# NORTHERN YORK COUNTY SCHOOL DISTRICT



Standard English II

July 2013

# I. Philosophy

Tenth-grade Standard English II is a full-year course involving a composite of four areas of communication: literature, grammar, vocabulary, and composition. In the area of literature, students will read and study short stories, novels, dramatic scripts, and poetry while examining the elements of fiction to gain knowledge and appreciation of imaginative literature. Students will also read several non-fiction writings, including autobiography, biography, personal essays, reports, and magazine articles. The grammar portion of the course will review the basics of grammar. The purpose of vocabulary study is to enable students to read, to write, and to speak with precision. It is also geared to help students prepare for the work place. Composition study presents basic writing skills through process writing. Students will produce various writings, including narrative, descriptive, informational, and argumentative pieces.

# **II.** Core Concepts

To familiarize students with the writing process in order to facilitate paragraph building and composition skills.

To have students identify, analyze, and interpret the elements of fiction as applicable to the short story.

To have students identify and analyze the conventions of drama as a form of literature.

To expand students' understanding of the elements of fiction as they apply to the novel, and to have students identify and analyze the historical, cultural, and political influences of the time period on the novel.

To have students identify and analyze the characteristics of nonfictional texts, and the historical, cultural, and political influences of the time period on the text.

To have students identify, analyze, and interpret the elements of poetry.

To review the parts of speech and parts of a sentence, with an emphasis on spelling errors and commonly made grammatical mistakes in usage and agreement.

To expand students vocabulary, not only through the study of new words, but also through reading strategies, including the use of context clues and word analysis.

# I. Course of Study

- a. Marking Period 1 focuses on vocabulary, composition, nonfiction, and the short story.
- b. Marking Period 2 focuses on vocabulary, nonfiction, and drama.
- c. Marking Period 3 focuses on vocabulary, nonfiction, drama, and grammar.
- d. Marking Period 4 focuses on vocabulary, nonfiction, the novel, and poetry.

**II. Texts and Recommended Resources:** *Elements of Language, Adventures in Appreciation, Silas Marner,* nonfictional texts, *The Miracle Worker, Julius Caesar, Blue Level Literature, Wordskills, and Measuring Up.* 

# III. Levels of Achievement

Grading System:

93-100	=	А	(excellent progress)
85-92	=	В	(above average progress)
77-84	=	С	(average progress)
70-76	=	D	(below average progress)
Below 70	=	F	(failing)

# **IV.** Procedures for Evaluation

- 1. A variety of assessment tools are used to evaluate student achievement, including but not limited to: paragraph writing, essays, creative writing assignments, selected response quizzes and tests (multiple choice, true-false, matching, enhanced choice), constructed response quizzes and tests (fill in the blank, short answer, graphing, mapping, illustrating), and performance assessments (dramatic reading, recitations, presentations).
- 2. Written work should always follow the guidelines of standard, formal English composition. Assignments should be done in manuscript style, written in complete sentences, and carefully proofread before submitting.
- 3. Plagiarism is defined as intentionally taking ideas or writing from another and submitting it as one's own; therefore, plagiarism is an extremely severe offense in a school setting. Any student who plagiarizes will receive a "0" on that assignment.
- 4. Missed work should always be completed in a timely manner. School policy allows "students to have as many days to make up work as they have" days of excused absence. Students with a pre-arranged absence should submit assignments on their first day back to class. It is the student's responsibility to make arrangements to get caught up.

	Northern York County School District Curriculum				
Course Name	Standard English II				
Grade Level	GRADE 10				
Credits	1.00 Credit (Weighted GPA)				
Instructional Procedures	Read, respond, and analyze Note-taking Class discussion Graphic organizers Viewing dramatic performances of literary works Small group brainstorming Vocabulary flashcards and review games Researched presentations by students				

Unit 1	Composition					
Time Frame	The Writing Process is taught in	The Writing Process is taught in Marking Period 1. Various types of writing assignments occur all year.				
Key Concepts	Essential Questions	Essential Questions PA Common Core Content Standard Eligible Content Termino				
Effective writers use the writing	Why is prewriting important?	CC.1.4.9-10.A	C.IE.1.1.1Write with a sharp	active voice		
process as a thoughtful, recursive		Write informative explanatory	controlling point and an	1.		
process.	What does prewriting include?	texts to examine and convey	awareness of the audience and	audience		
An effective writer is able to apply	How does a writer brainstorm to	complex ideas, concepts, and information clearly and accurately.	task.	brainstorming		
the writing process to develop four	generate ideas?		C.IE.1.1.2Demonstrate an	Ũ		
different purposes of writing (i.e.,	-	CC.1.4.9-10.B	understanding of the purpose	clustering		
inform, argue, entertain, and express	How does a writer use a prewriting	Write with a sharp distinct focus	with relevant information,			
feelings)	to begin a rough draft?	identifying topic, task, and	content, and details.	content		
		audience.				
Effective writers use specific	On what should a writer		C.IE.1.1.3 Use appropriate	conventions		
techniques (i.e., style, word choice,	concentrate while drafting?	CC.1.4.9-10.C	organizational strategies for	1 6		
and organization) to better inform,		Develop and analyze the topic	informational and explanatory	drafting		
argue, entertain, or express feelings.		with relevant, well-chosen, and sufficient facts, extended	writing (e.g., compare/contrast, cause/effect, problem/solution,	5WH?'s		
		sumcient facts, extended	cause/enect, problem/solution,	J W 11! S		

Writing complete sentences is crucial	How does a writer use the five	definitions, concrete details,	process analysis).	focus
to formal writing.	domains of writing (focus, content,	quotations, or other information		
	organization, style, and	and examples appropriate to the	<b>C.IE.1.1.4</b> Use precise language,	mapping
Effective writing has sharp focus,	conventions) to create an effective	audience's knowledge of the	stylistic techniques, and a variety	
well-developed content, and	piece of writing?	topic; include graphics and multimedia when useful to aiding	of sentence structures to develop and maintain an appropriate,	organization
controlled organization.	What strategies can a writer use to	comprehension.	objective tone.	passive voice
Effective writing displays command	revise his writing?	comprehension.	objective tone.	passive voice
of the stylistic components of	ievise ins writing:	CC.1.4.9-10.D	<b>C.IE.1.1.5</b> Write with control of	prewriting
composition related to sentence	How can a writer evaluate and	Organize ideas, concepts, and	grammar, mechanics, spelling,	prewriting
structure and word choice.	improve the content, organization,	information to make important	usage, and sentence formation.	proofreading
structure and word choice.	and style of his draft?	connections and distinctions; use	usuge, and sentence formation.	prooncading
Effective writing demonstrates the		appropriate and varied transitions	C.IE.2.1.1 Use a variety of	publishing
proper use of the conventions of	Of what value is proofreading	to link the major sections of the	sentence structures.	1 0
written language (spelling,	(editing)?	text; include formatting when		purpose
capitalization, punctuation,	Why is it important to publish	useful to aiding comprehension;	C.IE.2.1.2 Use precise language	-
grammar, and usage).	(share writing)?	provide a concluding statement or	to create clarity, voice, and tone.	revising
	Č,	section.		
Research techniques enable a writer	How can a writer publish his		C.IE.2.1.3 Revise to eliminate	style
to gather, to evaluate, and to organize	writing?	CC.1.4.9-10.E	wordiness and redundancy.	
information before drafting the		Write with an awareness of the		compound sentence
paper.	What are the four basic purposes of	stylistic aspects of composition.	C.IE.2.1.4 Revise to delete	
Descendence and the second	writing?	• Use precise language and	irrelevant details.	coordinating
Research papers must show documentation of sources of		domain-specific vocabulary to	C.IE.2.1.5 Use the correct form of	conjunction
information.	What is informational writing?	manage the complexity of the topic.	commonly confused words; use	dependent clause
mormation.	<b>II</b> 1 1 1	<ul><li>Establish and maintain a formal</li></ul>	logical transitions.	dependent clause
	How does a writer organize an informational essay and write	style and objective tone while	logical transitions.	fragment
	with effective style?	attending to the norms of the	C.IE.2.1.6 Combine sentences for	nuginoni
	with effective style?	discipline in which they are	cohesiveness and unity.	independent clause
	How does the content of an	writing.	,	1
	informational essay vary based on	• Establish and maintain a formal	C.IE.2.1.7 Revise sentences for	parallel structure
	purpose and audience?	style.	clarity.	-
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			prepositional phrase
	How does a writer maintain focus?	CC.1.4.9-10.F	C.IE.3.1.1 Spell all words	
		Demonstrate a grade appropriate	correctly.	run-on sentence
	How does a writer use the elements	command of the conventions of		
	of persuasion to develop an	standard English grammar, usage,	C.IE.3.1.2 Use capital letters	sentence variety
	argumentative writing?	capitalization, punctuation, and	correctly.	
		spelling.	CIE 2.1.2 Demote states and	simple sentence
	What are the requirements of a	CC.1.4.9-10.G	<b>C.IE.3.1.3</b> Punctuate correctly	transitions
	complete sentence?	Write arguments to support claims	(e.g., correctly use commas, semicolons, quotation marks,	transitions
	II C C	in an analysis of substantive	apostrophes).	verb tense
	How can a sentence fragment be	topics.	aposu opnes).	
	corrected?	topics.		

How can a run-on sentence be	СС.1.4.9-10.Н	C.IE.3.1.4 Demonstrate correct	wordiness
revised?	Write with a sharp distinct focus	grammar and usage (e.g., verb and	
	identifying topic, task, and	pronoun form and agreement,	index
Why is a focused thesis statement	audience.	modifiers and transitions, word	
crucial to an effective research	• Introduce the precise claim.	order and syntax).	paraphrase
paper?	00140101	CIE 215D	
Will of the state	CC.1.4.9-10.I	C.IE.3.1.5 Demonstrate correct	table of contents
What is a "credible" source?	Distinguish the claim(s) from	sentence formation.	thesis statement
How does a writer indicate that he	alternate or opposing claims; develop claim(s) fairly, supplying	C.A.1.1.1 Write with a sharp,	thesis statement
has borrowed another person's	evidence for each while pointing	distinct controlling point that	topic sentence
ideas to avoid plagiarism?	out the strengths and limitations of	clearly states a position and	topic sentence
ideas to avoid plagialism?	both in a manner that anticipates	demonstrates awareness of task,	
	the audience's knowledge level	purpose, and audience.	
	and concerns.	purpose, and audience.	
		C.A.1.1.2 Construct a thorough	
	CC.1.4.9-10.J	argument with consistent, relevant	
	Create organization that	support through the use of	
	establishes clear relationships	argumentative/persuasive	
	among claim(s), counterclaims,	strategies; address opposing	
	reasons, and evidence; Use words,	viewpoints.	
	phrases, and clauses to link the	-	
	major sections of the text, create	C.A.1.1.3 Organize the argument	
	cohesion, and clarify the	using effective strategies to	
	relationships between claim(s)and	develop a strong, well -supported	
	reasons, between reasons and	position.	
	evidence, and between claim(s)		
	and counterclaims; provide a	C.A.1.1.4 Maintain an effective	
	concluding statement or section	and consistent tone through	
	that follows from and supports the	precise control of language and a	
	argument presented.	variety of sentence structures.	
	CC.1.4.9-10.M		
	Write narratives to develop real or		
	imagined experiences or events.		
	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.		
	characters.		

Use nat dialogu multipl develop and/or words a and sen vivid pi	4.9-10.0 urrative techniques such as ue, description, reflection, le plot lines, and pacing, to p experiences, events, characters; use precise and phrases, telling details, nsory language to convey a picture of the experiences, , settings, and/or characters.	
Create experie variety events another whole; follows is experi	4.9-10.P a smooth progression of ences or events using a v of techniques to sequence so that they build on one or to create a coherent provide a conclusion that s from and reflects on what erienced, observed, or ed over the course of the ve.	
Write v stylistic • Use p • Use v clauses	4.9-10.Q with an awareness of the c aspects of writing. parallel structure. various types of phrases and s to convey meaning and riety and interest.	
Draw e informa analysis applyin	4.9-10.S evidence from literary or national texts to support is, reflection, and research, ng grade level reading rds for literature and literary ction.	
needed editing, approac what is	4.9-10.T op and strengthen writing as 1 by planning, revising, g, rewriting, or trying a new ach, focusing on addressing s most significant for a c purpose and audience.	

Unit 2	CC:1.4.9-10.U         Use technology, including the Interact, 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.         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.         CC:1.4.9-10.W         Gather relevant information from multiple autoritative 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 How of ideas, avoiding plagiarism and following a standard format for citation.         CC:1.4.9-10.X         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
Unit 2	Short Story

Time Frame	Marking Period 1			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
The reader is able to recognize an author's use of the elements of fiction in a short story.	What are the five basic parts of plot? How does the author develop the	CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as	<b>L.F.1.2.1</b> Identify and/or apply a synonym or antonym of a word used in a text.	alliteration antagonist
The reader is able to recognize the five parts of plot structure in a short story.	short story's plot? What is conflict? What are the basic categories of conflict?	well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	<b>L.F.1.2.2</b> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an	atmosphere characterization
The reader is able to identify an author's techniques for developing/revealing characters and their motivation.	How does an author develop conflict?	CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate	affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning	character vs. character character vs. society
The reader is able to recognize the methods that an author uses to create setting.	How does the sequence of events affect the telling of the short story? How does the author reveal fictional characters and their	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	of unfamiliar, multiple-meaning, or ambiguous words. <b>L.F.1.2.4</b> Draw conclusions about connotations of words.	character vs. nature character vs. self character vs. super-
The reader is able to recognize how point of view affects the telling of the story.	motivation? How does character development affect the telling of the short story?	connections that are drawn between them. CC.1.2.9-10.D	<b>L.F.1.3.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from a	natural
The reader is able to determine the short story's tone. The reader is able to determine and	What is a stock character? What are some methods that an	Determine an author's particular point of view and analyze how rhetoric advances the point of view.	text. Note: Items may target specific paragraphs.	clues complication
analyze how an author addresses the universal themes of life. The reader is able to identify an	author might use to create setting? How does setting affect the telling of the short story?	CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and	<b>L.F.1.3.2</b> Summarize the key details and events of a fictional text, in part or as a whole.	conflict context clues
author's use of literary devices, including irony, foreshadowing, suspense, flashback, and symbolism.	How do historical, cultural, or political events or situations of the	refined by particular sentences, paragraphs, or larger portions of a text.	<b>L.F.2.1.1</b> Make inferences and/or draw conclusions based on analysis of a text.	dialogue direct characterization
The reader is able to determine and analyze a short story's conflict.	time period affect the telling of a story? What are the various points of	CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.	<b>L.F.2.1.2</b> Cite evidence from a text to support generalizations.	dramatic irony dynamic character
The reader is able to cite evidence to support inferences. The reader is able to use context clues to decode new vocabulary.	view an author might use? How can the reader determine the short story's point of view?	CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums	<b>L.F.2.2.1</b> Analyze how literary form relates to and/or influences meaning of a text.	elements of fiction evidence

The moder is able to many in the t	How does point of	(a g a norgan's life starting hat	LE222 Compare and contract	
The reader is able to recognize that	How does point of view affect the	(e.g., a person's life story in both	<b>L.F.2.2.2</b> Compare and evaluate	
short stories share the same elements	telling of a short story?	print and multimedia),	the characteristics that distinguish	exposition
of fiction and literary devices with		determining which details are	fiction from literary nonfiction.	
other genres of imaginative	What is theme?	emphasized in each account.		external conflict
literature.				
	How can a reader determine the	СС.1.2.9-10.Н		falling action
	short story's theme?	Delineate and evaluate the	L.F.2.2.3 Explain, interpret,	
		argument and specific claims in a	compare, describe, analyze, and/or	first-person point of
	What are the qualities of a theme	text, assessing the validity of	evaluate connections between	view
	statement?	reasoning and relevance of	texts.	
		evidence.		flashback
	What is personification?		L.F.2.2.4 Compare and evaluate	
		CC.1.2.9-10.J	the characteristics that distinguish	foreshadowing
	What is a simile? A metaphor?	Acquire and use accurately	narrative, poetry, and drama.	Toreshadowing
	What is a simile . A metaphor :	general academic and domain	narranve, poery, and drama.	implied theme
	What is satire? What is irony?	specific words and phrases,	L.F.2.3.1 Explain, interpret,	implied theme
	what is same? what is nony?	sufficient for reading, writing,	compare, describe, analyze, and/or	indirect characterization
	How does an author build	speaking, and listening at the	evaluate character in a variety of	mullect characterization
			fiction:	internal conflict
	suspense?	college and career readiness level;		internal conflict
	The loss the schemeter line of	demonstrate independence in	Note: Character may also be	•
	How does the understanding of	gathering vocabulary knowledge	called narrator or speaker.	irony
	literary devices enhance the	when considering a word or	• the actions, motives, dialogue,	
	reader's appreciation of the short	phrase important to	emotions/feelings, traits, and	irony of situation
	story?	comprehension or expression.	relationships between characters	
			within	key details
	How does a reader analyze a short	СС.1.2.9-10.К	fictional text	
	story to determine and to	Determine or clarify the meaning	<ul> <li>the relationship between</li> </ul>	metaphor
	appreciate what it has to offer?	of unknown and multiple meaning	characters and other components	
		words and phrases based on grade	of a text	mood
	How does fiction reflect real life?	level reading and content,	• the development of complex	
		choosing flexibly from a range of	characters and their roles and	motivation
	What evidence does the short story	strategies and tools.	functions within a text	
	provide to support an inference?			personification
		CC.1.3.9-10.A	L.F.2.3.2 Explain, interpret,	
	What elements define an author's	Determine a theme or central idea	compare, describe, analyze, and/or	perspective
	style?	of a text and analyze in detail its	evaluate setting in a variety of	plot
	-	development over the course of	fiction:	-
	How can a reader use context clues	the text, including how it emerges	• the relationship between setting	plot structure
	to determine the meanings of	and is shaped and refined by	and other components of a text	± -
	unfamiliar words?	specific details; provide an	(character, plot, and other key	point of view
		objective summary of the text.	literary	r · · · · · · · · · · · · · · · · · · ·
		ju summing of the terter	elements)	protagonist
				r-sugans.
				resolution
				rising action

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CC.1.3.9-10.C	L.F.2.3.3 Explain, interpret,	satire
Analyze how complex characters	compare, describe, analyze, and/or	
develop over the course of a text,	evaluate plot in a variety of	sense imagery
interact with other characters, and	fiction:	
advance the plot or develop the	Note: Plot may also be called	setting
theme.	action.	
	• elements of the plot (e.g.,	simile
CC.1.3.9-10.E	exposition, conflict, rising action,	
Analyze how an author's choices	climax, falling action, and/or	slang
concerning how to structure a text,	resolution)	
order events within it and	• the relationship between	sound and rhythm
manipulate time create an effect.	elements of the plot and other	5
· · · · · · · · · · · · · · · · · · ·	components of a text	static character
CC.1.3.9-10.G	• how the author structures plot to	
Analyze the representation of a	advance the action	stereotype character
subject or a key scene in two		stereotype enulation
different artistic mediums,	L.F.2.3.4 Explain, interpret,	stock character
including what is emphasized or	compare, describe, analyze, and/or	Stock character
absent in each treatment.	evaluate theme in a variety of	style
	fiction:	Style
СС.1.3.9-10.Н	• the relationship between the	surprise ending
	theme and other components of a	surprise ending
Analyze how an author draws on	text	
and transforms themes, topics,	<ul> <li>comparing and contrasting how</li> </ul>	suspense
character types, and/or other text	major themes are developed across	1 1:
elements from source material in a	genres	symbolism
specific work.	• the reflection of traditional and	
	contemporary issues, themes,	theme
CC.1.3.9-10.J	motifs, universal characters, and	
Demonstrate understanding across	genres	third-person limited
content areas within grade	• the way in which a work of	point of view
appropriate level texts of	literature is related to the themes	
figurative language, word	and issues of its historical period	third-person omniscient
relationships, and the shades of	*	point of view
meaning among related words.	L.F.2.3.5 Explain, interpret,	
	compare, describe, analyze, and/or	tone
CC.1.3.9-10.K	evaluate tone, style, and/or mood	
Read and comprehend literary	in a variety of fiction:	verbal irony
fiction on grade level, reading	• the relationship between the	-
independently and proficiently.	tone, style, and/or mood and other	word choice
	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	
	acterimine the aution 5 style	

	<ul> <li>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</li> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole.</li> <li>L.F.2.4.1Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</li> <li>L.F.2.5.1Identify, 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.</li> </ul>	
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Unit 6	The Novel				
Time Frame	Marking Period 4				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology	
The reader is able to recognize an author's use of the elements of fiction in a novel. The reader is able to recognize the five parts of plot structure in a novel. The reader is able to identify an author's techniques for developing/revealing characters and their motivation. The reader is able to recognize the methods that an author uses to create setting. The reader is able to recognize how point of view affects the telling of the story. The reader is able to determine the author's tone. The reader is able to analyze how an author addresses the universal themes of life. The reader is able to identify an author's use of literary devices, including irony, foreshadowing,	<ul> <li>How does the author develop the novel's plot?</li> <li>How does the sequence of events affect the telling of the story?</li> <li>How does the author reveal fictional characters and their motivation?</li> <li>How does character development affect the telling of the story?</li> <li>What are some methods that an author might use to create setting?</li> <li>How does setting affect the telling of the story?</li> <li>How does point of view?</li> <li>How does point of view affect the telling of the story?</li> <li>What are the qualities of a theme statement?</li> </ul>	<ul> <li>CC.1.2.9-10.B</li> <li>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.</li> <li>CC.1.2.9-10.C</li> <li>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.</li> <li>CC.1.2.9-10.D</li> <li>Determine an author's particular point of view and analyze how rhetoric advances the point of view.</li> <li>CC.1.2.9-10.E</li> <li>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences,</li> </ul>	<ul> <li>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</li> <li>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.</li> <li>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</li> <li>L.F.1.2.4 Draw conclusions about connotations of words.</li> <li>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</li> <li>Note: Items may target specific paragraphs.</li> <li>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</li> <li>L.F.2.1.1 Make inferences and/or</li> </ul>	antagonist atmosphere characterization climax clues complication conflict context clues dialogue direct characterization dramatic irony dynamic character elements of fiction evidence exposition	
suspense, flashback, and symbolism. The reader is able to determine and analyze the novel's conflicts.	How does the understanding of literary devices enhance the reader's appreciation of the novel?	paragraphs, or larger portions of a text. CC.1.2.9-10.F Analyze how words and phrases	<ul><li>draw conclusions based on analysis of a text.</li><li>L.F.2.1.2 Cite evidence from a text to support generalizations.</li></ul>	external conflict falling action flashback	
The reader is able to cite evidence to support inferences.	How does a reader analyze a novel to determine and to appreciate what it has to offer?	shape meaning and tone in texts.	<b>L.F.2.2.1</b> Analyze how literary form relates to and/or influences meaning of a text.	foreshadowing indirect characterization	

		CC 1 2 0 10 C		· 1
The reader is able to use context	How does fiction reflect real life?	CC.1.2.9-10.G	<b>L.F.2.2.2</b> Compare and evaluate	internal conflict
clues to decode new vocabulary.	What evidence does the novel	Analyze various accounts of a subject told in different mediums	the characteristics that distinguish	inon
The used on is able to use on insthet			fiction from literary nonfiction.	irony
The reader is able to recognize that novels share the same elements of	provide to support an inference?	(e.g., a person's life story in both print and multimedia),	L.F.2.2.3 Explain, interpret,	irony of situation
fiction and literary devices with other	How can the reader use context	determining which details are	compare, describe, analyze, and/or	frony of situation
genres of imaginative literature.	clues to determine the meanings of	emphasized in each account.	evaluate connections between	key details
genres of maginative interature.	unfamiliar words?	emphasized in each account.	texts.	Key details
	unianiniai words:	СС.1.2.9-10.Н	texts.	metaphor
	How do historical, cultural, or	Delineate and evaluate the	L.F.2.2.4 Compare and evaluate	memphor
	political events of the time period	argument and specific claims in a	the characteristics that distinguish	mood
	affect the telling of a story?	text, assessing the validity of	narrative, poetry, and drama.	
		reasoning and relevance of	, <b>1</b> , <b>1</b> , <b>1</b>	motivation
	What elements define an author's	evidence.	L.F.2.3.1 Explain, interpret,	
	style?		compare, describe, analyze, and/or	personification
		CC.1.2.9-10.J	evaluate character in a variety of	
		Acquire and use accurately	fiction:	plot
		general academic and domain	Note: Character may also be	
		specific words and phrases,	called narrator or speaker.	plot structure
		sufficient for reading, writing,	• the actions, motives, dialogue,	
		speaking, and listening at the	emotions/feelings, traits, and	point of view
		college and career readiness level;	relationships between characters	
		demonstrate independence in	within fictional text	protagonist
		gathering vocabulary knowledge	• the relationship between	1
		when considering a word or	characters and other components	resolution
		phrase important to	of a text	
		comprehension or expression.	• the development of complex characters and their roles and	rising action
		CC.1.2.9-10.K	functions within a text	sense imagery
		Determine or clarify the meaning	functions within a text	sense imagery
		of unknown and multiple meaning	L.F.2.3.2 Explain, interpret,	setting
		words and phrases based on grade	compare, describe, analyze, and/or	seeing
		level reading and content,	evaluate setting in a variety of	simile
		choosing flexibly from a range of	fiction:	
		strategies and tools.	• the relationship between setting	static character
		Ŭ	and other components of a text	
		CC.1.3.9-10.A	(character, plot, and other key	style
		Determine a theme or central idea	literary	
		of a text and analyze in detail its	elements)	surprise ending
		development over the course of		
		the text, including how it emerges	L.F.2.3.3 Explain, interpret,	suspense
		and is shaped and refined by	compare, describe, analyze, and/or	
		specific details; provide an	evaluate plot in a variety of	symbolism
		objective summary of the text.	fiction:	
			Note: Plot may also be called	theme

CC.1.3.9-10.C	action.	third-person omniscient
Analyze how complex characters	• elements of the plot (e.g.,	point of view
develop over the course of a text,	exposition, conflict, rising action,	
interact with other characters, and	climax, falling action, and/or	tone
advance the plot or develop the	resolution)	workalingery
theme.	• the relationship between elements of the plot and other	verbal irony
CC.1.3.9-10.E	components of a text	word choice
Analyze how an author's choices	• how the author structures plot to	word choice
concerning how to structure a text,	advance the action	
order events within it and	advance the action	
manipulate time create an effect.	L.F.2.3.4 Explain, interpret,	
manipulate time create an crieet.	compare, describe, analyze, and/or	
CC.1.3.9-10.G	evaluate theme in a variety of	
Analyze the representation of a	fiction:	
subject or a key scene in two	• the relationship between the	
different artistic mediums,	theme and other components of a	
including what is emphasized or	text	
absent in each treatment.	<ul> <li>comparing and contrasting how</li> </ul>	
	major themes are developed across	
СС.1.3.9-10.Н	genres	
Analyze how an author draws on	• the reflection of traditional and	
and transforms themes, topics,	contemporary issues, themes,	
character types, and/or other text	motifs, universal characters, and	
elements from source material in a	genres	
specific work.	• the way in which a work of	
	literature is related to the themes	
CC.1.3.9-10.I	and issues of its historical period	
Determine or clarify the meaning		
of unknown and multiple-meaning	L.F.2.3.5 Explain, interpret,	
words and phrases based on grade	compare, describe, analyze, and/or	
level reading and content,	evaluate tone, style, and/or mood	
choosing flexibly from a range of	in a variety of fiction:	
strategies and tools.	• the relationship between the	
CC 1 20 10 I	tone, style, and/or mood and other	
CC.1.3.9-10.J	components of a text	
Demonstrate understanding across	• how voice and choice of speaker	
content areas within grade	(narrator) affect the mood, tone,	
appropriate level texts of	and/or meaning of a text	
figurative language, word relationships, and the shades of	• how diction, syntax, figurative language, sentence variety, etc.,	
meaning among related words.	determine the author's style	
meaning among related words.	determine the aution's style	

		CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	<ul> <li>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</li> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> <li>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</li> <li>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.</li> </ul>	
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Unit 5	Drama			
Time Frame	Marking Periods 2 and 3			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Recognize various types of drama. Identify the characteristics of the tragic hero. Determine and analyze the stylistic characteristics of drama and its particular forms. Interpret and analyze two dramatic works. Identify specific details relevant to plot and setting of a play. Interpret and analyze passages, characters, conflicts, and themes in drama. Determine tone and mood in drama. Recite a passage from Shakespeare. Identify and interpret the use of figurative language, puns, irony, and	<ul> <li>How do the conventions of drama enhance the telling of the story?</li> <li>How does viewing drama enhance one's understanding and appreciation?</li> <li>What is the historical context of the play?</li> <li>What is the purpose of stage directions?</li> <li>How does the writer reveal dramatic characters and their motivation?</li> <li>How does the understanding of dramatic conventions enhance one's appreciation of drama?</li> <li>How does a reader analyze drama to determine and to appreciate what it has to offer?</li> </ul>	StandardCC.1.2.9-10.BCite 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.CC.1.2.9-10.CApply 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.CC.1.2.9-10.EAnalyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a	<ul> <li>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</li> <li>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.</li> <li>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</li> <li>L.F.1.2.4 Draw conclusions about connotations of words.</li> <li>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</li> <li>Note: Items may target specific paragraphs.</li> </ul>	act actors/actresses antagonist aside audience blank verse characterization choreographer comedy comic relief communal experience costumes dialect
symbolism in drama. Recognize a writer's use of blank verse. Cite evidence to support inferences. Use context clues to decode new	What makes a tragic hero? How does a character demonstrate his stoic philosophy? How does drama reflect real life?	text. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.J	<ul> <li>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</li> <li>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</li> </ul>	dialogue director dramatic conventions
vocabulary. Understand that drama is a performance art which addresses the conflicts and the universal themes of life.	How can the reader use context clues to determine the meanings of unfamiliar words?	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	<ul> <li>L.F.2.1.2 Cite evidence from a text to support generalizations.</li> <li>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</li> </ul>	dramatic irony dramatic script external conflict figurative language

	gathering vocabulary knowledge	L.F.2.2.2 Compare and evaluate	imagery
	when considering a word or phrase important to comprehension or expression.	the characteristics that distinguish fiction from literary nonfiction.	internal conflict
			irony of situation
	CC.1.2.9-10.K Determine or clarify the meaning	<b>L.F.2.3</b> Explain, interpret, compare, describe, analyze, and/or	metaphor
	of unknown and multiple meaning	evaluate connections between	-
	words and phrases based on grade level reading and content,	texts.	motivation
	choosing flexibly from a range of strategies and tools.	<b>L.F.2.2.4</b> Compare and evaluate the characteristics that distinguish	personification
	CC.1.3.9-10.A	narrative, poetry, and drama.	plot
	Determine a theme or central idea of a text and analyze in detail its	<b>L.F.2.3.1</b> Explain, interpret, compare, describe, analyze, and/or	protagonist
	development over the course of the text, including how it emerges	evaluate character in a variety of fiction:	scene
	and is shaped and refined by specific details; provide an	Note: Character may also be called narrator or speaker.	scenery
	objective summary of the text.	• the actions, motives, dialogue, emotions/feelings, traits, and	setting
	CC.1.3.9-10.C Analyze how complex characters	relationships between characters within fictional text	simile
	develop over the course of a text, interact with other characters, and	• the relationship between characters and other components	soliloquy
	advance the plot or develop the	of a text	stage directions
	theme.	• the development of complex characters and their roles and	symbol
	CC.1.3.9-10.E	functions within a text	
	Analyze how an author's choices concerning how to structure a text,	L.F.2.3.2 Explain, interpret,	theme
	order events within it and manipulate time create an effect.	compare, describe, analyze, and/or evaluate setting in a variety of	tone
	CC.1.3.9-10.G	fiction: • the relationship between setting	tragedy
	Analyze the representation of a	and other components of a text	tragic flaw
	subject or a key scene in two different artistic mediums,	(character, plot, and other key literary elements)	tragic hero
	including what is emphasized or		verbal irony
	absent in each treatment.	<b>L.F.2.3.3</b> Explain, interpret, compare, describe, analyze, and/or	
		evaluate plot in a variety of fiction:	
		Note: Plot may also be called	

	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 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. CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	<ul> <li>action.</li> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> <li>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</li> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> <li>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</li> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul>	
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	<ul> <li>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</li> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>	
	<ul> <li>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</li> <li>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.</li> </ul>	
	<ul> <li>L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</li> <li>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script</li> </ul>	

Unit 4	Non-Fiction			
Time Frame	All year			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Identify the purpose of a specific piece of non-fiction. Identify and analyze the writer's main idea, point of view, and tone. Analyze the structure and the style of a non-fiction writing. Identify and analyze the elements of persuasion in an argumentative essay. Distinguish facts from opinions. Analyze the writer's use of logical and emotional appeal. Draw conclusions from information that the writer provides. Identify and summarize events important to a narrative writing. Recognize a writer's use of irony, foreshadowing, flashback, symbolism, or suspense in non-fiction. Recognize the difference between the denotation and the connotation of words. Cite evidence to support inferences. Use context clues to decode new vocabulary.	<ul> <li>What are the four purposes of writing?</li> <li>How can a reader determine the writer's main idea?</li> <li>What details could give clues about the writer's tone?</li> <li>How is the writing organized?</li> <li>How does the writer use word choice and sentence structure to help keep the reader's interest?</li> <li>What are the elements of persuasion?</li> <li>What is the difference between fact and opinion?</li> <li>What is the difference between logical and emotional appeal?</li> <li>How does a reader analyze a nonfiction writing to determine and to appreciate what it has to offer?</li> <li>How can the reader use context clues to determine the meaning of unfamiliar vocabulary?</li> <li>How does the point of view affect the telling of the story in a work of nonfiction?</li> </ul>	<ul> <li>CC.1.2.9-10.B</li> <li>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.</li> <li>CC.1.2.9-10.C</li> <li>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.</li> <li>CC.1.2.9-10.D</li> <li>Determine an author's particular point of view and analyze how rhetoric advances the point of view.</li> <li>CC.1.2.9-10.E</li> <li>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> <li>CC.1.2.9-10.F</li> <li>Analyze how words and phrases shape meaning and tone in texts.</li> </ul>	<ul> <li>L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.</li> <li>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</li> <li>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</li> <li>L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</li> <li>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</li> <li>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.</li> <li>L.N.1.2.3 Use context clues to determine or clarify the meaning, or ambiguous words.</li> <li>L.N.1.2.4 Draw conclusions about connotations of words.</li> </ul>	anecdote autobiography argumentative bias biography cause/effect chronological order compare/contrast connotation context clues denotation descriptive diction elements of non- fiction emotional appeal entertaining evidence expressing feelings

CC.1.2.9-10.G L.N.1.3.1 Identify and/or explain	foreshadowing
Analyze various accounts of a stated or implied main ideas and	C
subject told in different mediums relevant supporting details from a	inference
(e.g., a person's life story in both text.	
print and multimedia), Note: Items may target specific paragraphs.	informational
determining which details are paragraphs. emphasized in each account.	irony
<b>L.N.1.3.2</b> Summarize the key	nony
CC.1.2.9-10.H details and events of a nonfictional	logical appeal
Delineate and evaluate the text, in part or as a whole.	
argument and specific claims in a	narrative
text, assessing the validity of <b>L.N.1.3.3</b> Analyze the	
reasoning and relevance of interrelationships of ideas and	non-fiction
evidence. events in a text to determine how	opinion
CC.1.2.9-10.I one idea or event may interact and influence another.	opinion
Analyze seminal U.S. documents	personal essay
of historical and literary L.N.2.1.1 Make inferences and/or	personal essay
significance, including how they draw conclusions based on	point of view
address related themes and analysis of a text.	-
concepts.	propaganda
L.N.2.1.2 Cite evidence from a	
CC.1.2.9-10.J text to support generalizations. Acquire and use accurately	reasons
general academic and domain <b>L.N.2.2.1</b> Analyze how literary	style
specific words and phrases, form relates to and/or influences	style
sufficient for reading, writing, meaning of a text.	suspense
speaking, and listening at the	1
college and career readiness L.N.2.2.2 Compare and evaluate	symbolism
level; demonstrate independence the characteristics that distinguish	
in gathering vocabulary fiction from literary nonfiction.	theme
knowledge when considering a	4
word or phrase important to comprehension or expression. L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or	tone
evaluate connections between	
CC.1.2.9-10.K texts.	
Determine or clarify the meaning	
of unknown and multiple L.N.2.3.1 Explain, interpret,	
meaning words and phrases compare, describe, analyze, and/or	
based on grade level reading and evaluate character in a variety of	
content, choosing flexibly from a nonfiction:	
range of strategies and tools. Note: Character may also be called narrator, speaker, or subject	
of a biography.	
• the actions, motives, dialogue,	
the actions, motives, dialogue,	

CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. 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. 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. CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and	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 <b>L.N.2.3.2</b> 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) draw <b>L.N.2.3.3</b> 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., evnosition conflict rising action	
	and other components of a text	
Analyze how complex characters develop over the course of a text,	literary elements) draw	
and advance the plot or develop	compare, describe, analyze, and/or	
CC.1.3.9-10.E	nonfiction: Note: Plot may also be called	
concerning how to structure a text, order events within it and	• elements of the plot (e.g., exposition, conflict, rising action,	
manipulate time create an effect. CC.1.3.9-10.G	climax, falling action, and/or resolution) • the relationship between	
Analyze the representation of a subject or a key scene in two different artistic mediums,	elements of the plot and other components of a text • how the author structures plot to	
including what is emphasized or absent in each treatment.	advance the action	
CC.1.3.9-10.H Analyze how an author draws on	<b>L.N.2.3.4</b> Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of	
and transforms themes, topics, character types, and/or other text elements from source material in	nonfiction: • the relationship between the theme and other components of a	
a specific work.	text • comparing and contrasting how	
	major themes are developed across genres	

		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.	<ul> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> <li>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: <ul> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul> </li> <li>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: <ul> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul> </li> <li>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</li> <li>L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the effect of text organization, including headings, graphics, and charts.</li> </ul>	
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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.
<b>L.N.2.5.1</b> Differentiate between fact and opinion.
<b>L.N.2.5.2</b> Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
<b>L.N.2.5.3</b> 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.
<b>L.N.2.5.6</b> Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Unit 8	Poetry			
Time Frame	Marking Period 4			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<ul> <li>Indentify and analyze different types of poems, including ballad, sonnet, blank verse, free verse, haiku, diamante, and limerick.</li> <li>Determine and analyze the connotation of a poem's words.</li> <li>Determine the tone and mood of a poem.</li> <li>Indentify and analyze poetic techniques, including figurative language, imagery, musical devices, and symbolism.</li> <li>Interpret the theme of a poem.</li> <li>Use context clues to decode new words.</li> <li>Poetry communicates experiences and feelings rather than objective facts.</li> <li>The subject matter of poetry is all of life.</li> <li>Reading a poem aloud often clarifies its meaning.</li> <li>Paraphrasing a poem helps to reveal its purpose and intent.</li> </ul>	<ul> <li>How do poetic elements contribute to a poem's meaning?</li> <li>What reading skills are best used to understand poetry?</li> <li>Why is it necessary to read poetry differently from other literature?</li> <li>How does the form of a poem influence its purpose and meaning?</li> <li>How does the understanding of poetic techniques enhance one's appreciation of poetry?</li> <li>How does a reader analyze a poem to determine and to appreciate what it has to offer?</li> <li>How do the elements of poetry come together to create an effective poem?</li> <li>What are the characteristics of a well-written paraphrase?</li> </ul>	CC.1.2.9-10.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. CC.1.2.9-10.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. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.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.	<ul> <li>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</li> <li>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.</li> <li>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</li> <li>L.F.1.2.4 Draw conclusions about connotations of words.</li> <li>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</li> <li>Note: Items may target specific paragraphs.</li> <li>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</li> <li>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</li> <li>L.F.2.1.2 Cite evidence from a text to support generalizations.</li> <li>L.F.2.2.1 Analyze how literary form relates to and/or influences</li> </ul>	alliteration approximate rhyme assonance ballad blank verse connotation denotation denotation diamante dramatic poetry end rhyme epic figurative language free verse haiku hyperbole iambic pentameter imagery internal rhyme inverted word order

CC.1.2.9-10.KL.F.2.2.2 Compare and evaluatelyric poeDetermine or clarify the meaningthe characteristics that distinguishlyric poe	etry
of unknown and multiple meaning fiction from literary nonfiction. meter	
words and phrases based on grade	
level reading and content, L.F.2.2.3 Explain, interpret, metapho	or
choosing flexibly from a range of compare, describe, analyze, and/or	
strategies and tools. evaluate connections between mood	
texts.	
CC.1.3.9-10.A narrative	e poetry
Determine a theme or central idea L.F.2.2.4 Compare and evaluate	
of a text and analyze in detail its the characteristics that distinguish ode	
development over the course of narrative, poetry, and drama.	
the text, including how it emerges onomato	opoeia
and is shaped and refined by L.F.2.3.1 Explain, interpret,	-
specific details; provide an compare, describe, analyze, and/or paraphra	ase
objective summary of the text. evaluate character in a variety of	
fiction: personifi	fication
CC.1.3.9-10.E Note: Character may also be	
Analyze how an author's choices called narrator or speaker. refrain	
concerning how to structure a text, • the actions, motives, dialogue,	
order events within it and emotions/feelings, traits, and rhyme	
manipulate time create an effect. relationships between characters	
within fictional text rhyme sc	cheme
CC.1.3.9-10.H • the relationship between	eneme
Analyze how an author draws on characters and other components rhythm	
and transforms themes, topics, of a text	
character types, and/or other text • the development of complex simile	
elements from source material in a characters and their roles and	
specific work. functions within a text sonnet	
CC.1.3.9-10.J L.F.2.3.2 Explain, interpret, stanza	
Demonstrate understanding across compare, describe, analyze, and/or	
content areas within grade evaluate setting in a variety of symbolis	18111
appropriate level texts of fiction:	
figurative language, word • the relationship between setting theme	
relationships, and the shades of and other components of a text	
meaning among related words. (character, plot, and other key tone	
literary elements)	
CC.1.3.9-10.K verse	
Read and comprehend literary	
fiction on grade level, reading L.F.2.3.3 Explain, interpret,	
independently and proficiently. compare, describe, analyze, and/or	
evaluate plot in a variety of	
fiction:	
Note: Plot may also be called	
action.	

<ul> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>
<ul> <li>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</li> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> </ul>
<ul> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> <li>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</li> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone,</li> </ul>
and/or meaning of a text L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

	<b>L.F.2.5.1</b> 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.	
	<b>L.F.2.5.2</b> Identify, explain, and analyze the structure of poems and sound devices.	

Unit 7	Grammar			
Time Frame	Marking Period 4			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<ul> <li>Speaking and writing effectively requires a basic understanding of the parts of speech.</li> <li>Speaking and writing effectively requires an understanding of the parts of a sentence.</li> <li>Writing effectively requires an understanding of the rules of capitalization, punctuation, and spelling.</li> <li>Literary analysis may depend on understanding point of view, which requires correct pronoun case and person.</li> </ul>	<ul> <li>How does each part of speech function?</li> <li>How does a writer use verb tenses to describe past actions clearly and sequentially?</li> <li>How do pronouns in correct cases, precise, well-placed adjectives and adverbs, and accurately punctuated and capitalized dialogue help to convey the writer's story?</li> <li>How can a writer use subordinating conjunctions and relative pronouns to make clear connections to guide the reader in a comparison and contrast essay?</li> <li>How can one use fresh adjectives and adverbs, accurately compared and spelled, to write a successful comparison and contrast essay?</li> <li>How can varied sentence structures, correctly punctuated, stress links between reasons and actions in a cause and effect essay?</li> <li>How does the use of active-voice verbs intensify the force of supporting opinions in persuasive essays?</li> <li>How can careful word selection help the writer to avoid loaded and often confused words?</li> </ul>	<ul> <li>CC.1.4.9-10.A</li> <li>Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</li> <li>CC.1.4.9-10.D</li> <li>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.</li> <li>CC.1.4.9-10.E</li> <li>Write with an awareness of the stylistic aspects of composition.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>Establish and maintain a formal style.</li> <li>CC.1.4.9-10.F</li> <li>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li> </ul>	<ul> <li>C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).</li> <li>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</li> <li>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</li> <li>C.IE.2.1.1 Use a variety of sentence structures.</li> <li>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</li> <li>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</li> <li>C.IE.2.1.6 Combine sentences for cohesiveness and unity.</li> <li>C.IE.3.1.1 Spell all words correctly.</li> <li>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</li> </ul>	abstract nouns action verbs active voice adjectives adverbs agreement of subject and verb agreement of pronoun and antecedent articles auxiliary verb capitalization clause collective noun compound noun compound noun compound subject concrete noun contraction contraction correlative conjunction contractive adjective demonstrative pronoun

	CC.1.4.9-10.J	C.IE.3.1.4 Demonstrate correct	dependent clause
	Create organization that	grammar and usage (e.g., verb and	direct object
	establishes clear relationships	pronoun form and agreement,	expletive
	among claim(s), counterclaims,	modifiers and transitions, word	fragment
	reasons, and evidence; Use words,	order and syntax).	helping verb
	phrases, and clauses to link the	<b>2</b> <i>y</i>	indefinite pronoun
	major sections of the text, create	C.IE.3.1.5 Demonstrate correct	independent clause
	cohesion, and clarify the	sentence formation.	indirect object
	relationships between claim(s)and		intensive pronoun
	reasons, between reasons and		interjection
	evidence, and between claim(s)		merjeetion
	and counterclaims; provide a		interrogative pronoun
	concluding statement or section		interiogative pronoun
	that follows from and supports the		intransitive verb
			linking verb
	argument presented.		main verb
	CC.1.4.9-10.M		main vero modal
	Write narratives to develop real or		modify
	imagined experiences or events.		noun
	00140100		object
	CC.1.4.9-10.0		1
	Use narrative techniques such as		object of the
	dialogue, description, reflection,		preposition
	multiple plot lines, and pacing, to		
	develop experiences, events,		personal pronoun
	and/or characters; use precise		possessive pronoun
	words and phrases, telling details,		predicate
	and sensory language to convey a		predicate adjective
	vivid picture of the experiences,		predicate noun
	events, settings, and/or characters.		preposition
	CC.1.4.9-10.P		prepositional phrase
	Create a smooth progression of		
	experiences or events using a		proper adjective
	variety of techniques to sequence		reflexive pronoun
	events so that they build on one		relative pronoun
	another to create a coherent		sense verb
	whole; provide a conclusion that		sentence
	follows from and reflects on what		state of being verb
	is experienced, observed, or		subject
	resolved over the course of the		, , , , , , , , , , , , , , , , , , ,
	narrative.		subject complement
			transitive verb
			verb
			verb phrase
			· · · · · · · · · · · · · · · · · · ·

Unit 3	Vocabulary			
Time Frame	All year			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Acquiring new vocabulary enhances a student's reading, writing, and speaking skills. Acquiring new vocabulary helps a student to match precise words with his intended meaning and purpose. Vocabulary study will enable students to develop a strong working vocabulary in preparation for post-secondary schooling or for the work place.	<ul> <li>What is word analysis?</li> <li>How does knowing root meanings improve a student's vocabulary?</li> <li>How does understanding prefixes and suffixes improve one's vocabulary?</li> <li>How can a student use context clues to determine the meaning of new words?</li> <li>What are the various types of context clues?</li> <li>What words signal or alert readers to various types of context clues?</li> </ul>	CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.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. 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.	<ul> <li>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</li> <li>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.</li> <li>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</li> <li>L.F.1.2.4 Draw conclusions about connotations of words.</li> <li>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</li> <li>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.</li> <li>L.N.1.2.3 Use context clues to determine or clarify the meaning of a word with an affix from a text.</li> <li>L.N.1.2.3 Use context clues to determine or clarify the meaning of a word with an affix from a text.</li> <li>L.N.1.2.4 Draw conclusions about connotations of words.</li> </ul>	antonym base word cause and effect comparison context clues contrast definition example inference from general context precise words prefix restatement root words slang suffix synonym technical language

# STANDARDS READING LITERATURE

### CC.1.2.9-10.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.

# CC.1.2.9-10.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.

### CC.1.2.9-10.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.

### CC.1.2.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

### CC.1.2.9-10.E

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

### CC.1.2.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

### CC.1.2.9-10.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.

### CC.1.2.9-10.H

Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

#### CC.1.2.9-10.I

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

#### CC.1.2.9-10.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.

#### CC.1.2.9-10.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.

### CC.1.2.9-10.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

### 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.

### 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.

#### 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.

### CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

#### 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.

### CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

### 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.

### 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.

### 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.

### CC.1.3.9-10.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

# WRITING

CC.1.4.9-10.A

Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

### CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

### 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.

# 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.

### CC.1.4.9-10.E

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.

### CC.1.4.9-10.F

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

### CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience.

• Introduce the precise claim.

### 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.

### 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.

# 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.

# CC.1.4.9-10.L

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

# CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

# 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.

### 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.

### 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.

### 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.

### CC.1.4.9-10.R

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

### 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.

### 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.

# 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.

# 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.

# CC.1.4.9-10.W

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.

# CC.1.4.9-10.X

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

# **ELIGIBLE CONTENT - LITERATURE**

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT (KEYSTONE EXAM)
<b>L.F.1.2</b> Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	<b>L.F.1.2.1</b> Identify and/or apply a synonym or antonym of a word used in a text.
	<b>L.F.1.2.2</b> 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.
	<b>L.F.1.2.3</b> 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.
<b>L.F.1.3</b> Use appropriate strategies to comprehend literature during the reading	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant
process.	supporting details from a text.
	Note: Items may target specific paragraphs.
	<b>L.F.1.3.2</b> Summarize the key details and events of a fictional text, in part or as a whole.
<b>L.F.2.1</b> Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
	<b>L.F.2.1.2</b> Cite evidence from a text to support generalizations.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary	<b>L.F.2.2.1</b> Analyze how literary form relates to and/or influences meaning of a
forms.	text.
	L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from

	literary nonfiction.
	<b>L.F.2.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
	<b>L.F.2.2.4</b> Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	<ul> <li>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:</li> <li>Note: Character may also be called narrator or speaker.</li> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text</li> <li>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</li> <li>the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> <li>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:</li> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> <li>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:</li> </ul>
	<ul> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> </ul>
	L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone,

	<ul> <li>style, and/or mood in a variety of fiction:</li> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> <li>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</li> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>
<b>L.F.2.4</b> Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	<b>L.F.2.4.1</b> Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
<b>L.F.2.5</b> Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	<b>L.F.2.5.1</b> 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.
	<b>L.F.2.5.2</b> Identify, explain, and analyze the structure of poems and sound devices.
	<b>L.F.2.5.3</b> Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.
<b>L.N.1.1</b> Use appropriate strategies to analyze an author's purpose and how it is	<b>L.N.1.1.1</b> Identify and/or analyze the author's intended purpose of a text.
achieved in literature.	<b>L.N.1.1.2</b> Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
	<b>L.N.1.1.3</b> Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
	<b>L.N.1.1.4</b> Explain how an author's use of key words or phrases in text informs and influences the reader.
<b>L.N.1.2</b> 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.
	<b>L.N.1.2.2</b> 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.
	<b>L.N.1.2.3</b> 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.
<b>L.N.1.3</b> Use appropriate strategies to comprehend literature during the reading	L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant
process.	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 a text to
	determine how one idea or event may interact and influence another.
<b>L.N.2.1</b> Use appropriate strategies to make and support interpretations of	<b>L.N.2.1.1</b> Make inferences and/or draw conclusions based on analysis of a text.
literature.	
	L.N.2.1.2 Cite evidence from a text to support generalizations.
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary	L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a
forms.	text.
	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.
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate	L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate
literary elements.	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
	<ul> <li>L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</li> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> </ul>
	<ul> <li>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</li> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul>
	<ul> <li>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</li> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>
<b>L.N.2.4</b> Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	<b>L.N.2.4.1</b> Identify, analyze, and evaluate the structure and format of complex informational texts.
	<b>L.N.2.4.2</b> Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
	<b>L.N.2.4.3</b> Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
	<b>L.N.2.4.4</b> Make connections between a text and the content of graphics and charts.
	<b>L.N.2.4.5</b> Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

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.
	<b>L.N.2.5.2</b> 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.
	<b>L.N.2.5.4</b> Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text .
	<b>L.N.2.5.5</b> Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
	<b>L.N.2.5.6</b> Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

# ANCHORS COMPOSITION

<b>C.IE.1.1</b> Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	<b>C.IE.1.1.1</b> Write with a sharp controlling point and an awareness of the audience and task.
	<b>C.IE.1.1.2</b> Demonstrate an understanding of the purpose with relevant information, content, and details.
	<b>C.IE.1.1.3</b> Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).
	<b>C.IE.1.1.4</b> Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.
	<b>C.IE.1.1.5</b> Write with control of grammar, mechanics, spelling, usage, and sentence formation.
<b>C.IE.2.1</b> Revise writing to improve style, meaning, word choice, and sentence	C.IE.2.1.1 Use a variety of sentence structures.

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variety.	C.IE.2.1.2 Use precise language to create clarity, voice, and tone.
	C.IE.2.1.3 Revise to eliminate wordiness and redundancy.
	C.IE.2.1.4 Revise to delete irrelevant details.
	<b>C.IE.2.1.5</b> Use the correct form of commonly confused words; use logical transitions.
	C.IE.2.1.6 Combine sentences for cohesiveness and unity.
	C.IE.2.1.7 Revise sentences for clarity.
C.IE.3.1 Use conventions of standard written language.	C.IE.3.1.1 Spell all words correctly.
	C.IE.3.1.2 Use capital letters correctly.
	<b>C.IE.3.1.3</b> Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).
	<b>C.IE.3.1.4</b> Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
	C.IE.3.1.5 Demonstrate correct sentence formation.
<b>C.A.1.1</b> Write argumentative pieces that include a clearly position made convincing through the use of appropriate methods.	<b>C.A.1.1.1</b> Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.
	<b>C.A.1.1.2</b> Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.
	<b>C.A.1.1.3</b> Organize the argument using effective strategies to develop a strong, well -upported position.
	<b>C.A.1.1.4</b> Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.
	<b>C.A.1.1.5</b> Write with control of grammar, mechanics, spelling, usage, and sentence formation.
<b>C.A.2.1</b> Revise writing to improve style, meaning, word choice, and sentence variety.	<ul><li>C.A.2.1.1 Use a variety of sentence structures.</li><li>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</li></ul>
·	C.A.2.1.3 Revise to eliminate wordiness and redundancy.

	C.A.2.1.4 Revise to delete irrelevant details.
	C.A.2.1.5 Use the correct form of commonly confused words; use logical
	transitions.
	C.A.2.1.6 Combine sentences for cohesiveness and unity.
	C.A.2.1.7 Revise sentences for clarity.
<b>C.A.3.1</b> Use conventions of standard written language.	C.A.3.1.1 Spell all words correctly.
	C.A.3.1.2 Use capital letters correctly.
	C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons,
	quotation marks, apostrophes).
	C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form
	and agreement, modifiers and transitions, word order and syntax).
	C.A.3.1.5 Demonstrate correct sentence formation.