

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 10 ENGLISH II - 1

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.1 Learning to Read Independently						
A. Before reading, locate appropriate resources (computerized, traditional and media) for a specific purpose (e.g., assigned task or project and independent works).	<ul style="list-style-type: none"> • Select appropriate novel for independent reading. • Use various reference books/media to locate information. • Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Technology • Library 	<ul style="list-style-type: none"> • Magazine • Newspaper • Library • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Oral presentations • Teacher observation • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Break down complex tasks • Review directions • Limit number and length of directions • Extended time • Monitor example through models • Present visual and/ or auditory materials • Small group instruction 	<ul style="list-style-type: none"> • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources.

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1.1 Learning to Read Independently						
B. Interpret the organizational structures and graphic features of informational materials and relate this to text-based information.	<ul style="list-style-type: none"> • Preview reading materials (textbook, library and Internet sources, etc.) • Analyze text structures including chronological order, cause and effect. • Apply active reading strategies prior to, during, and after reading. • Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Outlining • Note taking • Technology • Library 	<ul style="list-style-type: none"> • Magazine • Newspaper • Library • Supplemental materials 	<ul style="list-style-type: none"> • Class discussion • Notes, outlines, etc. • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Break down complex tasks • Review directions • Limit number and length of directions • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: -To do an independent research project -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
<p>C. During reading use knowledge of structural analysis, context clues, and related references to understand and interpret the meaning of new words Use these words accurately in speaking and writing.</p>	<ul style="list-style-type: none"> •Preview reading materials (textbook, library and Internet sources, etc.) •Recognize, define and utilize selected vocabulary from various texts. •Use context clues to determine word meanings/significance. •Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. •Use word origins to decipher word meanings. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette •Slide presentations •Power Point presentations •Anchor papers/ models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Class discussion •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Oral testing •Break down complex tasks •Extended time •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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1.1 Learning to Read Independently						
	<ul style="list-style-type: none"> • Correctly use dictionary, thesaurus, and online resources. 					

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1.1 Learning to Read Independently						
D. Locate and analyze the essential ideas in text by utilizing appropriate comprehension strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading). Evaluate the effectiveness of preferred strategies.	<ul style="list-style-type: none"> • Apply active reading strategies prior to, during, and after reading. • Preview reading materials (textbook, library and Internet sources, etc.) • Participate in a literature circle (novels, short stories, poems, etc.). • Orally present information and moderate discussion. • Analyze text structures including chronological order, cause and effect. • Recognize and share distinctive cultural characteristics. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Outlining • Note taking • Journal writing 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Notes, outlines, etc. • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Break down complex tasks • Encourage student to repeat instructions • Extended time • Present visual and/or auditory materials • Additional resources/supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: -To do an independent research project -To present to peers (dramatic reading, etc.)

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1.1 Learning to Read Independently						
E. Expand and enhance a reading vocabulary by identifying and correctly using new words (e.g., literal, and figurative language, idioms, specialized vocabulary) acquired throughout the study of their relationships. Use a dictionary or related reference.	<ul style="list-style-type: none"> • Recognize, define and utilize selected vocabulary from various texts. • Use context clues to determine word meanings/ significance. • Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. • Use word origins to decipher word meanings. • Correctly use dictionary, thesaurus, and online resources. • Introduce, explain, analyze, and apply literary elements. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Discussion • Note taking • Self-monitoring/ editing 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Student writing: narrative, creative, etc. • Journals • Notes, outlines, etc. • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Break down complex tasks • Study Guides 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage submission of student work to outside competitions. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original creative compositions, poems, plays, etc.

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1.1 Learning to Read Independently						
F. Understand the meaning of and apply key vocabulary across the various subject areas.	<ul style="list-style-type: none"> • Recognize, define and utilize selected vocabulary from various texts. • Use context clues to determine word meanings/ significance. • Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. • Use word origins to decipher word meanings. • Correctly use dictionary, thesaurus, and online resources. • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Research projects 	<ul style="list-style-type: none"> • Design and/or adapt teacher materials • Monitor example through models • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • To create original audio and/or visual projects across the curriculum.

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<p>1.1 Learning to Read Independently</p>						
<p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Analyze the context of a document. 	<ul style="list-style-type: none"> • Read, respond, and reflect on selected literary works. • Support inferences with text evidence. • Evaluate selection with a written response. • Apply active reading strategies prior to, during, and after reading. • Read and interpret a variety of genres. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Outlining • Note taking • Small group instruction 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Notes, outlines, etc. • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Oral testing • Break down complex tasks • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • To present to peers (dramatic reading, etc.)

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<p>1.1 Learning to Read Independently</p>						
<ul style="list-style-type: none"> • Analyze the positions, arguments and evidence in public documents. • Identify strategies used by the author. 	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Read, respond, and reflect on a drama. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Express an understanding through creative and critical writing (modes of discourse). 					

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1.1 Learning to Read Independently						
H. Demonstrate fluency and comprehension in reading. •Read familiar materials aloud with accuracy. •Self-correct mistakes. •Use appropriate rhythm, flow, meter and pronunciation. •Read a variety of genres and types of text. •Demonstrate comprehension (Standard 1.1.10G). (Recommend 25 books/year)	<ul style="list-style-type: none"> • Read, respond, and reflect on a drama. • Apply active reading strategies prior to, during, and after reading. • Read and interpret a variety of genres. • Read, respond, and reflect on selected literary works. • Practice oral reading skills while reading drama and poetry. • Recognize, define and utilize selected vocabulary from various texts. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Predicting • Outlining • Self-monitoring/ editing • Oral reading 	<ul style="list-style-type: none"> • Textbook • Videos 	<ul style="list-style-type: none"> • Class discussion • Oral presentations • Teacher observation 	<ul style="list-style-type: none"> • Repeated practice • Oral testing • Monitor example through models • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • To present to peers (dramatic reading, etc.)

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1.2 Reading Critically in All Content Areas.						
A. Read and understand essential content of informational texts and documents in all academic areas. <ul style="list-style-type: none"> • Differentiate fact from opinion verifying complete and accurate information by utilizing a variety of texts. Recognize coherent arguments and points of view. • Distinguish between essential and nonessential information across a variety of resources, identifying bias 	<ul style="list-style-type: none"> • Preview reading materials (textbook, library and Internet sources, etc.) • Organize and format compositions. • Support inferences with text evidence. • Apply active reading strategies prior to, during, and after reading. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Analyze text structures including chronological order, cause and effect. • Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Outlining • Note taking • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Videos • Filmstrips 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Class discussion • Notes, outlines, etc. • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Oral testing • Break down complex tasks • Present visual and/ or auditory materials • Study guides • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources.

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<p>1.2 Reading Critically in All Content Areas</p>						
<p>and propaganda where present.</p> <ul style="list-style-type: none"> • Make decisions and draw conclusions based on established criteria using multiple sources of information. • Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy, thoroughness, logic and reasoning. 						

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Select appropriate media (e.g., traditional or electronic) for research and evaluate the quality of the information received. • Compare and contrast the techniques used in traditional and electronic media. • Use, design, and develop media to enhance an understanding of author’s genre, and literary or historical period. 	<ul style="list-style-type: none"> • Compile and organize information for individual/group projects. • Evaluate validity and quality of resource materials. • Use various media to respond to, analyze, and/or create literature. 	<ul style="list-style-type: none"> • Modeling • Outlining • Note taking • Self-monitoring/ editing • Student/teacher conferencing • Technology • Small group project 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Videos • CD ROMs • Record • Cassette • Power Point presentations • Transparencies 	<ul style="list-style-type: none"> • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Research projects • Other group projects/writings 	<ul style="list-style-type: none"> • Design and/or adapt teacher materials • Encourage student to repeat instructions • Monitor example through models • Use a multi-sensory approach • Present visual and/or auditory materials • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • To create original audio and/or visual projects across the curriculum. • To create original creative compositions, poems, plays, etc. • To self-select from classroom or library sources. • To present to peers (dramatic reading, etc.)

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> • Express an understanding through creative and critical writing (modes of discourse). • Create projects/writing samples for presentations. • Create writings that model various literary genres. 	<ul style="list-style-type: none"> • Modeling • Discussion • Outlining • Self-monitoring/editing • Student/teacher conferencing • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Anchor papers/models • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Teacher observation • Notes, outlines, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Extended time • Monitor example through models • Use a multi-sensory approach • Present visual and/or auditory materials • Conferencing 	<ul style="list-style-type: none"> • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • To create original audio and/or visual projects across the curriculum. • To create original creative compositions, poems, plays, etc. • To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>A. Read and understand works of literature.</p>	<ul style="list-style-type: none"> •Read, respond, and reflect on selected literary works. •Read and interpret a variety of genres. •Introduce, explain, analyze, and apply literary elements. •Introduce, explain, analyze, and apply literary techniques. •Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> •Direct instruction •Discussion •Predicting •Outlining •Note taking •Answering questions 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Supplemental materials •Novels •Videos 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Standardized tests •Class discussion •Notes, outlines, etc. •Questions 	<ul style="list-style-type: none"> •Repeated practice •Break down complex tasks •Extended time •Use a multi-sensory approach •Present visual and/ or auditory materials •Study guides •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>B. Analyze the relationships and uses and of literary elements used by one or more authors in similar genres including characterizations, setting, plot, theme, point of view, tone and style.</p>	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Analyze text structures including chronological order, cause and effect. 	<ul style="list-style-type: none"> • Direct instruction • Discussion • Note taking • Answering questions 	<ul style="list-style-type: none"> • Textbook • Supplemental materials • Novels • Videos 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Class discussion • Oral presentations • Notes, outlines, etc. • Questions 	<ul style="list-style-type: none"> • Repeated practice • Break down complex tasks • Review directions • Extended time • Monitor example through models • Use a multi-sensory approach • Present visual and/or auditory materials • Study guides • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • To create original audio and/or visual projects across the curriculum. • To create original creative compositions, poems, plays, etc. • To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>C. Analyze the effectiveness of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter and alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, irony and symbolism). 	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Practice oral reading skills while reading drama and poetry. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Self-monitoring/ editing 	<ul style="list-style-type: none"> • Textbook • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Posters 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Encourage student to repeat instructions • Monitor example through models • Use a multi-sensory approach • Present visual and/or auditory materials • Study guides 	<ul style="list-style-type: none"> • To create original audio and/or visual projects across the curriculum. • To create original creative compositions, poems, plays, etc.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>D. Read and react to a variety of poetic themes and devices and analyze the poet’s use of various poetic devices.</p>	<ul style="list-style-type: none"> ● Introduce, explain, analyze, and apply literary elements. ● Introduce, explain, analyze, and apply literary techniques. ● Practice oral reading skills while reading drama and poetry. ● Participate in a literature circle (novels, short stories, poems, etc.). ● Evaluate selection with a written response. ● Read, respond, and reflect on selected literary works. 	<ul style="list-style-type: none"> ● Direct instruction ● Reciprocal teaching ● Modeling ● Discussion 	<ul style="list-style-type: none"> ● Textbook ● Supplemental materials ● Novels 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Rubrics ● Standardized tests ● Student writing: narrative, creative, etc. ● Class discussion 	<ul style="list-style-type: none"> ● Repeated practice ● Break down complex tasks ● Monitor example through models ● Use a multi-sensory approach ● Present visual and/or auditory materials ● Study guides 	<ul style="list-style-type: none"> ● Provide more challenging materials. ● Provide opportunities: ● To create original creative compositions, poems, plays, etc. ● To present to peers (dramatic reading, etc.)

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1.3 Reading, Analyzing and Interpreting Literature						
E. Identify how a writer uses words to create tone and mood, and to advance the theme and purpose of a work.	<ul style="list-style-type: none"> • Organize and format compositions. • Participate in a literature circle (novels, short stories, poems, etc.). • Read and interpret a variety of genres. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Note taking • Self-monitoring/ editing 	<ul style="list-style-type: none"> • Textbook • Supplemental materials • Novels • Videos 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Break down complex tasks • Monitor example through models • Present visual and/ or auditory materials • Study guides • Peer tutoring • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • competitions. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc. -To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to nonfiction and fiction, as well as poetry and drama.</p>	<ul style="list-style-type: none"> • Read and interpret a variety of genres. • Read, respond, and reflect on a drama. • Support inferences with text evidence. • Read, respond, and reflect on selected literary works. • Apply active reading strategies prior to, during, and after reading. • Express an understanding through creative and critical writing (modes of discourse). 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Discussion • Predicting • Outlining • Note taking • Peer review 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Break down complex tasks • Encourage student to repeat instructions • Monitor example through models • Use a multi-sensory approach • Present visual and/or auditory materials • Study guides • Peer tutoring • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original creative compositions, poems, plays, etc. -To present to peers (dramatic reading, etc.)

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1.4 Types of Writing						
A. Write short stories, poems and plays that include: <ul style="list-style-type: none"> • Varying organizational methods • Relevant illustrations • Dialogue • A literary conflict • Varying literary characteristics (e.g., limerick, epic, whimsical, dramatic). • Literary elements (Standard 1.3.10.B) • Literary devices (Standard 1.3.10.C) 	<ul style="list-style-type: none"> • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Create projects/writing samples for presentations. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Outlining • Brainstorming • Journal writing • Self-monitoring/editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials • Anchor papers/models • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Journals • Oral presentations • Notes, outlines, etc. • Peer review 	<ul style="list-style-type: none"> • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Monitor example through models • Use a multi-sensory approach • Present visual and/or auditory materials • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/supplemental resources 	<ul style="list-style-type: none"> • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc. -To present to peers (dramatic reading, etc.)

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<p>1.4 Types of Writing</p>						
	<ul style="list-style-type: none"> • Express an understanding through creative and critical writing (modes of discourse). 					

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<p>1.4 Types of Writing</p>						
<p>B. Write multi-page informational pieces such as research papers, evaluations, and essays that include:</p> <ul style="list-style-type: none"> •A variety of methods to develop the main idea. •Precise language and specific detail •Cause and effect •Relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables •Use of primary and secondary sources 	<ul style="list-style-type: none"> •Evaluate selection with a written response. •Recognize, define and utilize selected vocabulary from various texts. •Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. •Express an understanding through creative and critical writing (modes of discourse). •Demonstrate knowledge and application of proper usage in both spoken and written language. •Use a variety of sentence structures. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Graphic organizers (Venn Diagram, word webs, etc.) •Outlining •Note taking •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •Anchor papers/models 	<ul style="list-style-type: none"> •Teacher-made quizzes •Rubrics •Student writing: narrative, creative, etc. •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Extended time •Monitor example through models •Study guides •Peer tutoring •Conferencing •Additional resources/supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources.

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1.4 Types of Writing						
	<ul style="list-style-type: none"> •Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. •Use various reference books/media to locate information. •Effectively edit, revise, and prepare the final draft. •Take notes from narrative, expository, and other written materials. •Correctly assemble works cited/consulted (bibliography). •Correctly document source material. •Evaluate validity and quality of resource materials. •Establish and support a thesis statement. •Maintain focus, logic, and cohesion. 					

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<p>1.4 Types of Writing</p>						
<p>C. Write persuasive pieces that: <ul style="list-style-type: none"> •Include a clearly stated position or opinion. •Include convincing, elaborated and properly cited evidence. •Develop reader interest. •Anticipate and counter reader concerns and arguments. •Utilize two methods to advance an argument or position. </p>	<ul style="list-style-type: none"> • Write an effective persuasive essay. • Support inferences with text evidence. • Evaluate selection with a written response. • Using proper outlining skills, organize an essay. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers (Venn Diagram, word webs, etc.) • Outlining • Brainstorming • Self-monitoring/ editing 	<ul style="list-style-type: none"> • Textbook • Newspaper • Library • Supplemental materials • Anchor papers/ models • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Extended time • Monitor example through models • Present visual materials • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.

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1.4 Types of Writing						
	<ul style="list-style-type: none"> ●Express an understanding through creative and critical writing (modes of discourse). ●Express an understanding through creative and critical writing (modes of discourse). ●Establish and support a thesis statement. ●Maintain focus, logic, and cohesion. 					

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<p>1.4 Types of Writing</p>						
<p>D. Maintain a written record of activities, course work, experience, honors and interests.</p>	<ul style="list-style-type: none"> • Compile a writing portfolio. • Maintain a showcase portfolio. 	<ul style="list-style-type: none"> • Modeling • Graphic organizers (Venn Diagram, word webs, etc.) • Outlining 	<ul style="list-style-type: none"> • Writing folders 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Design and/or adapt teacher materials • Monitor example through models 	<ul style="list-style-type: none"> • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide opportunities: <ul style="list-style-type: none"> -To present to peers (dramatic reading, etc.)

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1.4 Types of Writing						
E. Expand a multi-page personal narrative including: <ul style="list-style-type: none"> •Clear chronological sequence. •Specific and narrative details •Dialogue as appropriate. 	<ul style="list-style-type: none"> •Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. •Express an understanding through creative and critical writing (modes of discourse). •Effectively edit, revise, and prepare the final draft. •Organize and format compositions. •Introduce, explain, analyze, and apply literary elements. •Introduce, explain, analyze, and apply literary techniques. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Outlining •Brainstorming •Journal writing •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Anchor papers/models •Supplemental materials 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Journals 	<ul style="list-style-type: none"> •Break down complex tasks •Review directions •Monitor example through models •Use a multi-sensory approach •Present visual and/or auditory materials •Additional resources/supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc.

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1.4 Types of Writing						
						-To present to peers (dramatic reading, etc.)

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1.5 Quality of Writing						
A. Write with a sharp, distinct focus. <ul style="list-style-type: none"> •Identify topic, task and audience. •Demonstrate the effective use of various points of view. 	<ul style="list-style-type: none"> •Maintain focus, logic, and cohesion. •Organize and format compositions. •Introduce, explain, analyze, and apply literary elements. •Introduce, explain, analyze, and apply literary techniques. •Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Note taking •Student/teacher conferencing •Editing 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Supplemental materials •Anchor papers/ models •Transparencies 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Notes, outlines, etc. •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Break down complex tasks •Review directions •Monitor example through models 	<ul style="list-style-type: none"> •Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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1.5 Quality of Writing						
B. Write using well-developed content appropriate for the topic. <ul style="list-style-type: none"> • Gather, determine validity and reliability of, analyze and organize information. • Employ the most effective formal for purpose and audience. • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. 	<ul style="list-style-type: none"> • Using proper outlining skills, organize an essay. • Use various reference books/media to locate information. • Evaluate validity and quality of resource materials. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Express an understanding through creative and critical writing (modes of discourse). • Establish and support a thesis statement. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers (Venn Diagram, word webs, etc.) • Outlining • Note taking • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Anchor papers/ models • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Break down complex tasks • Review directions • Limit number and length of directions • Extended time • Monitor example through models • Study guides • Peer tutoring • Conferencing 	<ul style="list-style-type: none"> • Provide opportunities: -To do an independent research project -To create original creative compositions, poems, plays, etc.

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1.5 Quality of Writing						
	<ul style="list-style-type: none"> • Maintain focus, logic, and cohesion. 					

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1.5 Quality of Writing						
<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> •Sustain a logical order throughout the piece. •Develop an introduction which engages the audience while establishing topic and purpose. •Summarize the topic and purpose in the conclusion. 	<ul style="list-style-type: none"> •Using proper outlining skills, organize an essay. •Establish and support a thesis statement. •Maintain focus, logic, and cohesion. •Organize and format compositions. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Graphic organizers (Venn Diagram, word webs, etc.) •Outlining •Note taking •Brainstorming •Journal writing •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Textbook •Supplemental materials •Novels •Anchor papers/models •Transparencies 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Break down complex tasks •Review directions •Encourage student to repeat instructions •Extended time •Monitor example through models •Conferencing 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To create original creative compositions, poems, plays, etc.

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.5 Quality of Writing</p>						
<p>D. Write by consciously incorporating stylistic aspects of composition.</p> <ul style="list-style-type: none"> •Use different types and lengths of sentences. •Establish deliberate tone and voice through the use of precise language. 	<ul style="list-style-type: none"> •Express an understanding through creative and critical writing (modes of discourse). •Organize and format compositions. •Correctly use dictionary, thesaurus, and online resources. •Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Self-monitoring/ editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Textbook •Supplemental materials •Anchor papers/ models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. 	<ul style="list-style-type: none"> •Repeated practice •Review directions •Use Models •Study guides 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To create original creative compositions, poems, plays, etc.

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<p>1.5 Quality of Writing</p>						
<p>E. Revise writing to improve level of detail, style, tone, word choice and clarity of purpose, audience and genre.</p>	<ul style="list-style-type: none"> ●Organize and format compositions. ●Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> ●Direct instruction ●Modeling ●Note taking ●Peer review ●Editing 	<ul style="list-style-type: none"> ●Thesaurus ●Anchor papers/ models 	<ul style="list-style-type: none"> ●Rubrics ●Student writing: narrative, creative, etc. ●Notes, outlines, etc. ●Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> ●Repeated practice ●Break down complex tasks ●Review directions ●Limit number and length of directions ●Extended time ●Monitor example through models ●Study guides ●Conferencing 	<ul style="list-style-type: none"> ●Encourage publication in school newspaper, literary magazine and other publications. ●Encourage submission of student work to outside competitions. ●Provide opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc. -To present to peers (dramatic reading, etc.)

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1.5 Quality of Writing						
F. Edit writing using the conventions of language. <ul style="list-style-type: none"> • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, colon, semicolon, parentheses hyphen, brackets and ellipsis). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Use complete sentences. 	<ul style="list-style-type: none"> • Demonstrate knowledge and application of proper usage in both spoken and written language. • Correctly use dictionary, thesaurus, and online resources. • Effectively edit, revise, and prepare the final draft. • Use various media to respond to, analyze, and/or create literature. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Supplemental materials 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Extended time • Conferencing 	<ul style="list-style-type: none"> • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc. -To present to peers (dramatic reading, etc.)

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<p>1.5 Quality of Writing</p>						
<p>G. Present and/or defend written work for publication when appropriate.</p>	<ul style="list-style-type: none"> • Orally present information and moderate discussion. • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. 	<ul style="list-style-type: none"> • Modeling • Outlining • Peer review • Brainstorming • Self-monitoring/ editing 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Supplemental materials 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Peer review 	<ul style="list-style-type: none"> • Conferencing 	<ul style="list-style-type: none"> • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc.

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1.6 Speaking and Listening						
A. Listen to others. <ul style="list-style-type: none"> • Ask clarifying questions. • Analyze information, ideas, and opinions to determine relevancy. • Take notes when needed. 	<ul style="list-style-type: none"> • Work effectively with peers in a cooperative learning activity. • Create projects/writing samples for presentations. • Orally present information and moderate discussion. • Listen to others with empathy and understanding. • Participate in a literature circle (novels, short stories, poems, etc.). • Take notes from oral presentations, lectures, and/or other audio/visual material. • Enhance listening skills. • Follow written and oral directions. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Discussion • Note taking 	<ul style="list-style-type: none"> • Textbook • Supplemental materials • Videos 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Oral presentations • Graphic organizers, charts, etc. • Notes 	<ul style="list-style-type: none"> • Repeated practice • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Reduce distracting stimuli • Peer tutoring 	<ul style="list-style-type: none"> • Provide opportunities: -To present to peers (dramatic reading, etc.)

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<p>1.6 Speaking and Listening</p>						
<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> •Relate them to previous knowledge. •Predict solutions to identified problems. •Summarize and reflect on what has been heard. •Identify and define new words and concepts. •Analyze and interpret the selections. 	<ul style="list-style-type: none"> • Take notes from oral presentations, lectures, and/or other audio/visual material. • Enhance listening skills. • Follow written and oral directions. • Apply active reading strategies prior to, during, and after reading. • Use context clues to determine word meanings/significance. • Practice oral reading skills while reading drama and poetry. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Discussion •Note taking 	<ul style="list-style-type: none"> •Textbook •Dictionary •Supplemental materials •Novels •Videos 	<ul style="list-style-type: none"> •Class discussion •Oral presentations •Notes, outlines, etc. 	<ul style="list-style-type: none"> •Review directions •Limit number and length of directions •Reduce distracting stimuli 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To present to peers (dramatic reading, etc.)

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1.6 Speaking and Listening						
C. Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"> •Use a variety of sentence structures to add interest to a presentation. •Pace the presentation according to audience and purpose. •Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience. 	<ul style="list-style-type: none"> •Demonstrate knowledge and application of proper usage in both spoken and written language. •Orally present information and moderate discussion. •Organize and format compositions. 	<ul style="list-style-type: none"> •Modeling •Discussion •Self-monitoring/ editing 		<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Oral presentations 	<ul style="list-style-type: none"> •Repeated practice •Review directions 	

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<p>1.6 Speaking and Listening</p>						
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Promote total group participation. 	<ul style="list-style-type: none"> • Read, respond, and reflect on selected literary works. • Support inferences with text evidence. • Demonstrate knowledge and application of proper usage in both spoken and written language. • Orally present information and moderate discussion. • Practice oral reading skills while reading drama and poetry. • Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion 	<ul style="list-style-type: none"> • Supplemental materials 	<ul style="list-style-type: none"> • Rubrics • Oral presentations • Class discussion 	<ul style="list-style-type: none"> • Repeated practice • Review directions 	

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1.6 Speaking and Listening						
E. Participate in small and large group discussions and presentations. <ul style="list-style-type: none"> •Initiate everyday conversation. •Select and present an oral reading on an assigned topic. •Conduct interviews. •Participate in an informal interview. •Organize and participate in informal debate around a specific topic. •Critique group discussions. 	<ul style="list-style-type: none"> •Utilize proper grammar, punctuation, spelling, and manuscript form in writing. •Support inferences with text evidence. •Demonstrate knowledge and application of proper usage in both spoken and written language. •Orally present information and moderate discussion. •Use persuasive power point presentations. •Practice oral reading skills while reading drama and poetry. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion 	<ul style="list-style-type: none"> •Supplemental materials •Videos 	<ul style="list-style-type: none"> •Rubrics •Oral presentations •Teacher observation •Group projects •Participation 	<ul style="list-style-type: none"> •Repeated practice •Reduce distracting stimuli 	<ul style="list-style-type: none"> •Provide more challenging materials.

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<p>1.6 Speaking and Listening</p>						
	<ul style="list-style-type: none"> • Listen to others with empathy and understanding. • Participate in a literature circle (novels, short stories, poems, etc.). • Utilize proper grammar, punctuation, spelling, and manuscript form in writing. • Enhance listening skills. • Recognize and share distinctive cultural characteristics. • Read, respond, and reflect on a drama. • Work effectively with peers in a cooperative learning activity. 					

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<p>1.6 Speaking and Listening</p>						
<p>F. Use media for learning purposes. <ul style="list-style-type: none"> •Use media to gather information for assignments and projects. •Evaluate the role of media in advertising. •Create a multimedia presentation for display or transmission that demonstrates an understanding of a specific topic or issue. </p>	<ul style="list-style-type: none"> • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Compile and organize information for individual/group projects. • Take notes from narrative, expository, and other written materials. • Maintain focus, logic, and cohesion. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Power Point presentations 	<ul style="list-style-type: none"> •Rubrics •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. 	<ul style="list-style-type: none"> •Review directions •Monitor example through models •Present visual and/or auditory materials •Study guides •Additional resources/supplemental resources. 	<ul style="list-style-type: none"> •Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To present to peers (dramatic reading, etc.)

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1.7 Characteristics and Functions of the English Language						
A. Recognize the influence of historical events on the English language.	Recognize, define and utilize selected vocabulary from various texts. Use context clues to determine word meanings/significance. Use word origins to decipher word meanings. Correctly use dictionary, thesaurus, and online resources.	<ul style="list-style-type: none"> •Note taking •Self-monitoring/ editing 	<ul style="list-style-type: none"> •Supplemental materials 	<ul style="list-style-type: none"> •Class discussion 	<ul style="list-style-type: none"> •Repeated practice •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment.

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>B. Recognize how differences in language can lead to stereotyping.</p>	<ul style="list-style-type: none"> • Apply active reading strategies prior to, during, and after reading. • Read, respond, and reflect on selected literary works. 	<ul style="list-style-type: none"> • Discussion • Note taking • Self-monitoring/ editing 	<ul style="list-style-type: none"> • Supplemental materials • Novels • Videos 	<ul style="list-style-type: none"> • Class discussion • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Monitor example through models 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • To present to peers (dramatic reading, etc.)

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>C. Recognize the role and influence of the English language within and across countries.</p>	<ul style="list-style-type: none"> ●Recognize, define and utilize selected vocabulary from various texts. ●Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. ●Use word origins to decipher word meanings. 	<ul style="list-style-type: none"> ●Direct instruction ●Note taking 	<ul style="list-style-type: none"> ●Supplemental materials ●Videos ●Dictionary 	<ul style="list-style-type: none"> ●Class discussion ●Oral presentations 		

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<p>1.8 Research</p>						
<p>A. Select and refine a topic for research.</p>	<ul style="list-style-type: none"> ● Establish and support a thesis statement. ● Apply active reading strategies prior to, during, and after reading. ● Follow written and oral directions. 	<ul style="list-style-type: none"> ● Direct instruction ● Discussion ● Student/teacher conferencing ● Technology ● Library 	<ul style="list-style-type: none"> ● Library ● Supplemental materials ● Videos 	<ul style="list-style-type: none"> ● Research projects 	<ul style="list-style-type: none"> ● Review directions 	<ul style="list-style-type: none"> ● To do an independent research project

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<p>1.8 Research</p>						
<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> •Determine valid resources for researching the topic including primary and secondary sources. •Evaluate the importance and quality of the sources. •Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases). 	<ul style="list-style-type: none"> •Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) •Use various reference books/media to locate information. •Follow written and oral directions. •Compile and organize information for individual/group projects. •Correctly assemble works cited/consulted (bibliography). •Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Library •Supplemental materials 	<ul style="list-style-type: none"> •Research projects •Bibliography quiz 	<ul style="list-style-type: none"> •Repeated practice •Break down complex tasks •Review directions •Encourage student to repeat instructions •Extended time •Monitor example through models 	<ul style="list-style-type: none"> •To do an independent research project

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<p>1.8 Research</p>						
<ul style="list-style-type: none"> •Use table of contents, indices, key words, cross references, and appendices. •Use traditional and electronic search tools. 						

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1.8 Research						
C. Organize, summarize, and present the main ideas from the research. •Take notes relevant to the research topic. •Develop a thesis statement based on the research. •Anticipate readers’ problems or misunderstandings. •Give precise, formal credit for others’ ideas, images, or information using a standard method of documentation.	<ul style="list-style-type: none"> •Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. •Analyze text structures including chronological order, cause and effect. •Demonstrate knowledge and application of proper usage in both spoken and written language. •Express an understanding through creative and critical writing (modes of discourse). 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Outlining •Note taking •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Library •Supplemental materials •Videos 	<ul style="list-style-type: none"> •Rubrics •Research projects •Note cards •Outlines •Rough draft 	<ul style="list-style-type: none"> •Repeated practice •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Study guides 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 10 ENGLISH II - 1

<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.8 Research</p>						
	<ul style="list-style-type: none"> •Effectively edit, revise, and prepare the final draft. •Create projects/ writing samples for presentations. •Follow written and oral directions. •Compile and organize information for individual/group projects. •Correctly document source material. •Maintain focus, logic, and cohesion. 					