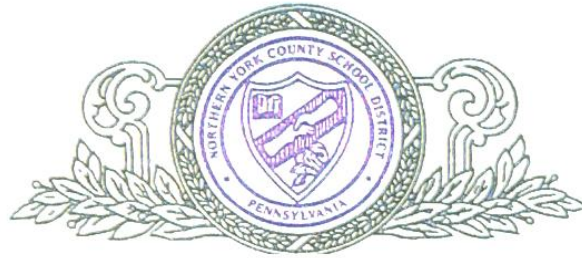


NORTHERN YORK COUNTY SCHOOL DISTRICT



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	=	A	(excellent progress)
85-92	=	B	(above average progress)
77-84	=	C	(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 Marking Period 1. Various types of writing assignments occur all year.			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Effective writers use the writing process as a thoughtful, recursive process.</p> <p>An effective writer is able to apply the writing process to develop four different purposes of writing (i.e., inform, argue, entertain, and express feelings)</p> <p>Effective writers use specific techniques (i.e., style, word choice, and organization) to better inform, argue, entertain, or express feelings.</p>	<p>Why is prewriting important?</p> <p>What does prewriting include?</p> <p>How does a writer brainstorm to generate ideas?</p> <p>How does a writer use a prewriting to begin a rough draft?</p> <p>On what should a writer concentrate while drafting?</p>	<p>CC.1.4.9-10.A Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended</p>	<p>C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.</p> <p>C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.</p> <p>C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution,</p>	<p>active voice</p> <p>audience</p> <p>brainstorming</p> <p>clustering</p> <p>content</p> <p>conventions</p> <p>drafting</p> <p>5WH?'s</p>

<p>Writing complete sentences is crucial to formal writing.</p> <p>Effective writing has sharp focus, well-developed content, and controlled organization.</p> <p>Effective writing displays command of the stylistic components of composition related to sentence structure and word choice.</p> <p>Effective writing demonstrates the proper use of the conventions of written language (spelling, capitalization, punctuation, grammar, and usage).</p> <p>Research techniques enable a writer to gather, to evaluate, and to organize information before drafting the paper.</p> <p>Research papers must show documentation of sources of information.</p>	<p>How does a writer use the five domains of writing (focus, content, organization, style, and conventions) to create an effective piece of writing?</p> <p>What strategies can a writer use to revise his writing?</p> <p>How can a writer evaluate and improve the content, organization, and style of his draft?</p> <p>Of what value is proofreading (editing)?</p> <p>Why is it important to publish (share writing)?</p> <p>How can a writer publish his writing?</p> <p>What are the four basic purposes of writing?</p> <p>What is informational writing?</p> <p>How does a writer organize an informational essay and write with effective style?</p> <p>How does the content of an informational essay vary based on purpose and audience?</p> <p>How does a writer maintain focus?</p> <p>How does a writer use the elements of persuasion to develop an argumentative writing?</p> <p>What are the requirements of a complete sentence?</p> <p>How can a sentence fragment be corrected?</p>	<p>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.</p> <p>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.</p> <p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p>	<p>process analysis).</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</p> <p>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.2.1.1 Use a variety of sentence structures.</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.IE.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.IE.2.1.4 Revise to delete irrelevant details.</p> <p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.IE.2.1.7 Revise sentences for clarity.</p> <p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p>	<p>focus</p> <p>mapping</p> <p>organization</p> <p>passive voice</p> <p>prewriting</p> <p>proofreading</p> <p>publishing</p> <p>purpose</p> <p>revising</p> <p>style</p> <p>compound sentence</p> <p>coordinating conjunction</p> <p>dependent clause</p> <p>fragment</p> <p>independent clause</p> <p>parallel structure</p> <p>prepositional phrase</p> <p>run-on sentence</p> <p>sentence variety</p> <p>simple sentence</p> <p>transitions</p> <p>verb tense</p>
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	<p>How can a run-on sentence be revised?</p> <p>Why is a focused thesis statement crucial to an effective research paper?</p> <p>What is a “credible” source?</p> <p>How does a writer indicate that he has borrowed another person’s ideas to avoid plagiarism?</p>	<p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p>	<p>C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p>C.IE.3.1.5 Demonstrate correct sentence formation.</p> <p>C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.</p> <p>C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.</p> <p>C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well -supported position.</p> <p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p>	<p>wordiness</p> <p>index</p> <p>paraphrase</p> <p>table of contents</p> <p>thesis statement</p> <p>topic sentence</p>
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		<p>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.</p> <p>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.</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest. <p>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.</p> <p>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.</p>		
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		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
Unit 2	Short Story			

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

<p>The reader is able to recognize that short stories share the same elements of fiction and literary devices with other genres of imaginative literature.</p>	<p>How does point of view affect the telling of a short story?</p> <p>What is theme?</p> <p>How can a reader determine the short story's theme?</p> <p>What are the qualities of a theme statement?</p> <p>What is personification?</p> <p>What is a simile? A metaphor?</p> <p>What is satire? What is irony?</p> <p>How does an author build suspense?</p> <p>How does the understanding of literary devices enhance the reader's appreciation of the short story?</p> <p>How does a reader analyze a short story to determine and to appreciate what it has to offer?</p> <p>How does fiction reflect real life?</p> <p>What evidence does the short story provide to support an inference?</p> <p>What elements define an author's style?</p> <p>How can a reader use context clues to determine the meanings of unfamiliar words?</p>	<p>(e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text</p> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)</p>	<p>exposition</p> <p>external conflict</p> <p>falling action</p> <p>first-person point of view</p> <p>flashback</p> <p>foreshadowing</p> <p>implied theme</p> <p>indirect characterization</p> <p>internal conflict</p> <p>irony</p> <p>irony of situation</p> <p>key details</p> <p>metaphor</p> <p>mood</p> <p>motivation</p> <p>personification</p> <p>perspective plot</p> <p>plot structure</p> <p>point of view</p> <p>protagonist</p> <p>resolution</p> <p>rising action</p>
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			<p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole. <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>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.</p>	
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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
<p>The reader is able to recognize an author's use of the elements of fiction in a novel.</p> <p>The reader is able to recognize the five parts of plot structure in a novel.</p> <p>The reader is able to identify an author's techniques for developing/revealing characters and their motivation.</p> <p>The reader is able to recognize the methods that an author uses to create setting.</p> <p>The reader is able to recognize how point of view affects the telling of the story.</p> <p>The reader is able to determine the author's tone.</p> <p>The reader is able to analyze how an author addresses the universal themes of life.</p> <p>The reader is able to identify an author's use of literary devices, including irony, foreshadowing, suspense, flashback, and symbolism.</p> <p>The reader is able to determine and analyze the novel's conflicts.</p> <p>The reader is able to cite evidence to support inferences.</p>	<p>How does the author develop the novel's plot?</p> <p>How does the sequence of events affect the telling of the story?</p> <p>How does the author reveal fictional characters and their motivation?</p> <p>How does character development affect the telling of the story?</p> <p>What are some methods that an author might use to create setting?</p> <p>How does setting affect the telling of the story?</p> <p>How can a reader determine the novel's point of view?</p> <p>How does point of view affect the telling of the story?</p> <p>How can a reader determine a novel's themes?</p> <p>What are the qualities of a theme statement?</p> <p>How does the understanding of literary devices enhance the reader's appreciation of the novel?</p> <p>How does a reader analyze a novel to determine and to appreciate what it has to offer?</p>	<p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p>	<p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p>	<p>antagonist</p> <p>atmosphere</p> <p>characterization</p> <p>climax</p> <p>clues</p> <p>complication</p> <p>conflict</p> <p>context clues</p> <p>dialogue</p> <p>direct characterization</p> <p>dramatic irony</p> <p>dynamic character</p> <p>elements of fiction</p> <p>evidence</p> <p>exposition</p> <p>external conflict</p> <p>falling action</p> <p>flashback</p> <p>foreshadowing</p> <p>indirect characterization</p>

<p>The reader is able to use context clues to decode new vocabulary.</p> <p>The reader is able to recognize that novels share the same elements of fiction and literary devices with other genres of imaginative literature.</p>	<p>How does fiction reflect real life?</p> <p>What evidence does the novel provide to support an inference?</p> <p>How can the reader use context clues to determine the meanings of unfamiliar words?</p> <p>How do historical, cultural, or political events of the time period affect the telling of a story?</p> <p>What elements define an author's style?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text</p> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)</p> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called</p>	<p>internal conflict</p> <p>irony</p> <p>irony of situation</p> <p>key details</p> <p>metaphor</p> <p>mood</p> <p>motivation</p> <p>personification</p> <p>plot</p> <p>plot structure</p> <p>point of view</p> <p>protagonist</p> <p>resolution</p> <p>rising action</p> <p>sense imagery</p> <p>setting</p> <p>simile</p> <p>static character</p> <p>style</p> <p>surprise ending</p> <p>suspense</p> <p>symbolism</p> <p>theme</p>
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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
<p>Recognize various types of drama.</p> <p>Identify the characteristics of the tragic hero.</p> <p>Determine and analyze the stylistic characteristics of drama and its particular forms.</p> <p>Interpret and analyze two dramatic works.</p> <p>Identify specific details relevant to plot and setting of a play.</p> <p>Interpret and analyze passages, characters, conflicts, and themes in drama.</p> <p>Determine tone and mood in drama.</p> <p>Recite a passage from Shakespeare.</p> <p>Identify and interpret the use of figurative language, puns, irony, and symbolism in drama.</p> <p>Recognize a writer's use of blank verse.</p> <p>Cite evidence to support inferences.</p> <p>Use context clues to decode new vocabulary.</p> <p>Understand that drama is a performance art which addresses the conflicts and the universal themes of life.</p>	<p>How do the conventions of drama enhance the telling of the story?</p> <p>How does viewing drama enhance one's understanding and appreciation?</p> <p>What is the historical context of the play?</p> <p>What is the purpose of stage directions?</p> <p>How does the writer reveal dramatic characters and their motivation?</p> <p>How does the understanding of dramatic conventions enhance one's appreciation of drama?</p> <p>How does a reader analyze drama to determine and to appreciate what it has to offer?</p> <p>What makes a tragic hero?</p> <p>How does a character demonstrate his stoic philosophy?</p> <p>How does drama reflect real life?</p> <p>How can the reader use context clues to determine the meanings of unfamiliar words?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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</p>	<p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p>	<p>act</p> <p>actors/actresses</p> <p>antagonist</p> <p>aside</p> <p>audience</p> <p>blank verse</p> <p>characterization</p> <p>choreographer</p> <p>comedy</p> <p>comic relief</p> <p>communal experience</p> <p>costumes</p> <p>dialect</p> <p>dialogue</p> <p>director</p> <p>dramatic conventions</p> <p>dramatic irony</p> <p>dramatic script</p> <p>external conflict</p> <p>figurative language</p>

		<p>gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. bv</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text</p> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)</p> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called</p>	<p>imagery</p> <p>internal conflict</p> <p>irony of situation</p> <p>metaphor</p> <p>motivation</p> <p>personification</p> <p>plot</p> <p>protagonist</p> <p>scene</p> <p>scenery</p> <p>setting</p> <p>simile</p> <p>soliloquy</p> <p>stage directions</p> <p>symbol</p> <p>theme</p> <p>tone</p> <p>tragedy</p> <p>tragic flaw</p> <p>tragic hero</p> <p>verbal irony</p>
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		<p>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..</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style 	
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			<p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>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.</p> <p>L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</p> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script</p>	
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Unit 4	Non-Fiction			
Time Frame	All year			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Identify the purpose of a specific piece of non-fiction.</p> <p>Identify and analyze the writer's main idea, point of view, and tone.</p> <p>Analyze the structure and the style of a non-fiction writing.</p> <p>Identify and analyze the elements of persuasion in an argumentative essay.</p> <p>Distinguish facts from opinions.</p> <p>Analyze the writer's use of logical and emotional appeal.</p> <p>Draw conclusions from information that the writer provides.</p> <p>Identify and summarize events important to a narrative writing.</p> <p>Recognize a writer's use of irony, foreshadowing, flashback, symbolism, or suspense in non-fiction.</p> <p>Recognize the difference between the denotation and the connotation of words.</p> <p>Cite evidence to support inferences.</p> <p>Use context clues to decode new vocabulary.</p>	<p>What are the four purposes of writing?</p> <p>How can a reader determine the writer's main idea?</p> <p>What details could give clues about the writer's tone?</p> <p>How is the writing organized?</p> <p>How does the writer use word choice and sentence structure to help keep the reader's interest?</p> <p>What are the elements of persuasion?</p> <p>What is the difference between fact and opinion?</p> <p>What is the difference between logical and emotional appeal?</p> <p>How does a reader analyze a non-fiction writing to determine and to appreciate what it has to offer?</p> <p>How can the reader use context clues to determine the meaning of unfamiliar vocabulary?</p> <p>How does the point of view affect the telling of the story in a work of nonfiction?</p>	<p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p>	<p>L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p> <p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.N.1.2.4 Draw conclusions about connotations of words.</p>	<p>anecdote</p> <p>autobiography</p> <p>argumentative</p> <p>bias</p> <p>biography</p> <p>cause/effect</p> <p>chronological order</p> <p>compare/contrast</p> <p>connotation</p> <p>context clues</p> <p>denotation</p> <p>descriptive</p> <p>diction</p> <p>elements of non-fiction</p> <p>emotional appeal</p> <p>entertaining</p> <p>evidence</p> <p>expressing feelings</p> <p>fact</p>

		<p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p>	<p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>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.</p> <p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. • the actions, motives, dialogue,</p>	<p>foreshadowing</p> <p>inference</p> <p>informational</p> <p>irony</p> <p>logical appeal</p> <p>narrative</p> <p>non-fiction</p> <p>opinion</p> <p>personal essay</p> <p>point of view</p> <p>propaganda</p> <p>reasons</p> <p>style</p> <p>suspense</p> <p>symbolism</p> <p>theme</p> <p>tone</p>
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		<p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>emotions/feelings, traits, and relationships between characters within nonfictional text</p> <ul style="list-style-type: none"> • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text <p>L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>draw</p> <p>L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</p> <p>Note: Plot may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres 	
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		<p>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.</p>	<ul style="list-style-type: none"> • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p> <p>L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</p>	
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			<p>L.N.2.4.4 Make connections between a text and the content of graphics and charts.</p> <p>L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.</p> <p>L.N.2.5.1 Differentiate between fact and opinion.</p> <p>L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.</p> <p>L.N.2.5.3 Distinguish essential from nonessential information.</p> <p>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text</p> <p>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.</p>	
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Unit 8	Poetry			
Time Frame	Marking Period 4			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Identify and analyze different types of poems, including ballad, sonnet, blank verse, free verse, haiku, diamante, and limerick.</p> <p>Determine and analyze the connotation of a poem's words.</p> <p>Determine the tone and mood of a poem.</p> <p>Identify and analyze poetic techniques, including figurative language, imagery, musical devices, and symbolism.</p> <p>Interpret the theme of a poem.</p> <p>Use context clues to decode new words.</p> <p>Poetry communicates experiences and feelings rather than objective facts.</p> <p>The subject matter of poetry is all of life.</p> <p>Reading a poem aloud often clarifies its meaning.</p> <p>Paraphrasing a poem helps to reveal its purpose and intent.</p>	<p>How do poetic elements contribute to a poem's meaning?</p> <p>What reading skills are best used to understand poetry?</p> <p>Why is it necessary to read poetry differently from other literature?</p> <p>How does the form of a poem influence its purpose and meaning?</p> <p>How does the understanding of poetic techniques enhance one's appreciation of poetry?</p> <p>How does a reader analyze a poem to determine and to appreciate what it has to offer?</p> <p>How do the elements of poetry come together to create an effective poem?</p> <p>What are the characteristics of a well-written paraphrase?</p>	<p>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.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p>	<p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p>	<p>alliteration</p> <p>approximate rhyme</p> <p>assonance</p> <p>ballad</p> <p>blank verse</p> <p>connotation</p> <p>denotation</p> <p>diamante</p> <p>dramatic poetry</p> <p>end rhyme</p> <p>epic</p> <p>figurative language</p> <p>free verse</p> <p>haiku</p> <p>hyperbole</p> <p>iambic pentameter</p> <p>imagery</p> <p>internal rhyme</p> <p>inverted word order</p> <p>limerick</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text</p> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)</p> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.</p>	<p>lyric poetry</p> <p>meter</p> <p>metaphor</p> <p>mood</p> <p>narrative poetry</p> <p>ode</p> <p>onomatopoeia</p> <p>paraphrase</p> <p>personification</p> <p>refrain</p> <p>rhyme</p> <p>rhyme scheme</p> <p>rhythm</p> <p>simile</p> <p>sonnet</p> <p>stanza</p> <p>symbolism</p> <p>theme</p> <p>tone</p> <p>verse</p>
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			<ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p>	
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Unit 7	Grammar			
Time Frame	Marking Period 4			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Speaking and writing effectively requires a basic understanding of the parts of speech.</p> <p>Speaking and writing effectively requires an understanding of the parts of a sentence.</p> <p>Writing effectively requires an understanding of the rules of capitalization, punctuation, and spelling.</p> <p>Literary analysis may depend on understanding point of view, which requires correct pronoun case and person.</p>	<p>How does each part of speech function?</p> <p>How does a writer use verb tenses to describe past actions clearly and sequentially?</p> <p>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?</p> <p>How can a writer use subordinating conjunctions and relative pronouns to make clear connections to guide the reader in a comparison and contrast essay?</p> <p>How can one use fresh adjectives and adverbs, accurately compared and spelled, to write a successful comparison and contrast essay?</p> <p>How can varied sentence structures, correctly punctuated, stress links between reasons and actions in a cause and effect essay?</p> <p>How does the use of active-voice verbs intensify the force of supporting opinions in persuasive essays?</p> <p>How can careful word selection help the writer to avoid loaded and often confused words?</p>	<p>CC.1.4.9-10.A Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</p> <p>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.2.1.1 Use a variety of sentence structures.</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p>	<p>abstract nouns action verbs active voice adjectives adverbs</p> <p>agreement of subject and verb</p> <p>agreement of pronoun and antecedent</p> <p>articles auxiliary verb capitalization clause collective noun common noun compound noun</p> <p>compound preposition</p> <p>compound subject compound verb concrete noun conjunction contraction</p> <p>correlative conjunction</p> <p>demonstrative adjective demonstrative pronoun</p>

		<p>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.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p>	<p>C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p>C.IE.3.1.5 Demonstrate correct sentence formation.</p>	<p>dependent clause direct object expletive fragment helping verb indefinite pronoun independent clause indirect object intensive pronoun interjection</p> <p>interrogative pronoun</p> <p>intransitive verb linking verb main verb modal modify noun object</p> <p>object of the preposition</p> <p>personal pronoun possessive pronoun predicate predicate adjective predicate noun preposition</p> <p>prepositional phrase</p> <p>proper adjective reflexive pronoun relative pronoun sense verb sentence state of being verb subject</p> <p>subject complement</p> <p>transitive verb verb verb phrase</p>
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Unit 3	Vocabulary			
Time Frame	All year			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Acquiring new vocabulary enhances a student's reading, writing, and speaking skills.</p> <p>Acquiring new vocabulary helps a student to match precise words with his intended meaning and purpose.</p> <p>Vocabulary study will enable students to develop a strong working vocabulary in preparation for post-secondary schooling or for the work place.</p>	<p>What is word analysis?</p> <p>How does knowing root meanings improve a student's vocabulary?</p> <p>How does understanding prefixes and suffixes improve one's vocabulary?</p> <p>How can a student use context clues to determine the meaning of new words?</p> <p>What are the various types of context clues?</p> <p>What words signal or alert readers to various types of context clues?</p>	<p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. 	<p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.N.1.2.4 Draw conclusions about connotations of words.</p> <p>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</p>	<p>antonym</p> <p>base word</p> <p>cause and effect</p> <p>comparison</p> <p>context clues</p> <p>contrast</p> <p>definition</p> <p>example</p> <p>inference from general context</p> <p>precise words</p> <p>prefix</p> <p>restatement</p> <p>root words</p> <p>slang</p> <p>suffix</p> <p>synonym</p> <p>technical language</p>

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)
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words.
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
L.F.2.1 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. L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from

	<p>literary nonfiction.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p>
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	<p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) </p> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period </p> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone,</p>

	<p>style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	<p>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.</p> <p>L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</p> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p>
L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	<p>L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p> <p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</p>
L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	<p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p>

	L.N.1.2.4 Draw conclusions about connotations of words.
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.	<p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>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.</p>
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.	<p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2 Cite evidence from a text to support generalizations.</p>
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	<p>L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	<p>L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> • 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 <p>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)</p> <p>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.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text

	<ul style="list-style-type: none"> • how the author structures plot to advance the action <p>L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
<p>L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.</p>	<p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p> <p>L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</p> <p>L.N.2.4.4 Make connections between a text and the content of graphics and charts.</p> <p>L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.</p>

<p>L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.</p>	<p>L.N.2.5.1 Differentiate between fact and opinion.</p> <p>L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text</p> <p>.</p> <p>L.N.2.5.3 Distinguish essential from nonessential information.</p> <p>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text</p> <p>.</p> <p>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.</p>
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ANCHORS COMPOSITION

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

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

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