interpret, compare, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
<p>D. Craft and Structure/Point of View CC.1.2.11.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>	<p>L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</p> <p>L.N. 2.3.6 L.N.2.3.6 Explain, interpret, compare, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
<p>E. Craft and Structure/Text Structure CC.1.2.11.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.</p>	<p>L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.</p> <p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</p> <p>L.N.2.3.4 Explain, interpret, compare, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.</p> <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.2 Identify, compare, interpret, describe, and/or analyze the</p>

<p>F. Craft and Structure/Vocabulary CC.1.2.11.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>G. Integration of Knowledge and Ideas/Diverse Media CC.1.2.11.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>H. Integration of Knowledge and Ideas/Evaluating Arguments CC.1.2.11.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>I. Integration of Knowledge and Ideas/Analysis Across Texts CC.1.2.11.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>J. Vocabulary Acquisition and Use CC.1.2.11.J Acquire and use accurately general academic 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</p>	<p>sequence of steps in a list of directions.</p> <p>L.N.2.4.3 Interpret, and/or analyze the effect of text organization, including headings, graphics and charts.</p> <p>L.N.2.4.4 Make connections between a text and the content of graphics and charts.</p> <p>L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.</p> <p>L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.</p> <p>L.N.1.1.4 Analyze how an author's use of key words or phrases in text informs or influences the reader.</p> <p>L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.</p> <p>L.N.2.2.3 Interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of text.</p> <p>L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.</p> <p>L.N.2.4.4 Make connections between a text and the content of graphics and charts.</p> <p>L.N. 2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.</p> <p>L.N.2.5.4 Identify and interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6 Interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.</p> <p>L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.</p> <p>L.N. 2.5.1 Differentiate between fact and opinion.</p> <p>L.N.2.5.2 Explain, interpret, and/or analyze the use of facts and opinions in a text.</p> <p>L.N.2.5.3 Distinguish essential from nonessential information.</p> <p>L.N.2.5.5 Explain and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text.</p> <p>L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</p> <p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.N.1.2.4 Draw conclusions about connotations of words.</p>
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<p>phrase important to comprehension or expression.</p> <p>K. Vocabulary Acquisition and Use CC.1.2.11.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>L. Range of Reading CC.1.2.11.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</p> <p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.N.1.2.4 Draw conclusions about connotations of words.</p> <p>L.N.2.2 Use appropriate strategies to compare, analyze and evaluate literary forms.</p> <p>L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p>
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Assessment

- Teacher and/or text generated quizzes and tests
- Book reviews
- Effective use of reading vocabulary in written and/or oral presentations
- Teacher generated assignments
- Student projects
- Small/large group discussions
- PSSA style Performance Tasks, scored using PA Reading Assessment Rubric

**PLANNED COURSE
ENGLISH**

Academic Standard(s) For English	
1.3 Reading Literature Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Content Standards	Performance Standards
A. Key Ideas and Details/Theme CC.1.3.11.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. L.F.1.1.1 Identify and analyze the author's intended purpose of a text. L.F.1.1.2 Explain and analyze examples of a text that support the author's intended purpose. L.F.1.3 Use appropriate strategies to comprehend literature during the reading process. L.F.1.3.1 Identify and explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
B. Key Ideas and Details/Text Analysis CC.1.3.11.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.	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. L.F.1.1.1 Identify and analyze the author's intended purpose of a text. L.F.2.1 Use appropriate strategies to make and support interpretations of literature. L.F.2.1.2 Cite evidence from a text to support generalizations. L.F.1.3 Use appropriate strategies to comprehend literature during the reading process. L.F.1.3.1 Identify and explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
C. Key Ideas and Details/Literary Elements CC.1.3.11.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements. L.F.2.3.1 Explain, interpret, compare, analyze, and/or evaluate character in a variety of fiction. Note: Character may also be called narrator or speaker. <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text L.F.2.3.4 Explain, interpret, compare, analyze, and/or evaluate theme in a variety of fiction:

<p>D. Craft and Structure/Point of View CC.1.3.11.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>E. Craft and Structure/Text Structure CC.1.3.11.E 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>F. Craft and Structure/Vocabulary CC.1.3.11.F Evaluate how words and phrases shape meaning and tone in texts.</p>	<ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</p> <p>L.F.2.3.6 Explain, interpret, compare, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person • the impact of point of view on the meaning of a text as a whole <p>L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.</p> <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</p> <p>L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</p> <p>L.F.2.3.2 Explain, interpret, compare, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>L.F.2.3.3 Explain, interpret, compare, analyze, and/or evaluate plot in a variety of fiction. Note: Plot may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.</p> <p>L.F.2.5.1 Identify, explain, interpret, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p> <p>L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</p> <p>L.F.2.3.5 Explain, interpret, compare, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc.,
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	<p>determine the author's style</p> <p>L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.</p> <p>L.F.2.5.1 Identify, explain, interpret, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p>
<p>G. Integration of Knowledge and Ideas/ Sources of Information CC.1.3.11.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.)</p>	<p>L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.</p> <p>L.F.2.2.1 Analyze how literary form relates to and influences meaning of a text.</p> <p>L.F.2.2.3 Explain, interpret, compare, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p> <p>L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.</p> <p>L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</p> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p>
<p>H. Integration of Knowledge and Ideas/ Text Analysis CC.1.3.11.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.</p>	<p>L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.</p> <p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.</p> <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p>
<p>I. Vocabulary Acquisition and Use Strategies CC.1.3.11.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</p> <p>L.F.1.2.1 Identify and apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p>
<p>J. Vocabulary Acquisition and Use CC.1.3.11.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and</p>	<p>L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</p> <p>L.F.1.2.1 Identify and apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar,</p>

<p>career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>K. Range of Reading CC.1.3.11.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>L.F.2.2 Use appropriate strategies to compare, analyze and evaluate literary forms. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p>
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Assessment
<ul style="list-style-type: none"> • Teacher generated assignments • Small/large group discussion • Book reviews • Student projects • Performance based worksheets/tests • PSSA style Performance Tasks, scored using PA Reading Assessment Rubric

**PLANNED COURSE
ENGLISH**

Academic Standard(s) For English	
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.	
Content Standards	Performance Standards
A. Informative/Explanatory CC.1.4.11.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas.
B. Informative/Explanatory/Focus CC.1.4.11.B Write with a sharp, distinct focus identifying topic, task, and audience.	C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas. C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository task.
C. Informative/Explanatory/Content CC.1.4.11.C Develop and analyze the topic thoroughly by 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.	C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas. C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content and details.
D. Informative/Explanatory/Organization CC.1.4.11.D Organize complex ideas, concepts, and information so that each new element builds on 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.	C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas. C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).
E. Informative/Explanatory/Style CC.1.4.11.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	C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas. C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.E.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.

<p>the complexity of the topic.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms of the discipline. • Establish and maintain a formal style. <p>F. Informative/Explanatory/Conventions of Language CC.1.4.11.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>G. Opinion/Argumentative CC.1.4.11.G Write arguments to support claims in an analysis of substantive topics.</p> <p>H. Opinion/Argumentative/Focus CC.1.4.11.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>I. Opinion/Argumentative/Content CC.1.4.11.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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>J. Opinion/Argumentative/Organization CC.1.4.11.J Create organization that logically sequences claim(s), counterclaims,</p>	<p>C.E.2.1.1 Use a variety of sentence structures. C.E.2.1.2 Use precise language to create clarity, voice and tone. C.E.2.1.3 Revise to eliminate wordiness and redundancy. C.E.2.1.4 Revise to delete irrelevant details. C.E.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.E.2.1.6 Combine sentences for cohesiveness and unity. C.E.2.1.7 Revise sentences for clarity.</p> <p>C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas. C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence completion.</p> <p>C.E.3.1 Use conventions of standard written language. C.E.3.1.1 Spell all words correctly. C.E.3.1.2 Use capital letters correctly. C.E.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly). C.E.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers, transitions, word order and syntax). C.E.3.1.5 Demonstrate correct sentence formation.</p> <p>C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.</p> <p>C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods. C.P.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.</p> <p>C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods. C.P.1.1.2 Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.</p> <p>C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods. C.P.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position.</p>
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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.

K. Opinion/Argumentative/Style

CC.1.4.11.K

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
- Establish and maintain a formal style.

L. Opinion/Argumentative/Conventions of Language

CC.1.4.11.L

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

M. Narrative

CC.1.4.11.M

Write narratives to develop real or imagined experiences or events.

N. Narrative/Focus

CC.1.4.11.N

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.

C.P.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.

C.P.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.

C.P. 2.1.1 Use a variety of sentence structures.

C.P. 2.1.2 Use precise language to create clarity, voice, and tone.

C.P. 2.1.3 Revise to eliminate wordiness and redundancy.

C.P. 2.1.4 Revise to delete irrelevant details.

C.P. 2.1.5 Use the correct form of commonly confused words; use logical transitions.

C.P. 2.1.6 Combine sentences for cohesiveness and unity.

C.P. 2.1.7 Revise sentences for clarity.

E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.

E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.

E.08.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintaining a controlling point.

O. Narrative/Content

CC.1.4.11.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

P. Narrative/Organization

CC.1.4.11.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.

Q. Narrative/Style

CC.1.4.11.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.

R. Narrative/Conventions of Language

CC.1.4.11.R

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.

E.08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters.

E.08.C.1.3.4 Use precise words and phrases, relevant descriptive details and sensory language to capture action and convey experiences and events.

E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.

E.08.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintaining a controlling point.

E.08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.

E.08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences and events.

E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.

E.08.C.1.3.4 Use precise words and phrases, relevant descriptive details and sensory language to capture action and convey experiences and events.

E.08.D.2.1 Use knowledge of language and its conventions.

E.08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or action, expressing uncertainty, or describing a state contrary to fact).

E.08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

E.08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.

E.08.D.2.1.4 Maintain consistency in style and tone.

E.08.D.2.1.5 Choose punctuation for effect.

E.08.D.2.1.6 Choose words and phrases for effect.

E.08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E.08.D.1.1.1 Explain the function of verbals (i.e. gerunds, participles, infinitives) in general and their function in particular sentences.

E.08.D.1.1.2 Form and use verbs in the active and passive voice.

E.08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

E.08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and

<p>S. Response to Literature CC.1.4.11.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>T. Production and Distribution of Writing/Writing Process CC.1.4.11.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>mood.</p> <p>E.08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>E.08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>E.08.D.1.1.7 Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).</p> <p>E.08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.</p> <p>E.08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>E.08.D.1.1.10 Correctly use frequently confused words (e.g., <i>to, too, two, there, their, they're</i>).</p> <p>E.08D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E.08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.</p> <p>E.08.D.1.2.1 Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>E.08.D.1.2.2 Use an ellipsis to indicate an omission.</p> <p>E.08.D.1.2.3 Spell correctly.</p> <p>E.08.D.1.2.4 Use punctuation (comma, parentheses, dash) to set off nonrestrictive/parenthetical elements.</p> <p>E.08.D.1.2.5 Use punctuation to separate items in a series.</p> <p>E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>E.08.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support a writer's purpose.</p> <p>E.08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences, and demonstrating an understanding of the text(s).</p> <p>E.08.E.1.1.3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E.08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E.08.E.1.1.5 Establish and maintain a formal style.</p> <p>E.08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p> <p>Apply the writing process to develop a product (i.e. pre-write, draft, revise, edit and publish).</p> <p>Revise writing by examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word, choice, sentence variety, and subtlety of meaning.</p> <p>Participate in peer revision groups to improve a work's focus, content, organization and style.</p> <p>Participate in peer editing groups to improve a work's conventions.</p>
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<p>U. Technology and Publication CC.1.4.11.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.</p> <p>V. Conducting Research CC.1.4.11.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W. Credibility, Reliability, and Validity of Sources CC.1.4.11.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.</p>	<p>Participate in student-teacher writing conferences to improve the work's focus, content, organization, and style.</p> <p>Participate in student-teacher writing conferences to improve the work's conventions.</p> <p>Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets, and other electronic reference material.</p> <p>Use internet technology and/or software to:</p> <ul style="list-style-type: none"> • Map concepts • Comprehend and extract essential ideas from texts • Analyze and evaluate texts <p>Use a variety of media formats to communicate knowledge. Use word processing software to write in a variety of formats and modes.</p> <p>Develop a clear research question or thesis statement. Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets, and other electronic reference material. Analyze and evaluate information from sources for relevance to the research question, topic, or thesis. Synthesize information gathered from a variety of sources. Evaluate information from a variety of reference sources for its relevance to the research question, topic, or thesis. Critically evaluate primary and secondary sources for validity, perspective, bias and relationship to topic. Document sources of information including references and works cited, using an appropriate style (e.g. MLA, APA, Chicago). Follow the conventional style for the type of document and use page formats, fonts, and spacing that contribute to the readability and impact of the document. Cite all sources properly when quoting, paraphrasing and summarizing.</p> <p>Analyze and evaluate information from sources for relevance to the research question, topic or thesis. Evaluate information from a variety of reference sources for its relevance to the research question, topic or thesis. Critically evaluate primary and secondary sources for validity, perspective, bias and relationship to topic. Document sources of information including references and works cited, using an appropriate style (e.g. MLA, APA, Chicago). Cite all sources properly when quoting, paraphrasing and summarizing.</p>
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X. Range of Writing

CC.1.4.11.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Use appropriate strategies to compare, analyze and evaluate writing forms. Compare and evaluate the characteristics that distinguish informational writing from persuasive and narrative writing.

Assessment

- Analytical student essays
- Text and/or teacher generated quizzes or tests
- Small group reports/presentations
- PSSA practice tests
- Teacher generated assignments
- Small/large group discussion
- PSSA style Performance Tasks, scored using PA Reading Assessment Rubric

**PLANNED COURSE
ENGLISH**

Academic Standard(s) For English	
1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Content Standards	Performance Standards
A. Comprehension and Collaboration/ Collaborative Discussion CC.1.5.11-12.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.	A. Interact effectively in discussions. <ul style="list-style-type: none"> maintain the focus of the discussion by contributing relevant content select and using appropriate language ask relevant and clarifying questions monitor the response of participants and adjust contributions accordingly participate in reading circles listen with civility to the ideas of others
B. Comprehension and Collaboration/ Evaluating Information CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	B. Analyze, evaluate, and synthesize information from a variety of reference sources for relevance to topic. <ul style="list-style-type: none"> critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic identify sources seamlessly within delivery of presentation
C. Comprehension and Collaboration/ Critical Listening CC.1.5.11-12.C 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.	C. Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
D. Presentation of Knowledge and Ideas/Purpose, Audience, and Task CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development,	D. Establish a clear and concise thesis, utilizing logical organization with attention to focus that is relevant to a specific audience. <ul style="list-style-type: none"> monitor the response of diverse audiences, adjusting delivery accordingly

<p>substance, and style are appropriate to purpose, audience, and task.</p> <p>E. Presentation of Knowledge and Ideas/Context CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.</p> <p>F. Integration of Knowledge and Ideas/Multimedia 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.</p> <p>G. Conventions of Standard English CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11 level and content.</p>	<p>E. Deliver effective oral presentations by selecting and using appropriate structures, content, and language to present ideas that support a controlling, concise thesis.</p> <ul style="list-style-type: none"> • employ delivery methods relevant to mode (narrative, informative, persuasive) and style (formal or informal) <p>F. Utilize appropriate technology or media to convey understanding and to engage diverse audiences.</p> <ul style="list-style-type: none"> • incorporate media to enhance the delivery of facts, reasons, and examples (i.e. charts, maps, diagrams, pictures, videos, etc.) • Orally present the graduation project <p>G. Convey ideas using vocabulary and style specific to mode and context of speech and type of audience.</p> <ul style="list-style-type: none"> • recognize and differentiate between formal and informal presentations • employ effective delivery techniques: volume, pace, eye contact, emphasis, gestures, and enunciation
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Assessment

- Peer editing/response groups
- Individual student revision
- Journal writing
- Technical forms completed accurately
- Group generated writing projects
- Teacher generated assignments
- PSSA style Performance Tasks, scored using PA Mode-specific Scoring Guide
- Wilkes-Barre Area School District's Assessment Form for the Written Component of the Graduation Project
- Small / large group discussions