PLANNED COURSE

ENGLISH

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| Academic Standard(s) For English |
| 1.2 Reading Informational TextStudents read, understand, and respond to informational text with emphasis on comprehension, making connectionsamong ideas and between texts with focus on textual evidence. |
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| Content Standards | Performance Standards |
| A. Key Ideas and Details/Main IdeaCC.1.2.12.ADetermine 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.B. Key Ideas and Details/Text AnalysisCC.1.2.12.BCite 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.C. Key Ideas and Details/Text Analysis/Analysis Development/ConnectionsCC.1.2.12.CAnalyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals overthe course of the text.D. Craft and Structure/Point of ViewCC.1.2.12.DEvaluate how an author’s point of view or purpose shapes the content and styleof a text.E. Craft and Structure/Text StructureCC.1.2.12.EAnalyze 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.F. Craft and Structure/VocabularyCC.1.2.12.FEvaluate how words and phrases shape meaning and tone in texts.G. Integration of Knowledge and Ideas/Diverse MediaCC.1.2.12.GIntegrate 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.H. Integration of Knowledge and Ideas/Evaluating ArgumentsCC.1.2.12.HAnalyze seminal texts based upon reasoning, premises, purposes, and arguments.I. Integration of Knowledge and Ideas/Analysis Across TextsCC.1.2.12.IAnalyze foundational U.S. and world documents of historical, political, andliterary significance for their themes, purposes, and rhetorical features.J. Vocabulary Acquisition and UseCC.1.2.12.JAcquire and use accurately general academic and domain-specific words andphrases, sufficient for reading, writing, speaking, and listening at the collegeand career readiness level; demonstrate independence in gathering vocabularyknowledge when considering a word or phrase important to comprehension orexpression.K. Vocabulary Acquisition and UseCC.1.2.12.KDetermine or clarify the meaning of unknown and multiple-meaning words andphrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.L. Range of ReadingCC.1.2.12.LRead and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | 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.• 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 actionL.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.  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 determine how one idea or event may interact and influence another. 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.• 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 L.N.2.3.5 Explain, interpret, compare, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:• 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 styleL.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements. L.N. 2.3.6 Explain, interpret, compare, analyze, and/or evaluate point of view in a variety of nonfiction:• 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 wholeL.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.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements. L.N.2.3.4 Explain, interpret, compare, analyze, and/or evaluate theme in a variety of nonfiction:• 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 periodL.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction. L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.  L.N.2.4.2 Identify, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.  L.N.2.4.3 Interpret, and/or analyze the effect of text organization, including headings, graphics and charts.  L.N.2.4.4 Make connections between a text and the content of graphics and charts.  L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts. L.N.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.  L.N.1.1.4 Analyze how an author’s use of key words or phrases in text informs or influences the reader.L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.  L.N.2.2.3 Interpret, compare, describe, analyze, and/or evaluate connections between texts. L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of text. L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.  L.N.2.4.4 Make connections between a text and the content of graphics and charts. L.N. 2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.  L.N.2.5.4 Identify and interpret bias and propaganda techniques in nonfictional text.  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 nonfiction text. L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.  L.N. 2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, and/or analyze the use of facts and opinions in a text. L.N.2.5.3 Distinguish essential from nonessential information. L.N.2.5.5 Explain and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text. L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.  L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.  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.  L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.  L.N.1.2.4 Draw conclusions about connotations of words. L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.  L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.  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.  L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.  L.N.1.2.4 Draw conclusions about connotations of words. L.N.2.2 Use appropriate strategies to compare, analyze and evaluate literary forms.  L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. |

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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
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PLANNED COURSE

ENGLISH

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| Academic Standard(s) For English |
| 1.3 Reading LiteratureStudents read and respond to works of literature with emphasis on comprehension, making connections among ideasand between texts with focus on textual evidence. |
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| Content Standards | Performance Standards |
| A. Key Ideas and Details/ThemeCC.1.3.12.ADetermine 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.B. Key Ideas and Details/Text AnalysisCC.1.3.12.BCite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and relatedto an author’s implicit and explicitassumptions and beliefs.C. Key Ideas and Details/Literary ElementsCC.1.3.12.CAnalyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.D. Craft and Structure/Point of ViewCC.1.3.12.DEvaluate how an author’s point of view or purpose shapes the content and style of a text.E. Craft and Structure/Text StructureCC.1.3.12.EEvaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.F. Craft and Structure/VocabularyCC.1.3.12.FEvaluate how words and phrases shape meaning and tone in texts.G. Integration of Knowledge and Ideas/Sources of InformationCC.1.3.12.GAnalyze 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.)H. Integration of Knowledge and Ideas/Text AnalysisCC.1.3.12.HDemonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods ofliterature, including how two or more texts from the same period treat similar themes or topics.I. Vocabulary Acquisition and Use StrategiesCC.1.3.12.IDetermine or clarify the meaning ofunknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.J. Vocabulary Acquisition and UseCC.1.3.12.JAcquire 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; demonstrateindependence in gathering vocabulary knowledge when considering a word or phrase important to comprehension orexpression.K. Range of ReadingCC.1.3.12.KRead and comprehend literary fiction on grade level, reading independently and proficiently. | 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.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. L.F.1.1 Uses 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.• 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:• 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 periodL.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements. L.F.2.3.6 Explain, interpret, compare, analyze, and/or evaluate point of view in a variety of fiction:• 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 wholeL.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.2.3.2 Explain, interpret, compare, analyze, and/or evaluate setting in a variety of fiction:• the relationship between setting and other components of a text (character, plot, and other key literary elements) 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.• 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 actionL.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. 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. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements. L.F.2.3.5 Explain, interpret, compare, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:• 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 styleL.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. 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.L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms. L.F.2.2.1 Analyze how literary form relates to and influences meaning of a text. L.F.2.2.3 Explain, interpret, compare, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.  L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.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.L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction. L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature. L.F.1.2.1 Identify and apply a synonym or antonym of a word used in a text. 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. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words.L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature. L.F.1.2.1 Identify and apply a synonym or antonym of a word used in a text. 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. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words.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.  |

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| Assessment |
| * Teacher generated assignments
* Small/large group discussions
* Book reviews
* Student projects
* Performance based worksheets/tests
* PSSA style Performance Tasks, scored using PA Reading Assessment Rubric
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PLANNED COURSE

ENGLISH

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| Academic Standard(s) For English |
| 1.4 WritingStudents write for different purposes and audiences. Students write clear and focused text to convey a well-definedperspective and appropriate content. |
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| Content Standards | Performance Standards |
| A. Informative/ExplanatoryCC.1.4.12.AWrite informative / explanatory texts to examine and convey complex ideas, concepts, and information clearly andaccurately.B. Informative/Explanatory/FocusCC.1.4.12.BWrite with a sharp, distinct focus identifying topic, task, and audience.C. Informative/Explanatory/ContentCC.1.4.12.CDevelop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or otherinformation and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia whenuseful to aiding comprehension.D. Informative/Explanatory/OrganizationCC.1.4.12.DOrganize complex ideas, concepts, and information so that each new element builds on that which precedes it; 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.E. Informative/Explanatory/StyleCC.1.4.12.EWrite with an awareness of the stylistic aspects of composition.• Use precise language, domain-specificvocabulary, and techniques such as metaphor, simile, and analogy to managethe 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.F. Informative/Explanatory/Conventions of LanguageCC.1.4.12.FDemonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.G. Opinion/ArgumentativeCC.1.4.12.GWrite arguments to support claims in an analysis of substantive topics.H. Opinion/Argumentative/FocusCC.1.4.12.HWrite with a sharp, distinct focus identifying topic, task, and audience.• Introduce the precise, knowledgeable claimI. Opinion/Argumentative/ContentCC.1.4.12.IDistinguish 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 strengthsand limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.J. Opinion/Argumentative/OrganizationCC.1.4.12.JCreate organization that logicallysequences 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.K. Opinion/Argumentative/StyleCC.1.4.12.KWrite with an awareness of the stylistic aspects of composition.• Use precise language, domain specificvocabulary, and techniques such as metaphor, simile, and analogy to managethe 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 LanguageCC.1.4.12.LDemonstrate a grade appropriatecommand of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.M. NarrativeCC.1.4.12.MWrite narratives to develop real or imagined experiences or events.N. Narrative/FocusCC.1.4.12.NEngage 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.O. Narrative/ContentCC.1.4.12.OUse 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/OrganizationCC.1.4.12.PCreate 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, orresolved over the course of the narrative.Q. Narrative/StyleCC.1.4.12.QWrite 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-specificvocabulary, and techniques such as metaphor, simile, and analogy to managethe complexity of the topic. R. Narrative/Conventions of LanguageCC.1.4.12.RDemonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.S. Response to LiteratureCC.1.4.12.SDraw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.T. Production and Distribution of Writing/Writing ProcessCC.1.4.12.TDevelop 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.U. Technology and PublicationCC.1.4.12.UUse technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.V. Conducting ResearchCC.1.4.12.VConduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden theinquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.W. Credibility, Reliability, and Validity of SourcesCC.1.4.12.WGather 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.X. Range of WritingCC.1.4.12.XWrite 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. | C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas. 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.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. 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). 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.  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. 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. 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. 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 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. 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. 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. 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. C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods. C.P.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. C.P.3.1 Use conventions of standard written language.  C.P.3.1.1 Spell all words correctly. C.P.3.1.2 Use capital letters correctly.  C.P.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly). C.P.3.1.4 Demonstrate correct grammar and usage (e.g. verb and pronoun form and agreement, modifiers, transitions, word order, and syntax). C.P.3.1.5 Demonstrate correct sentence formation. 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. 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.C1.3.4 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; maintain 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.C1.3.4 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 mood. E.08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  E.08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.  E.08.D.1.1.7 Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).  E.08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense. E.08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.  E.08.D.1.1.10 Correctly use frequently confused words (e.g., *to, too, two, there, their, they’re*). E.08D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement. E.08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.  E.08.D.1.2.1 Use punctuation (comma, ellipsis, dash) to indicate a pause or break. E.08.D.1.2.2 Use an ellipsis to indicate an omission. E.08.D.1.2.3 Spell correctly.  E.08.D.1.2.4 Use punctuation (comma, parentheses, dash) to set off nonrestrictive/parenthetical elements. E.08.D.1.2.5 Use punctuation to separate items in a series. E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  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.  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).  E.08.E.1.1.3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  E.08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.  E.08.E.1.1.5 Establish and maintain a formal style.  E.08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented. Apply the writing process to develop a product (i.e. pre-write, draft, revise, edit and publish).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. Participate in peer revision groups to improve a work’s focus, content, organization and style.Participate in peer editing groups to improve a work’s conventions. Participate in student-teacher writing conferences to improve the work’s focus, content, organization, and style.Participate in student-teacher writing conferences to improve the work’s conventions. Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets, and other electronic reference material.Use internet technology and/or software to:* Map concepts
* Comprehend and extract essential ideas from texts
* Analyze and evaluate texts

Use a variety of media formats to communicate knowledge.Use word processing software to write in a variety of formats and modes. 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. 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.Use appropriate strategies to compare, analyze and evaluate writing forms.Compare and evaluate the characteristics that distinguish informational writing from persuasive and narrative writing. |

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| 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 discussions
* PSSA style Performance Tasks, scored using PA Reading Assessment Rubric
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PLANNED COURSE

ENGLISH

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| Academic Standard(s) For English |
| 1.5 Speaking and ListeningStudents present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals orin group discussions. |
|   |
| Content Standards | Performance Standards |
| A. Comprehension and Collaboration/ Collaborative DiscussionCC.1.5.12.AInitiate and participate effectivelyin a range of collaborativediscussions on grades level topics,texts, and issues, building onothers’ ideas and expressing theirown clearly and persuasively.B. Comprehension and Collaboration/Evaluating Information CC.1.5.12.BIntegrate multiple sources ofinformation presented in diverseformats and media (e.g. visually,quantitative, orally) in order tomake informed decisions and solveproblems, evaluating the credibilityand accuracy of each source andnoting any discrepancies amongthe data.C. Comprehension and Collaboration/Critical ListeningCC.1.5.12.CEvaluate how the speaker’sperspective, reasoning, and use ofevidence and rhetoric affect thecredibility of an argument throughthe author’s stance, premises, linksamong ideas, word choice, points ofemphasis, and tone.D. Presentation of Knowledge and Ideas/Purpose, Audience, and TaskCC.1.5.12.DPresent information, findings, andsupporting evidence, conveying aclear and distinct perspective; ensure that organization, development,substance, and style are appropriate to purpose, audience, and task.E. Presentation of Knowledge and Ideas/ContextCC.1.5.12EAdapt speech to a variety ofcontexts and tasks.F. Integration of Knowledge and Ideas/MultimediaCC.1.5.12.FMake strategic use of digital mediain presentations to add interest andenhance understanding of findings,reasoning, and evidence.G. Conventions of Standard EnglishCC.1.5.12.GDemonstrate command of theconventions of standard Englishwhen speaking based on grade 12 level and content. | 1. Interact effectively in discussions.
* maintain the focus of the discussion by contributing relevant content
* select and use 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
1. Analyze, evaluate, and synthesize information from a variety of reference sources for relevance to topic.
* critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic
* identify sources seamlessly within delivery of presentation
1. Evaluate and respond to the speaker’s message by analyzing and synthesizing information, ideas, and opinions.
2. Establish a clear and concise thesis, utilizing logical organization with attention to focus that is relevant to a specific audience.
* monitor the response of diverse audiences, adjusting delivery accordingly
1. Deliver effective oral presentations by selecting and using appropriate structures, content, and language to present ideas that support a controlling, concise thesis.
* employ delivery methods relevant to mode (narrative, informative, persuasive) and style (formal or informal)
1. Utilize appropriate technology or media to convey understanding and to engage diverse audiences.
* incorporate media to enhance the delivery of facts, reasons, and examples (i.e. charts, maps, diagrams, pictures, videos, etc.)
1. Convey ideas using vocabulary and style specific to mode and context of speech and type of audience.
* 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
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