

**WEST JEFFERSON HILLS SCHOOL DISTRICT  
ENGLISH CURRICULUM**

**GRADE 10 BASIC ENGLISH**

<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.	<b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> 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"> <li>•Select appropriate novel for independent reading.</li> <li>•Select appropriate novel for independent reading.</li> <li>•Correctly document source material.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Student/teacher conferencing</li> <li>•Technology</li> <li>•Library</li> </ul>	<ul style="list-style-type: none"> <li>•Magazine</li> <li>•Newspaper</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Novels</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher-made tests and quizzes</li> <li>•Rubrics</li> <li>•Class discussion</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Research projects</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Design and/or adapt rubrics</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> <li>•Monitor example through models</li> <li>•Present visual and/ or auditory materials</li> <li>•Small group instruction</li> <li>•Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>•Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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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"> <li>• Apply active reading strategies prior to, during, and after reading.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Correctly document source material.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Library</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Conferencing</li> <li>• Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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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"> <li>●Recognize, define and utilize selected vocabulary from various texts.</li> <li>●Use context clues to determine word meanings/ significance.</li> <li>●Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary.</li> <li>●Use word origins to decipher word meanings.</li> <li>●Correctly use dictionary, thesaurus, and online resources.</li> </ul>	<ul style="list-style-type: none"> <li>●Direct instruction</li> <li>●Modeling</li> <li>●Discussion</li> <li>●Student/teacher conferencing</li> <li>●Technology</li> <li>●Library</li> </ul>	<ul style="list-style-type: none"> <li>●Textbook</li> <li>●Magazine</li> <li>●Newspaper</li> <li>●Dictionary</li> <li>●Thesaurus</li> <li>●Library</li> <li>●Supplemental materials</li> <li>●Novels</li> </ul>	<ul style="list-style-type: none"> <li>●Teacher-made tests and quizzes</li> <li>●Rubrics</li> <li>●Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>●Repeated practice</li> <li>●Design and/or adapt teacher materials</li> <li>●Design and/or adapt rubrics</li> <li>●Break down complex tasks</li> <li>●Review directions</li> <li>●Limit number and length of directions</li> <li>●Study guides</li> <li>●Conferencing</li> <li>●Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>●Encourage independent study and enrichment.</li> <li>●Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original creative compositions, poems, plays, etc.</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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<p>1.1 Learning to Read Independently</p>						
<p>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.</p>	<ul style="list-style-type: none"> <li>• Apply active reading strategies prior to, during, and after reading.</li> <li>• Recognize and share distinctive cultural characteristics.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Predicting</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Peer review</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Novels</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Notes, outlines, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Study guides</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities: -To do an independent research project</li> </ul>

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<p>1.1 Learning to Read Independently</p>						
<p>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.</p>	<ul style="list-style-type: none"> <li>● Recognize, define and utilize selected vocabulary from various texts.</li> <li>● Use context clues to determine word meanings/ significance.</li> <li>● Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary.</li> <li>● Use word origins to decipher word meanings.</li> <li>● Correctly use dictionary, thesaurus, and online resources.</li> <li>● Introduce, explain, analyze, and apply literary techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● Direct instruction</li> <li>● Modeling</li> <li>● Discussion</li> <li>● Note taking</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Dictionary</li> <li>● Thesaurus</li> <li>● Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made tests and quizzes</li> <li>● Rubrics</li> <li>● Student writing: narrative, creative, etc.</li> <li>● Class discussion</li> <li>● Notes, outlines, etc.</li> <li>● Research projects</li> </ul>	<ul style="list-style-type: none"> <li>● Repeated practice</li> <li>● Design and/or adapt teacher materials</li> <li>● Design and/or adapt rubrics</li> <li>● Break down complex tasks</li> <li>● Review directions</li> <li>● Limit number and length of directions</li> <li>● Encourage student to repeat instructions</li> <li>● Extended time</li> <li>● Monitor example through models</li> <li>● Study guides</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage independent study and enrichment.</li> <li>● Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original creative compositions, poems, plays, etc.</li> </ul> </li> </ul>

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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"> <li>• Recognize, define and utilize selected vocabulary from various texts.</li> <li>• Use context clues to determine word meanings/ significance.</li> <li>• Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary.</li> <li>• Use word origins to decipher word meanings.</li> <li>• Correctly use dictionary, thesaurus, and online resources.</li> <li>• Introduce, explain, analyze, and apply literary elements.</li> <li>• Introduce, explain, analyze, and apply literary techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Novels</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Use a multi-sensory approach</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities: -To do an independent research project</li> </ul>

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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"> <li>• Make, and support with evidence, assertions about texts.</li> <li>• Compare and contrast texts using themes, settings, characters and ideas.</li> <li>• Make extensions to related ideas, topics or information.</li> <li>• Analyze the context of a document.</li> </ul>	<ul style="list-style-type: none"> <li>• Support inferences with text evidence.</li> <li>• Evaluate selection with a written response.</li> <li>• Apply active reading strategies prior to, during, and after reading.</li> <li>• Read, respond, and reflect on selected literary works.</li> <li>• Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Predicting</li> <li>• Outlining</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Novels</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> </ul>

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

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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"> <li>• Apply active reading strategies prior to, during, and after reading.</li> <li>• Recognize, define and utilize selected vocabulary from various texts.</li> <li>• Read, respond, and reflect on selected literary works.</li> <li>• Read and interpret a variety of genres.</li> <li>• Read, respond, and reflect on selected literary works.</li> <li>• Orally present information and moderate discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Predicting</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Oral reading</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Supplemental materials</li> <li>• Novels</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> </ul>

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>• Differentiate fact from opinion verifying complete and accurate information by utilizing a variety of texts. Recognize coherent arguments and points of view.</li> <li>• Distinguish between essential and nonessential information across a variety of resources, identifying bias</li> </ul>	<ul style="list-style-type: none"> <li>• Support inferences with text evidence.</li> <li>• Apply active reading strategies prior to, during, and after reading.</li> <li>• Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.)</li> <li>• Maintain a showcase portfolio.</li> <li>• Compile and organize information for individual/group projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Library</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Notes, outlines, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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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"> <li>• Make decisions and draw conclusions based on established criteria using multiple sources of information.</li> <li>• Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy, thoroughness, logic and reasoning.</li> </ul>						

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<p align="center"><b>PA Academic Standards</b> Student must be able to do</p>	<p align="center"><b>Objective</b> Content or process student will be able to know and do</p>	<p align="center"><b>Instructional Methods</b></p>	<p align="center"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p align="center"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p align="center"><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p align="center"><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<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"> <li>• Select appropriate media (e.g., traditional or electronic) for research and evaluate the quality of the information received.</li> <li>• Compare and contrast the techniques used in traditional and electronic media.</li> <li>• Use, design, and develop media to enhance an understanding of author’s genre, and literary or historical period.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others with empathy and understanding.</li> <li>• Select appropriate novel for independent reading.</li> <li>• Use various reference books/media to locate information.</li> <li>• Take notes from oral presentations, lectures, and/or other audio/visual material.</li> <li>• Compile and organize information for individual/group projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Discussion</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Videos</li> <li>• CD ROMs</li> <li>• Record</li> <li>• Cassette</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Present visual and/or auditory materials</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, etc.</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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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"> <li>•Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing.</li> <li>•Effectively edit, revise, and prepare the final draft.</li> <li>•Take notes from narrative, expository, and other written materials.</li> <li>•Correctly document source material.</li> <li>•Maintain focus, logic, and cohesion.</li> <li>•Organize and format compositions.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Outlining</li> <li>•Brainstorming</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> <li>•Technology</li> <li>•Library</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Magazine</li> <li>•Newspaper</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Novels</li> <li>•Videos</li> <li>•Filmstrips</li> <li>•CD ROMs</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Student writing: narrative, creative, etc.</li> <li>•Class discussion</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Design and/or adapt rubrics</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> <li>•Monitor example through models</li> <li>•Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•Encourage publication in school newspaper, literary magazine and other publications.</li> <li>•Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original creative compositions, poems, plays, etc.</li> </ul> </li> </ul>

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1.3 Reading, Analyzing and Interpreting Literature						
A. Read and understand works of literature.	<ul style="list-style-type: none"> <li>• Read, respond, and reflect on selected literary works.</li> <li>• Read and interpret a variety of genres.</li> <li>• Introduce, explain, analyze, and apply literary elements.</li> <li>• Introduce, explain, analyze, and apply literary techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Discussion</li> <li>• Predicting</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Supplemental materials</li> <li>• Novels</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Standardized tests</li> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Study guides</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> </ul>

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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"> <li>• Introduce, explain, analyze, and apply literary elements.</li> <li>• Introduce, explain, analyze, and apply literary techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Discussion</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Novels</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Study guides</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> </ul>

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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"> <li>• Sound techniques (e.g., rhyme, rhythm, meter and alliteration).</li> <li>• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony and symbolism).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce, explain, analyze, and apply literary elements.</li> <li>• Introduce, explain, analyze, and apply literary techniques.</li> <li>• Orally present information and moderate discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Discussion</li> <li>• Note taking</li> <li>• Self-monitoring/ editing</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Supplemental materials</li> <li>• Novels</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• To create original creative compositions, poems, plays, etc.</li> </ul>

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1.3 Reading, Analyzing and Interpreting Literature						
D. Read and react to a variety of poetic themes and devices and analyze the poet’s use of various poetic devices.	<ul style="list-style-type: none"> <li>● Evaluate selection with a written response.</li> <li>● Read, respond, and reflect on selected literary works.</li> <li>● Introduce, explain, analyze, and apply literary elements.</li> <li>● Introduce, explain, analyze, and apply literary techniques.</li> <li>● Orally present information and moderate discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● Direct instruction</li> <li>● Discussion</li> <li>● Note taking</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made tests and quizzes</li> <li>● Rubrics</li> <li>● Student writing: narrative, creative, etc.</li> <li>● Class discussion</li> <li>● Teacher observation</li> <li>● Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Repeated practice</li> <li>● Design and/or adapt teacher materials</li> <li>● Design and/or adapt rubrics</li> <li>● Oral testing</li> <li>● Break down complex tasks</li> <li>● Review directions</li> <li>● Limit number and length of directions</li> <li>● Encourage student to repeat instructions</li> <li>● Extended time</li> <li>● Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage independent study and enrichment.</li> <li>● Provide more challenging materials.</li> <li>● To create original creative compositions, poems, plays, etc.</li> </ul>

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>E. Identify how a writer uses words to create tone and mood, and to advance the theme and purpose of a work.</p>	<ul style="list-style-type: none"> <li>• Read and interpret a variety of genres.</li> <li>• Introduce, explain, analyze, and apply literary elements.</li> <li>• Introduce, explain, analyze, and apply literary techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Supplemental materials</li> <li>• Novels</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Study guides</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• To create original creative compositions, poems, plays, etc.</li> </ul>

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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"> <li>• Support inferences with text evidence.</li> <li>• Apply active reading strategies prior to, during, and after reading.</li> <li>• Read, respond, and reflect on selected literary works.</li> <li>• Read and interpret a variety of genres.</li> <li>• Read, respond, and reflect on selected literary works.</li> <li>• Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing.</li> <li>• Work effectively with peers in a cooperative learning activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Discussion</li> <li>• Predicting</li> <li>• Note taking</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Supplemental materials</li> <li>• Novels</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Study guides</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• To create original creative compositions, poems, plays, etc.</li> </ul>

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1.4 Types of Writing						
A. Write short stories, poems and plays that include: <ul style="list-style-type: none"> <li>• Varying organizational methods</li> <li>• Relevant illustrations</li> <li>• Dialogue</li> <li>• A literary conflict</li> <li>• Varying literary characteristics (e.g., limerick, epic, whimsical, dramatic).</li> <li>• Literary elements (Standard 1.3.10.B)</li> <li>• Literary devices (Standard 1.3.10.C)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce, explain, analyze, and apply literary elements.</li> <li>• Introduce, explain, analyze, and apply literary techniques.</li> <li>• Compile a writing portfolio.</li> <li>• Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Effectively edit, revise, and prepare the final draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Brainstorming</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Supplemental materials</li> <li>• Anchor papers/ models</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> <li>• Peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage publication in school newspaper, literary magazine and other publications.</li> <li>• Provide more challenging materials.</li> <li>• To create original creative compositions, poems, plays, etc.</li> </ul>

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

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**GRADE 10 BASIC ENGLISH**

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<p>1.4 Types of Writing</p>						
	<ul style="list-style-type: none"> <li>•Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>•Analyze text structures including chronological order, cause and effect.</li> <li>•Listen to others with empathy and understanding.</li> <li>•Participate in a literature circle (novels, short stories, poems, etc.).</li> <li>•Select appropriate novel for independent reading.</li> <li>•Take notes from narrative, expository, and other written materials.</li> <li>•Take notes from oral presentations, lectures, and/or other audio/visual material.</li> <li>•Enhance listening skills.</li> <li>•Follow written and oral directions.</li> <li>•Compile and organize information for individual/group projects.</li> <li>•Correctly assemble works cited/consulted (bibliography).</li> <li>•Correctly document source material.</li> </ul>					

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<p>1.4 Types of Writing</p>						
<p>C. Write persuasive pieces that:</p> <ul style="list-style-type: none"> <li>• Include a clearly stated position or opinion.</li> <li>• Include convincing, elaborated and properly cited evidence.</li> <li>• Develop reader interest.</li> <li>• Anticipate and counter reader concerns and arguments.</li> <li>• Utilize two methods to advance an argument or position.</li> </ul>	<ul style="list-style-type: none"> <li>• Support inferences with text evidence.</li> <li>• Evaluate selection with a written response.</li> <li>• Using proper outlining skills, organize an essay.</li> <li>• Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.)</li> <li>• Compile a writing portfolio.</li> <li>• Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Brainstorming</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Anchor papers/ models</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> <li>• Notes, outlines, etc.</li> <li>• Graphic organizers, charts, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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<p>1.4 Types of Writing</p>						
	<ul style="list-style-type: none"> <li>• Express an understanding through creative and critical writing (modes of discourse).</li> <li>• Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>• Follow written and oral directions.</li> <li>• Compile and organize information for individual/group projects.</li> <li>• Correctly assemble works cited/consulted (bibliography).</li> <li>• Correctly document source material.</li> </ul>					

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1.4 Types of Writing						
D. Maintain a written record of activities, course work, experience, honors and interests.	<ul style="list-style-type: none"> <li>• Read and interpret a variety of genres.</li> <li>• Write an effective persuasive essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Writing folders</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Extended time</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage publication in school newspaper, literary magazine and other publications.</li> </ul>

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1.4 Types of Writing						
E. Expand a multi-page personal narrative including: <ul style="list-style-type: none"> <li>• Clear chronological sequence.</li> <li>• Specific and narrative details</li> <li>• Dialogue as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce, explain, analyze, and apply literary elements.</li> <li>• Introduce, explain, analyze, and apply literary techniques.</li> <li>• Compile a writing portfolio.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Express an understanding through creative and critical writing (modes of discourse).</li> <li>• Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>• Correctly document source material.</li> <li>• Establish and support a thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Brainstorming</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Supplemental materials</li> <li>• Anchor papers/ models</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Encourage publication in school newspaper, literary magazine and other publications.</li> <li>• To create original creative compositions, poems, plays, etc.</li> </ul>

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1.5 Quality of Writing						
A. Write with a sharp, distinct focus.  •Identify topic, task and audience.  •Demonstrate the effective use of various points of view.	<ul style="list-style-type: none"> <li>• Introduce, explain, analyze, and apply literary elements.</li> <li>• Introduce, explain, analyze, and apply literary techniques.</li> <li>• Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>• Correctly assemble works cited/consulted (bibliography).</li> <li>• Correctly document source material.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Note taking</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>•Dictionary</li> <li>•Thesaurus</li> <li>•Anchor papers/models</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Student writing: narrative, creative, etc.</li> <li>•Notes, outlines, etc.</li> <li>•Research projects</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Design and/or adapt rubrics</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> <li>•Monitor example through models</li> <li>•Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>•Provide opportunities:                          -To do an independent research project                          -To create original creative compositions, poems, plays, etc.</li> </ul>

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1.5 Quality of Writing						
<b>B. Write using well-developed content appropriate for the topic.</b> <ul style="list-style-type: none"> <li>• Gather, determine validity and reliability of, analyze and organize information.</li> <li>• Employ the most effective formal for purpose and audience.</li> <li>• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Compile a writing portfolio.</li> <li>• Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Express an understanding through creative and critical writing (modes of discourse).</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Novels</li> <li>• Anchor papers/ models</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> <li>• Notes, outlines, etc.</li> <li>• Graphic organizers, charts, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original creative compositions, poems, plays, etc.</li> </ul> </li> </ul>

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1.5 Quality of Writing						
	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>• Listen to others with empathy and understanding.</li> <li>• Compile and organize information for individual/group projects.</li> <li>• Correctly assemble works cited/consulted (bibliography).</li> <li>• Correctly document source material.</li> </ul>					

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<p>1.5 Quality of Writing</p>						
<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>•Sustain a logical order throughout the piece.</li> <li>•Develop an introduction which engages the audience while establishing topic and purpose.</li> <li>•Summarize the topic and purpose in the conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>•Using proper outlining skills, organize an essay.</li> <li>•Analyze text structures including chronological order, cause and effect.</li> <li>•Express an understanding through creative and critical writing (modes of discourse).</li> <li>•Correctly assemble works cited/consulted (bibliography).</li> <li>•Correctly document source material.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Outlining</li> <li>•Note taking</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Dictionary</li> <li>•Thesaurus</li> <li>•Anchor papers/models</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Student writing: narrative, creative, etc.</li> <li>•Class discussion</li> <li>•Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Design and/or adapt rubrics</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> <li>•Monitor example through models</li> <li>•Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•Provide more challenging materials.</li> </ul>

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<p>1.5 Quality of Writing</p>						
<p>D. Write by consciously incorporating stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>•Use different types and lengths of sentences.</li> <li>•Establish deliberate tone and voice through the use of precise language.</li> </ul>	<ul style="list-style-type: none"> <li>•Correctly use dictionary, thesaurus, and online resources.</li> <li>•Express an understanding through creative and critical writing (modes of discourse).</li> <li>•Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>•Correctly document source material.</li> <li>•Establish and support a thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Outlining</li> <li>•Note taking</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> <li>•Technology</li> <li>•Library</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Dictionary</li> <li>•Thesaurus</li> <li>•Supplemental materials</li> <li>•Anchor papers/models</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Student writing: narrative, creative, etc.</li> <li>•Class discussion</li> <li>•Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Design and/or adapt rubrics</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> <li>•Monitor example through models</li> <li>•Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•Provide more challenging materials.</li> </ul>

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1.5 Quality of Writing						
E. Revise writing to improve level of detail, style, tone, word choice and clarity of purpose, audience and genre.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>• Correctly document source material.</li> <li>• Establish and support a thesis statement.</li> <li>• Maintain focus, logic, and cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Anchor papers/ models</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage publication in school newspaper, literary magazine and other publications.</li> </ul>

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<p>1.5 Quality of Writing</p>						
<p>F. Edit writing using the conventions of language.  <ul style="list-style-type: none"> <li>• Spell all words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, colon, semicolon, parentheses hyphen, brackets and ellipsis).</li> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Correctly use dictionary, thesaurus, and online resources.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>• Maintain focus, logic, and cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Supplemental materials</li> <li>• Anchor papers/ models</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage publication in school newspaper, literary magazine and other publications.</li> <li>• To create original creative compositions, poems, plays, etc.</li> </ul>

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1.5 Quality of Writing						
G. Present and/or defend written work for publication when appropriate.	<ul style="list-style-type: none"> <li>• Work effectively with peers in a cooperative learning activity.</li> <li>• Establish and support a thesis statement.</li> <li>• Maintain focus, logic, and cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Brainstorming</li> <li>• Self-monitoring/editing</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt rubrics</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage publication in school newspaper, literary magazine and other publications.</li> <li>• To create original creative compositions, poems, plays, etc.</li> </ul>

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<p>1.6 Speaking and Listening</p>						
<p>A. Listen to others.</p> <ul style="list-style-type: none"> <li>• Ask clarifying questions.</li> <li>• Analyze information, ideas, and opinions to determine relevancy.</li> <li>• Take notes when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of sentence structures.</li> <li>• Effectively edit, revise, and prepare the final draft.</li> <li>• Work effectively with peers in a cooperative learning activity.</li> <li>• Recognize the function of style, purpose, audience, diction, and tone.</li> <li>• Select appropriate novel for independent reading.</li> <li>• Use various reference books/media to locate information.</li> <li>• Take notes from narrative, expository, and other written materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Reciprocal teaching</li> <li>• Discussion</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Peer tutoring</li> <li>• Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• To present to peers (dramatic reading, etc.)</li> </ul>

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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"> <li>•Relate them to previous knowledge.</li> <li>•Predict solutions to identified problems.</li> <li>•Summarize and reflect on what has been heard.</li> <li>•Identify and define new words and concepts.</li> <li>•Analyze and interpret the selections.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply active reading strategies prior to, during, and after reading.</li> <li>• Recognize, define and utilize selected vocabulary from various texts.</li> <li>• Use context clues to determine word meanings/significance.</li> <li>• Select appropriate novel for independent reading.</li> <li>• Use various reference books/media to locate information.</li> <li>• Take notes from narrative, expository, and other written materials.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Reciprocal teaching</li> <li>•Discussion</li> <li>•Predicting</li> <li>•Note taking</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Dictionary</li> <li>•Thesaurus</li> <li>•Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Class discussion</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Design and/or adapt rubrics</li> <li>•Oral testing</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•Provide more challenging materials.</li> <li>•To present to peers (dramatic reading, etc.)</li> </ul>

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<p>1.6 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>•Use a variety of sentence structures to add interest to a presentation.</li> <li>•Pace the presentation according to audience and purpose.</li> <li>•Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Express an understanding through creative and critical writing (modes of discourse).</li> <li>• Work effectively with peers in a cooperative learning activity.</li> <li>• Correctly assemble works cited/consulted (bibliography).</li> <li>• Correctly document source material.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Outlining</li> <li>•Note taking</li> <li>•Self-monitoring/editing</li> </ul>	<ul style="list-style-type: none"> <li>•Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Design and/or adapt rubrics</li> <li>•Oral testing</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> <li>•Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>•Provide more challenging materials.</li> </ul>

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<p>1.6 Speaking and Listening</p>						
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> <li>• Ask relevant, clarifying questions.</li> <li>• Respond with relevant information or opinions to questions asked.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust tone and involvement to encourage equitable participation.</li> <li>• Promote total group participation.</li> <li>• Clarify, explain by example, or enhance responses when asked.</li> <li>• Paraphrase and summarize when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Support inferences with text evidence.</li> <li>• Read, respond, and reflect on selected literary works.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Work effectively with peers in a cooperative learning activity.</li> <li>• Recognize the function of style, purpose, audience, diction, and tone.</li> <li>• Select appropriate novel for independent reading.</li> <li>• Use various reference books/media to locate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Reciprocal teaching</li> <li>• Modeling</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Oral presentations</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	

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<p>1.6 Speaking and Listening</p>						
<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> <li>•Initiate everyday conversation.</li> <li>•Select and present an oral reading on an assigned topic.</li> <li>•Conduct interviews.</li> <li>•Participate in an informal interview.</li> <li>•Organize and participate in informal debate around a specific topic.</li> <li>•Critique group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>•Support inferences with text evidence.</li> <li>•Analyze text structures including chronological order, cause and effect.</li> <li>•Use a variety of sentence structures.</li> <li>•Work effectively with peers in a cooperative learning activity.</li> <li>•Recognize the function of style, purpose, audience, diction, and tone.</li> <li>•Use various reference books/media to locate information.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Reciprocal teaching</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Self-monitoring/editing</li> <li>•Technology</li> </ul>	<ul style="list-style-type: none"> <li>•Supplemental materials</li> <li>•Videos</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Class discussion</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Projects: videos, Power Point presentations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Design and/or adapt rubrics</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Reduce distracting stimuli</li> <li>•Present visual and/or auditory materials</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> </ul>

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<p>1.6 Speaking and Listening</p>						
<p>F. Use media for learning purposes.  <ul style="list-style-type: none"> <li>•Use media to gather information for assignments and projects.</li> <li>•Evaluate the role of media in advertising.</li> <li>•Create a multimedia presentation for display or transmission that demonstrates an understanding of a specific topic or issue.</li> </ul> </p>	<ul style="list-style-type: none"> <li>•Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.)</li> <li>•Take notes from oral presentations, lectures, and/or other audio/visual material.</li> <li>•Correctly document source material.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Reciprocal teaching</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> <li>•Technology</li> <li>•Library</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Magazine</li> <li>•Newspaper</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Videos</li> <li>•Power Point presentations</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Class discussion</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Projects: videos, Power Point presentations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Design and/or adapt rubrics</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> <li>•Use a multi-sensory approach</li> <li>•Reduce distracting stimuli</li> <li>•Present visual and/or auditory materials</li> <li>•Conferencing</li> <li>•Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•To create original audio and/or visual projects across the curriculum.</li> </ul>

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1.7 Characteristics and Functions of the English Language						
A. Recognize the influence of historical events on the English language.	<ul style="list-style-type: none"> <li>• Recognize, define and utilize selected vocabulary from various texts.</li> <li>• Use context clues to determine word meanings/significance.</li> <li>• Use word origins to decipher word meanings.</li> <li>• Correctly use dictionary, thesaurus, and online resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Discussion</li> <li>• Note taking</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Library</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> </ul>

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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"> <li>● Apply active reading strategies prior to, during, and after reading.</li> <li>● Read, respond, and reflect on selected literary works.</li> <li>● Recognize and share distinctive cultural characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Note taking</li> <li>● Self-monitoring/ editing</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Library</li> <li>● Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Class discussion</li> <li>● Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Design and/or adapt teacher materials</li> <li>● Design and/or adapt rubrics</li> <li>● Review directions</li> <li>● Limit number and length of directions</li> <li>● Encourage student to repeat instructions</li> <li>● Conferencing</li> <li>● Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage independent study and enrichment.</li> </ul>

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**GRADE 10 BASIC ENGLISH**

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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"> <li>• Recognize, define and utilize selected vocabulary from various texts.</li> <li>• Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary.</li> <li>• Use word origins to decipher word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Discussion</li> <li>• Note taking</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> </ul>

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1.8 Research						
A. Select and refine a topic for research.	<ul style="list-style-type: none"> <li>• Take notes from narrative, expository, and other written materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Self-monitoring/editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Notes, outlines, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Conferencing</li> <li>• Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities: -To do an independent research project</li> </ul>

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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"> <li>• Determine valid resources for researching the topic including primary and secondary sources.</li> <li>• Evaluate the importance and quality of the sources.</li> <li>• Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases).</li> <li>• Use table of contents, indices, key words, cross references, and appendices.</li> <li>• Use traditional and electronic search tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.)</li> <li>• Listen to others with empathy and understanding.</li> <li>• Take notes from narrative, expository, and other written materials.</li> <li>• Take notes from oral presentations, lectures, and/or other audio/visual material.</li> <li>• Enhance listening skills.</li> <li>• Follow written and oral directions.</li> <li>• Compile and organize information for individual/group projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made quizzes</li> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> <li>• Research projects</li> <li>• Bibliography sources</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities: -To do an independent research project</li> </ul>

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<p>1.8 Research</p>						
<p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"> <li>•Take notes relevant to the research topic.</li> <li>•Develop a thesis statement based on the research.</li> <li>•Anticipate readers’ problems or misunderstandings.</li> <li>•Give precise, formal credit for others’ ideas, images, or information using a standard method of documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Express an understanding through creative and critical writing (modes of discourse).</li> <li>• Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>• Listen to others with empathy and understanding.</li> <li>• Participate in a literature circle (novels, short stories, poems, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Notes, outlines, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide opportunities: -To do an independent research project</li> </ul>

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1.8 Research						
	<ul style="list-style-type: none"> <li>• Select appropriate novel for independent reading.</li> <li>• Take notes from narrative, expository, and other written materials.</li> <li>• Take notes from oral presentations, lectures, and/or other audio/visual material.</li> <li>• Follow written and oral directions.</li> </ul>					