COURSE STANDARDS AND ANCHORS	
COURSE: American Literature and Composition	**GRADE: 10**
STRAND: Reading Informational Text	**TIME FRAME: Year-long**

PA COMMON CORE STANDARD
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.**

ESSENTIAL CONTENT

Key Ideas and Details
- **Main Idea:**
  - o CC1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **Text Analysis:**
  - o CC1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
  - o CC1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure
- **Point of View**
  - o CC1.2.9-10. D: Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **Text Structure**
  - o CC1.2.9-10E: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **Vocabulary**
  - o CC1.2.9-10.F: Analyze how words and phrases shape meaning and tone in texts.

Integration of Knowledge and Ideas
- **Integration of Evaluation Evidence, Knowledge and Ideas**
  - o CC1.2.9-10. G; Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account
- **Integration of Knowledge and Ideas Analysis Across Texts**
  - o CC1.29-10.H: Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- **Integration of Knowledge and Ideas**
  - o CC1.2.9-10.I: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Vocabulary Acquisition and Use
- CC1.2.9-10.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 phrase important to comprehension or expression.

- CC1.2.9-10.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.

Range of Reading
- CC1.2.9-10. L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

KEYSTONE ASSESSMENT ANCHORS

READING FOR MEANING--NONFICTION:
- L.N.1.1: Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2: Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3: Use appropriate strategies to comprehend literature during the reading process.

ANALYZING AND INTERPRETING LITERATURE—NONFICTION
- L.N.2.1: Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2: Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4: Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5: Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- **Author's Purpose**
  - L.N.1.1.1: Identify and/or analyze the author's intended purpose of a text.
  - L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
  - 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.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.

- **Vocabulary**
  - 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.

- **Comprehension**
  - L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
  - L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.
  - 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.

- **Interpretation & Analysis**
  - **Make & Support Interpretations**
    - ▪ L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
    - ▪ L.N.2.1.2: Cite evidence from a text to support generalizations.

- o **Compare, Analyze, and Evaluate Literary Forms**
  - ▪ L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
  - ▪ L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- o **Compare, Analyze, and Evaluate Literary Elements**
  - ▪ L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography.
    - ● the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional 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.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:
    - ● the relationship between setting and other components of a text (character, plot, and other key literary elements)
  - ▪ L.N.2.3.3 Explain, interpret, compare, describe, 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.2.3.4: Explain, interpret, compare, describe, 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 period
  - ▪ L.N.2.3.5: Explain, interpret, compare, describe, 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 style
  - ▪ L.N.2.3.6: Explain, interpret, compare, describe, 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 point of view
    - ● the impact of point of view on the meaning of a text as a whole
- o **Identify and Analyze Text Organization and Structure**
  - ▪ L.N.2.4.1: Identify, analyze, and evaluate the structure and format of complex informational texts.
  - ▪ L.N.2.4.2: Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
  - ▪ L.N.2.4.3: Explain, 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.
- o **Identify and Analyze Essential and Nonessential Information**
  - ▪ L.N.2.5.1: Differentiate between fact and opinion.
  - ▪ L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
  - ▪ L.N.2.5.3: Distinguish essential from nonessential information.
  - ▪ L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
  - ▪ L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
  - ▪ L.N.2.5.6: Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

COURSE: American Literature and Composition	GRADE: 10
STRAND: Reading Literature Text	TIME FRAME: Year-long

PA COMMON CORE STANDARD

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.

ESSENTIAL CONTENT

Key Ideas and Details
- **Theme:**
  - CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **Text Analysis:**
  - CC.1.3.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **Literary Elements:**
  - CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure
- **Point of View**
  - CC.1.3.9-10.D: Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **Text Structure**
  - CC.1.3.9-10.E; Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- **Vocabulary**
  - CC.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts.

Integration of Knowledge and Ideas
- **Sources of Information**
  - CC.1.3.9-10.G: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **Text Analysis**
  - CC.1.3.9-10.H: Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Vocabulary Acquisition and Use
- **Strategies**
  - CC.1.3.9-10.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.
  - CC.1.3.9-10.J: Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

Range of Reading
- CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

KEYSTONE ASSESSMENT ANCHORS

READING FOR MEANING--FICTION:
- L.F.1.1: Use appropriate strategies to analyze an <u>author's purpose</u> and how it is achieved in literature.
- L.F.1.2: Use appropriate strategies to determine and clarify meaning of <u>vocabulary</u> in literature.
- L.F.1.3: Use appropriate strategies to <u>comprehend</u> literature during the reading process.

ANALYZING AND INTERPRETING LITERATURE—FICTION
- L.F.2.1: Use appropriate strategies to <u>make and support interpretations</u> of literature.
- L.F.2.2: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary <u>forms</u>.
- L.F.2.3: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary <u>elements</u>.
- L.F.2.4: Use appropriate strategies to <u>identify and analyze text organization and structure</u> in literary fiction.
- L.F.2.5: Use appropriate strategies to <u>identify and analyze essential and nonessential information</u> in literary fiction.

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- **Author's Purpose**
  - L.F.1.1.1: Identify and/or analyze the author's intended purpose of a text.
  - L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
  - L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

- **Vocabulary**
  - L.F.1.2.1: Identify and/or 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.

- **Comprehension**
  - L.F.1.3.1: Identify and/or 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 nonfictional text, in part or as a whole.

- **Interpretation & Analysis**
  - **Make & Support Interpretations**
    - L.F.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
    - L.F.2.1.2: Cite evidence from a text to support generalizations.
  - **Compare, Analyze, and Evaluate Literary Forms**
    - L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text.
    - L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary fiction.
    - L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
    - L.F.2.2.4: Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
  - **Compare, Analyze, and Evaluate Literary Elements**
    - L.F.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate <u>character</u> in a variety of fiction: Note: Character may also be called narrator, speaker, or subject of a biography.
      - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional 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.2.3.2: Explain, interpret, compare, describe, 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, describe, 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 action
  - L.F.2.3.4: Explain, interpret, compare, describe, 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 period
  - L.F.2.3.5: Explain, interpret, compare, describe, 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 style
  - L.F.2.3.6: Explain, interpret, compare, describe, 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 point of view
    - the impact of point of view on the meaning of a text as a whole
- **Identify and Analyze Text Organization and Structure**
  - L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- **Identify and Analyze Essential and Nonessential Information**
  - L.F.2.5.1: Identify, explain, interpret, describe, 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.2.5.2: 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.

COURSE: American Literature and Composition	**GRADE(S): 10**
STRAND: Writing	**TIME FRAME: Year-Long**

PA COMMON CORE STANDARD
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.**

ESSENTIAL CONTENT

- ▪ **Informative/Explanatory**
    - o **CC.1.4.9-10.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.**
        - ▪ **Focus**
            - ● CC.1.4.9-10.B: Write with a sharp distinct focus identifying topic, task, and audience.
        - ▪ **Content**
            - ● CC.1.4.9-10.C: Develop and analyze the topic with relevant, well-chosen, and sufficient 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.
        - ▪ **Organization**
            - ● CC.1.4.9-10.D: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
        - ▪ **Style**
            - ● CC.1.4.9-10.E: Write with an awareness of the stylistic aspects of composition.
                - o Use precise language and domain-specific vocabulary to manage the complexity of the topic.
                - o Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
                - o Establish and maintain a formal style.
        - ▪ **Conventions of Language**
            - ● CC.1.4.9-10.F: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

- ▪ **Opinion/Argumentative**
    - o **CC.1.4.9-10.G: Write arguments to support claims in an analysis of substantive topics.**
        - ▪ **Focus**
            - ● CC.1.4.9-10.H: Write with a sharp distinct focus identifying topic, task, and audience.
                - o Introduce the precise claim.
        - ▪ **Content**
            - ● CC.1.4.9-10.I: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
        - ▪ **Organization**
            - ● CC.1.4.9-10.J; Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, 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.

- **Style**
  - CC.1.4.9-10.K: Write with an awareness of the stylistic aspects of composition.
    - Use precise language and domain-specific vocabulary 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.
    - Establish and maintain a formal style.
- **Conventions of Language**
  - CC.1.4.9-10.L: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

- **Narrative**
  - **CC.1.4.9-10.M: Write narratives to develop real or imagined experiences or events.**
    - **Focus**
      - CC.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
    - **Content**
      - CC.1.4.9-10.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.
    - **Organization**
      - CC.1.4.9-10.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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
    - **Style**
      - CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing.
        - Use parallel structure.
        - Use various types of phrases and clauses to convey meaning and add variety and interest.
    - **Conventions of Language**
      - CC.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

- **Response to Literature**
  - CC.1.4.9-10.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.

- **Production & Distribution of Writing**
  - **Writing Process**
    - CC.1.4.9-10.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.
  - **Technology & Publication**
    - CC.1.4.9-10.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
  - **Conducting Research**
    - CC.1.4.9-10.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.
- o **Credibility, Reliability, and Validity of Sources**
    - ▪ <u>CC.1.4.9-10.W:</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- o **Range of Writing**
    - ▪ <u>CC.1.4.9-10.X:</u> 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.

ASSESSMENT ANCHORS

- ● **Exposition**
    - o C.E.1.1: Write informative pieces that describe, explain, or summarize information or ideas.
    - o C.E.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
    - o C.E.3.1: Use conventions of standard written language.

- ● **Persuasion**
    - o C.P.1.1: Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.
    - o C.P.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
    - o C.P.3.1: Use conventions of standard written language.

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- ● **Exposition**
    - o C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository task.
    - o C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.
    - o C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).
    - o C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.
    - o C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
    - o C.E.2.1.1 Use a variety of sentence structures.
    - o C.E.2.1.2 Use precise language to create clarity, voice, and tone.
    - o C.E.2.1.3 Revise to eliminate wordiness and redundancy.
    - o C.E.2.1.4 Revise to delete irrelevant details.
    - o C.E.2.1.5 Use the correct form of commonly confused words; use logical transitions.
    - o C.E.2.1.6 Combine sentences for cohesiveness and unity.
    - o C.E.2.1.7 Revise sentences for clarity.
    - o C.E.3.1.1: Spell all words correctly.
    - o C.E.3.1.2: Use capital letters correctly.
    - o C.E.3.1.3: Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
    - o C.E.3.1.4: Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
    - o C.E.3.1.5: Demonstrate correct sentence formation.

- **Persuasion**
  - 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.1.1.2: Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.
  - C.P.1.1.3: Organize the argument using effective strategies to develop a strong, well-supported position.
  - C.P.1.1.4: Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.
  - C.P.1.1.5: Write with control of grammar, mechanics, spelling, usage, and sentence formation.
  - 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.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 and transitions, word order and syntax).
  - C.P.3.1.5 Demonstrate correct sentence formation.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSES: American Literature and Composition	GRADE(S): 10
STRAND: Speaking & Listening	TIME FRAME: Year Long

PA COMMON CORE STANDARD

1.5 Speaking and Listening
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ESSENTIAL CONTENT

Comprehension and Collaboration
- **Collaborative Discussion**
  - CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **Evaluating Information**
  - CC.1.5.9-10.B Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **Critical Listening**
  - CC.1.5.9-10.C Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas
- **Purpose, Audience, and Task**
  - CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- **Context**
  - CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.
- **Multimedia**
  - CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Conventions of Standard English
- CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9- 10 level and content.

ASSESSMENT ANCHORS

- **Pending Creation of PDE document—Currently not a Keystone Exam module**

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- **Pending Creation of PDE document—Currently not a Keystone Exam module**

CONTENT UNITS	
COURSE: American Literature and Composition	**GRADE: 10**

UNIT 1: AMERICAN ROMANTICISM: ROMANTICISM 1806-1855, TRANSCENDENTALISM 1840-1855

UNIT OBJECTIVES:
- Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the "fantastic"; veneration of nature; celebration of the "self"; and isolationism).
- Define transcendentalism as an aspect of American romanticism and explain how the two differ.
- Trace characterization techniques in American romantic novels.
- Analyze the structure and effectiveness of arguments in transcendentalist essays studied.

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview.
- Alliteration
- Assonance
- Consonance
- Individualism
- Manifest destiny
- Paradox
- Romanticism
- Transcendentalism
- Irony

LITERARY TEXTS

Teachers should choose stories that exemplify great storytelling and think are best for their students. *Titles are available through public domain libraries or Common Core State Standards appendix B.*

REQUIRED LITERARY WORKS:
The Scarlet Letter* (honors only)

SUPPLEMENTAL LITERARY WORKS:
Great Tales (Poe)
Transcendental Essays

UNIT 2: A TROUBLED YOUNG NATION: REALISM 1865-1930

KEY CONCEPTS: Realism 1865-1930
This unit examines the literature of the late nineteenth century in America. Students explore the themes related to the evolving young nation, such as the challenges of westward expansion, slavery, the changing role of women, regionalism.

UNIT OBJECTIVES:
- Determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, "individual vs. society," and "civilized society" vs. the wilderness).
- Compare the treatment of related themes in different genres.
- Explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Common Core ELA Curriculum Map Overview.
- American Dream
- Assimilation
- Autobiography
- Biography
- "Melting pot"
- Mood
- Naturalism
- Realism
- Regionalism
- Satire

LITERARY TEXTS

REQUIRED LITERARY WORKS:
The Great Gatsby
The Jungle* (honors only)

SUPPLEMENTAL LITERARY WORKS:
A Farewell to Arms

UNIT 3: EMERGING MODERNISM: MODERNISM 1930-1955

KEY CONCEPTS: Emerging Modernism: Modernism 1930-1955
This unit addresses early twentieth-century American literature, including writers of the Lost Generation.

UNIT OBJECTIVES:
- Explore the relationship between historical events and literature.
- Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.
- Identify modernist ideas (using the informational texts).
- Analyze the relationship between modernist style and content.
- Examine evidence of the alienation of "modern man."

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview.
- Alienation
- American modernism
- Dialect
- Disillusionment
- Flashback
- Foreshadowing
- "Great migration"
- Industrialization
- The Lost Generation
- Motif
- Stream of consciousness

LITERARY TEXTS

REQUIRED LITERARY WORKS:
The Catcher in the Rye
The Crucible
The Grapes of Wrath* *(honors only)*

SUPPLEMENTAL LITERARY WORKS:
Famous Plays of the 1940's

UNIT 4: CHALLENGES AND SUCCESSES OF THE TWENTIETH CENTURY: CONTEMPORARY 1945-PRESENT

KEY CONCEPTS: Challenges and Successes of the Twentieth Century: Contemporary 1945-Present
This unit concludes the exploration of the American experience by addressing literary and nonfiction texts that reflect the challenges and successes of America in the latter half of the twentieth century.

UNIT OBJECTIVES:
- Analyze the development of the short story in post–World War II America.
- Trace the development of the Southern Gothic tradition in American literature.
- Recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans.
- Explain how the Beat Generation challenged traditional forms and subjects in literature.
- Identify multiple postmodernist approaches to critical analyses of literature.
- Note the influence that postmodernism has had on the "common reader."

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview
- Beatniks; the Beat Generation
- Parody
- Postmodernism
- Character analysis through narration
- Nonfiction study

LITERARY TEXTS

REQUIRED LITERARY WORKS:
To Kill a Mockingbird
Into the Wild

SUPPLEMENTAL LITERARY WORKS:
Cat's Cradle
Fahrenheit 451
Killing Mr. Griffin
Monster
Nightmares and Dreamscapes
Nightshift
One Flew Over the Cuckoo's Nest
Slaughterhouse Five
Speak
The House on Mango Street
The Watsons Go to Birmingham

APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:
- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading

  (A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think aloud
- Think/pair/share
- Thinking Maps

TEACHER CREATED MATERIALS:
- Double entry journals
- Graphic organizers
- Outlining
- Vocabulary journals
- Skill and drill worksheets to introduce individual reading skills
- Charts
- Diagrams
- Excerpts
- Historical fiction
- Interviews
- Open ended questions
- Writing starters
- Discussion questions
- Picture starters
- PowerPoint presentations
- Quotations
- Timelines

ASSESSMENTS:

Summative
- Benchmark assessment
- Course mid and final exam
- End of unit test
- Essay/written responses
- Individual or group projects and presentations using PowerPoint and Microsoft Publisher
- KEYSTONE EXAM
- Passage check
- Portfolio
- Rubric
- ACCESS

Formative
- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Outline
- Surveys, polls and exit slips
- Study Island
- Teacher Observation

Diagnostic
- CARI – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- CDTs – ALL LEVELS

REMEDIATION:
- Apprentice text
  (Apprentice text is a short, one- to four- paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.)
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Qualifying students receive Wilson, Just Words, or Elements of Literacy
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com
  (As needed, establish baseline via video clips)
- Word analysis mini lessons

ENRICHMENT:
- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity

ELL Differentiation: Math & ELA Overlay: http://pdesas.org/Page/Viewer/ViewPage/15
                      ELL Differentiation Tool: http://ell.eslportalpa.info/differentiation-tool/

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:
- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Related Arts Teachers
- Special Education Teachers

ADDITIONAL RESOURCES:

Project Gutenberg provides free eBooks and e-texts of 40,000 in public domain. http://www.gutenberg.org

PMSD utilizes the Purdue Online Writing Lab: Grades 7-12 Instructors and Students section as a resource for all writing related information. Found here: http://owl.english.purdue.edu/owl/resource/677/01/

Newsela.com

SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grade 7	Grade 8
Ask research questions as an individual based on personal and/or academic interests.	Ask research questions as an individual based on personal and/or academic interests and generate related research questions.
Brainstorm sources and choose the best sources dependent on the topic.	Brainstorm sources and choose the best sources dependent on the topic.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access the library's online databases and perform keyword searches for research topics.	Access the library's online databases and perform keyword searches for research topics.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research. Formal written research paper should be 1-2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with peers and the school community as appropriate. Formal written research paper should be at least 2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grades 9-10	Grades 11-12
Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.	Ask research questions as an individual based on personal and academic interests and generate related research questions, and narrow or broaden those questions as a result of research to develop and refine a research plan.
Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.	Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources and revising searches.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.) according to an individualized research plan.
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.	Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information and address strengths and weaknesses of sources.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations, annotated works cited and final works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community as appropriate. Formal written research paper should be at least 3 pages in length and include at least 4 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community and larger communities when appropriate. Formal written research paper should be at least 3 pages in length and include at least 5 cited sources and a works cited page. Formal presentations should be at least 5 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

Literary Works for Grades 7-12

COURSE: English Language Arts	GRADE(S): 7

REQUIRED LITERARY WORKS

Walk Two Moons by Sharon Creech
Tom Sawyer by Mark Twain

SUPPLEMENTAL LITERARY WORKS

The Call of the Wild   *Hatchet*
My Brother Sam is Dead   *A Wrinkle in Time*
Among the Hidden (Shadow Children Series, #1)   *Dune*
Ender's Game   *Eva*
Fly by Night   *Nothing But the Truth*
George's Cosmic Treasure Hunt   *I Was a Rat!*
George's Secret Key to the Universe   *I, Robot*
Journey to the Center of the Earth (Enriched Classics)   *Crash*
My Favorite Science Fiction Story   *Bloomability*
The Collected Stories of Arthur C. Clarke   *The Wave*
The Ear, the Eye and the Arm   *The Contender*
The Hitchhiker's Guide to the Galaxy   *The Skin I'm In*
The House of the Scorpion   *The Watcher*
The Invisible Man (H.G. Wells)   *Coraline*
The War of the Worlds   *Fallen Angels*
Jacob Have I Loved   *The Golden Compass*
The Time Machine   *Ransom*
The Sea Wolf   *The Cay*
The Secret Garden   *Cyrano de Bergerac*
Who Moved My Cheese   *Seedfolks*
A Christmas Carol
P.S. Longer Letter Later
Stargirl
What Jamie Saw
Wolf Rider
The Hero and the Crown
A Day No Pigs Would Die

COURSE: English Language Arts	GRADE(S): 8

REQUIRED LITERARY WORKS

Voice of the Holocaust
Romeo and Juliet by William Shakespeare
The Giver by Lois Lowry

SUPPLEMENTAL LITERARY WORKS

Supplemental Tens Novels
The Diary of Anne Frank
Blackwater
Brian's Winter
Buried Onions
Dicey's Song
Go Ask Alice
Holes
Homecoming
Night John
Scorpions
Slam!
Soldier X
Soldier's Heart
Swallowing Stones
They Cage the Animals
At Night
The Red Badge of Courage
Fever 1793

COURSE: Introduction to Literature and Composition	**GRADE(S): 9**
REQUIRED LITERARY WORKS *Julius Caesar* *Of Mice and Men* *Night* *The Odyssey* *The Color of Water** *The Book Thief** **Honors Required Reading* **SUPPLEMENTAL LITERARY WORKS** *Can't Get There From Here* *Kissing Doorknobs* *Les Miserables* *Life in the Fat Lane* *Maus* *Outsiders* *The Battle of Jericho* *The Freedom Writer's Diary* *The Pearl* *Travels with Charley* *When She Was Good* *What's in a Name?*	

COURSE: American Literature and Composition	GRADE(S): 10

REQUIRED LITERARY WORKS

The Catcher in the Rye
To Kill a Mockingbird
The Crucible
Into the Wild
The Great Gatsby
The Scarlet Letter*
The Grapes of Wrath*
The Jungle*

*Honors Required Reading

SUPPLEMENTAL LITERARY WORKS

A Farewell to Arms
Cat's Cradle
Fahrenheit 451
Famous Plays of the '40s
Great Tales (Poe)
Killing Mr. Griffin
Make Lemonade
Monster
Nightmares and Dreamscapes
Night Shift
One Flew Over the Cuckoo's Nest
Slaughterhouse Five
Speak
The House on Mango Street
The Watsons Go to Birmingham

COURSE: European Literature and Composition	GRADE(S): 11

REQUIRED LITERARY WORKS

Beowulf
The Canterbury Tales
Macbeth
Frankenstein/Frankenstein Adapted Text
The Lord of the Flies
A Tale of Two Cities*
Wuthering Heights*

*Honors Required Reading

SUPPLEMENTARY LITERARY WORKS

1984
And Then There Were None
A Midsummer Night's Dream
Dracula
Grendel
Heart of Darkness
Hound of the Baskervilles
King Arthur and the Knights of the Round Table
The Once and Future King
Adventures in English Literature (Anthology)
The Strange Case of Dr. Jeckyll and Mr. Hyde

COURSE: World Literature and Composition	GRADE(S): 12

REQUIRED LITERARY WORKS

Sophocles-The Oedipus Cycle
All Quiet on the Western Front
Othello
Kite Runner
A Raisin in the Sun
The Stranger*
Inherit The Wind*

*Honors Required Reading

SUPPLEMENTAL LITERARY WORKS

Medea
Inherit the Wind
Crime and Punishment
Death of a Salesman
Henry IV
King Lear
Moby Dick
Odessa File
The Metamorphosis
The Stranger
The Things They Carried
Twelve Angry Men

COURSE: AP Language and Composition	GRADE(S): 11/12

REQUIRED LITERARY WORKS

In Cold Blood
The Bedford Reader
Frankenstein
A Tale of Two Cities

Invisible Man

COURSE: AP Literature and Composition	GRADE(S): 12

REQUIRED LITERARY WORKS

The Sound and the Fury
Sophocles-The Oedipus Cycle
All Quiet on the Western Front
Othello
A Doll's House
A Raisin in the Sun
The Stranger
Kite Runner

SUPPLEMENTAL LITERARY WORKS

Medea
David Copperfield
Hamlet
Inherit the Wind
Crime and Punishment
Death of a Salesman
Henry IV
King Lear
Moby Dick
Odessa File
The Metamorphosis
The Things They Carried
Twelve Angry Men

English Language Development Standard 1: English language learners communicate in English
for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.
Grade Level: 9-12

16.1.9-12		Level 1 **Entering**	Level 2 **Emerging**	Level 3 **Developing**	Level 4 **Expanding**	Level 5 **Bridging**	**Standards**
RECEPTIVE	**Listening**	**16.1.9-12.1L** Follow one-step oral directions from teacher supported by gestures.	**16.1.9-12.2L** Sequence events with visual support (i.e., Follow a daily schedule).	**16.1.9-12.3L** Follow multi-step oral directions to select materials or resources needed to complete tasks with a partner.	**16.1.9-12.4L** Follow-up, process and respond to announcements over the intercom with peer support.	**16.1.9-12.5L** Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages) with a small group.	Not Applicable
	Reading	**16.1.9-12.1R** Sort information from multiple visually supported sources with a partner.	**16.1.9-12.2R** Identify important information (e.g., by highlighting) from multiple visually supported sources support with a partner	**16.1.9-12.3R** Categorize (e.g., best, maybe, unlikely) options from multiple sources with a graphic organizers	**16.1.9-12.4R** Summarize information from a variety of visually supported print resources.	**16.1.9-12.5R** Evaluate hypotheses based on information from a visually supported text.	Not Applicable
PRODUCTIVE	**Speaking**	**16.1.9-12.1S** Answer yes/no questions about types of music, games, TV programs or recreational with visual support.	**16.1.9-12.2S** Ask WH questions about preferred movies, magazines, stories, or authors with a partner.	**16.1.9-12.3S** Recommend games, songs, books, films or computer programs with a partner.	**16.1.9-12.4S** Compare and contrast plays, films, books, songs, computer programs or magazine articles using realia.	**16.1.9-12.5S** In a multimedia presentation, critique and evaluate plays, films, books, songs, computer programs, or magazine articles with a small group.	Not Applicable
	Writing	**16.1.9-12.1W** List common personal interests with a partner.	**16.1.9-12.2W** Create a graphic organizer about common personal interests with a partner.	**16.1.9-12.3W** Develop interview questions for a personal interest questionnaire with a small group.	**16.1.9-12.4W** Write a summary of information from personal interest questionnaires with a small group.	**16.1.9-12.5W** Make written conclusions and inferences about data collected from questionnaires with a partner.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
Grade Level: 9-12

16.2.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.9-12.1L Match oral content vocabulary to visuals with a small group.	16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner.	16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers.	16.2.9-12.4L Identify cause and effect from oral discourse (e.g., watch a video clip and predict a character's response) with a partner	16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or experiences using a graphic organizer.	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.5.9-10.C CC.1.2.11-12.C
RECEPTIVE	Reading	16.2.9-12.1R Match a person to his/her acts or accomplishments using visuals.	16.2.9-12.2R Sequence the events of a person's life using a timeline.	16.2.9-12.3R Identify motivational factors in a person's life using visuals and annotated text.	16.2.9-12.4R Interpret the impact of a person's life on others or society from visually supported text (e.g., How did Rosa Park's decisions affect the Civil Rights movement?)	16.2.9-12.5R Analyze a person's life choices using grade level text (e.g., was a decision. beneficial or harmful).	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.3.9-10.C CC.1.3.11-12.C
PRODUCTIVE	Speaking	16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students.	16.2.9-12.2S Ask and answer text features using pictures, graphs, or charts with a partner.	16.2.9-12.3S Ask and answer context features of text using graphic organizers.	16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes.	16.2.9-12.5S Discuss the key details and events of a grade-level non-fiction text using class notes	CC.1.2.9-10.A CC.1.2.11-12.A CC.1.3.9-10.A CC.1.3.11-12.A CC.1.5.9-10.D CC.1.5.11-12D CC.1.5.9-10.E CC.1.5.11-12E

As approved by the State Board of Education on July 13, 2017

		16.2.9-12.1W	16.2.9-12.2W	16.2.9-12.3W	16.2.9-12.4W	16.2.9-12.5W	CC.1.4.9-10.A
	Writing	Produce key words or phrases on a relevant topic using bilingual or picture dictionaries.	Produce phrases/short sentences using various writing styles with a guided model.	Produce paragraphs in various genres from notes with a guided model.	Edit and revise rough drafts across various genres using checklists or rubrics with a partner.	Produce grade-level writing across various genres using rubrics and electronic writing tools.	CC.1.4.11-12.A CC.1.4.9-10.G CC.1.4.11-12.G CC.1.4.9-10.T CC.1.4.11-12.T

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

Grade Level: 9-12

16.3.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.3.9-12.1L Match math vocabulary to geometric figures in a small group.	16.3.9-12.2L Follow teacher directions to create a geometric figure using manipulatives.	16.3.9-12.3L Identify geometric figures based on oral descriptions with a partner.	16.3.9-12.4L Create geometric figures based on multi-step oral directions with a partner.	16.3.9-12.5L Transform geometric shapes based on oral directions using computer software or other supports.	CC.2.3.HS.A.1 CC.2.HS.A.13
RECEPTIVE	**Reading**	16.3.9-12.1R Match data to the correct graph (e.g., data table to a circle graph) with a partner.	16.3.9-12.2R Organize data on a basic chart with a partner or a group.	16.3.9-12.3R Interpret data in a graph working with a partner or a group.	16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group.	16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	CC.2.4.HS.B.1 CC.2.4.HS.B.3
PRODUCTIVE	**Speaking**	16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner.	16.3.9-12.2S Identify steps in the order of operations with a small group.	16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g., add before you subtract in an algebraic equation).	16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports.	16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	CC2.1.HS. F.1 CC2.1.HS.F.2

		16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions.	16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group.	16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model.	16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner.	16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	CC.2.2.HS.D.10 CC.2.2.HS.D.9
	Writing						

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**
Grade Level: 9-12

16.4.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.4.9-12.1L** Match pictures of water to its various states using visual cues.	**16.4.9-12.2L** Categorize water according to its states and properties with a partner.	**16.4.9-12.3L** Predict how the state of water will change given various real-world scenarios in videos.	**16.4.9-12.4L** Compare and contrast the unique properties of water to other liquids with a graphic organizer and teacher direction.	**16.4.9-12.5L** Reflect on how human influence impacts the state of water with a small group.	3.1.B.A8 4.2.10.C 4.2.12.C
	Reading	**16.4.9-12.1R** Select traits related to patterns of inheritance (e.g., blond vs. black hair, short tails vs. long tails) with visual support.	**16.4.9-12.2R** Identify the different parts of a DNA molecule on a diagram with a partner.	**16.4.9-12.3R** Describe the role of protein synthesis in cell reproduction using poster support.	**16.4.9-12.4R** Analyze genetic mutations and the how the DNA sequence may or may not affect phenotype using illustrations/photographs.	**16.4.9-12.5R** Draw conclusions about the impact of breeding using guided notes (e.g., dog, fruit, flower breeding).	3.1.12.B1 3.1.12.B3 3.1.12.B5 3.1.12.C2
PRODUCTIVE	**Speaking**	**16.4.9-12.1S** Name examples of extinct and non-extinct species using flash cards (e.g., t-rex, wooly mammoth, raccoons).	**16.4.9-12.2S** Identify and describe artifacts that support the theory of evolution (e.g., Identify pictures of fossil skeletons).	**16.4.9-12.3S** Describe the possible causes of species extinction using online video resources.	**16.4.9-12.4S** Discuss how natural selection can impact a population in a small group.	**16.4.9-12.5S** Debate various theories of evolution, creation, and extinction of life with teacher modeling and class notes.	3.1.12.C1 3.1.12.C2 3.1.12.C3
	Writing	**16.4.9-12.1W** Label a simple diagram of the food chain using graphic support.	**16.4.9-12.2W** Take notes on a graphic organizer to show predator/prey relationships using phrase wall support.	**16.4.9-12.3W** Write an outline describing a food web which includes producers, consumers, and decomposers with template support (e.g., descriptors of the roles of each organism).	**16.4.9-12.4W** Summarize the flow of energy within an ecosystem with the support of a model (i.e., as it relates to the food web).	**16.4.9-12.5W** Produce a research report explaining how the flow of energy within an ecosystem changes when one element is removed with partner support (i.e., as it relates to the food web).	4.1.10.C 4.1.12.C

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**
Grade Level: 9-12

16.5.9-12		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.5.9-12.1L** Indicate where natural resources exist (e.g., Find an oil rig) from visually supported oral description.	**16.5.9-12.2L** Identify distribution of natural resources around the world (e.g., point to sites of solar energy on a map or globe) from visually supported oral description.	**16.5.9-12.3L** Compare availability of natural resources between two or more countries from visually supported oral description.	**16.5.9-12.4L** Analyze distribution of products from natural resources among global markets from visually supported oral description.	**16.5.9-12.5L** Interpret implications of distribution of products from natural resources among global markets from visually supported oral description.	6.3.12C
	Reading	**16.5.9-12.1R** Identify key vocabulary related to local, state and national government supported visually in L1 or L2	**16.5.9-12.2R** Locate the roles of local, state and national governments using a graphic organizer in a small group.	**16.5.9-12.3R** Note the roles and responsibilities of local, state and national government using a Venn diagram with a partner.	**16.5.9-12.4R** Differentiate the roles of local, state and national governments using a Venn diagram.	**16.5.9-12.5R** Differentiate the responsibilities of local, state and national governments based on implicit and explicit texts with a partner.	5.3.C.A 5.3.9.A 5.3.12A
PRODUCTIVE	**Speaking**	**16.5.9-12.1S** Respond to Yes/No questions about current or past events in world history with visual supports (e.g., photographs)..	**16.5.9-12.2S** Answer short answer questions about current or past events in world history using sentence starters and visual support.	**16.5.9-12.3S** Discuss personal connections to current or past people or events in world history (e.g., I visited Tiananmen Square) using realia or visual supports.	**16.5.9-12.4S** Analyze current or past events in world history with a small group.	**16.5.9-12.5S** Critique current or past issues or policies in world history with a partner.	8.4.W.A
	Writing	**16.5.9-12.1W** Match key vocabulary with the physical characteristics of places on a map or a chart with a small group.	**16.5.9-12.2W** Label the physical characteristics of places with short descriptive phrases noted in a graphic organizer.	**16.5.9-12.3W** Summarize the physical characteristics of places from information presented in a graphic organizer.	**16.5.9-12.4W** Create a multi-paragraph essay from an outline describing the physical characteristics of places or regions with a partner.	**16.5.9-12.5W** Write a research paper analyzing the physical characteristics of places or regions using a graphic organizer.	7.2.W.A

As approved by the State Board of Education on July 13, 2017