

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 11 BASIC

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 various texts, media and traditional resources for assigned and independent projects.	<ul style="list-style-type: none"> ● Select appropriate novel for independent reading. ● Evaluate selection with a written response. ● Apply active reading strategies prior to, during, and after reading. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Graphic organizers (Venn Diagram, word webs, etc.) ● Predicting ● Outlining ● Note taking ● Peer review ● Brainstorming ● Journal writing ● Small group instruction ● Self-monitoring ● Student/teacher conferencing ● Technology ● Library 	<ul style="list-style-type: none"> ● Textbook ● Dictionary ● Thesaurus ● Library ● Supplemental materials ● Novels ● Videos ● Anchor papers/ models 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Rubrics ● Student writing: narrative, creative, etc. ● Journals ● Class discussion ● Oral presentations ● Teacher observation ● Notes, outlines, etc. ● Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● 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 ● Reduce distracting stimuli ● Present visual and/ or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<p>-To present to peers (dramatic reading, etc.)</p>

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<p>1.1 Learning to Read Independently</p>						
<p>B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p>	<ul style="list-style-type: none"> • Support inferences with text evidence. • Apply active reading strategies prior to, during, and after reading. • 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. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/ or auditory materials 	<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 opportunities: -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
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<p>C. During reading use knowledge of root words from literary works to recognize and understand the meaning of new words. Use these words accurately in speaking and writing.</p>	<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. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Anchor papers/models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
<p>D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess these reading strategies that were most effective in learning from a variety of texts.</p>	<ul style="list-style-type: none"> • Support inferences with text evidence. • Evaluate selection with a written response. • Use graphic organizer to construct meaning. • Analyze text structures including chronological order, cause and effect. • Take notes from oral presentations, lectures, and/or other audio/visual material. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
<p>E. Establish a reading vocabulary by identifying and correctly using new words acquired throughout the study of their relationships to other words. Use a dictionary or related reference.</p>	<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. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Anchor papers/ models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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 opportunities: -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> •Demonstrate knowledge and application of proper usage in both spoken and written language. 				<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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<p>1.1 Learning to Read Independently</p>						
<p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p>	<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. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Anchor papers/models 	<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. •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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 opportunities: -To self-select from classroom or library sources.

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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. • Assess the validity of the document based on context. 	<ul style="list-style-type: none"> • Support inferences with text evidence. • Evaluate selection with a written response. • Read, respond, and reflect on selected literary works. • Read and interpret a variety of genres. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Express an understanding through creative and critical writing (modes of discourse). 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • 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 tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
<ul style="list-style-type: none"> • Evaluate the strategies of the author. • Critique public documents to identify strategies common in public discourse. 					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.1 Learning to Read Independently</p>						
<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> •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 1.1.11G). (Recommend 25 books/year) 	<ul style="list-style-type: none"> •Orally present information and moderate discussion. •Practice oral reading skills while reading drama and poetry. •Listen to others with empathy and understanding. •Enhance listening skills. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •Anchor papers/models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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 opportunities: -To self-select from classroom or library sources.

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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"> • Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view. • Distinguish between essential and nonessential information across a variety of resources, identifying the use of proper 	<ul style="list-style-type: none"> • Support inferences with text evidence. • Read, respond, and reflect on selected literary works. • Read and interpret a variety of genres. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • 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 • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<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: • To do an independent research project

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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>1.2 Reading Critically in All Content Areas</p>						
<p>references or authorities and propaganda techniques where present. •Use teacher and student established criteria for making decisions and drawing conclusions. •Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy, thoroughness, logic and reasoning.</p>	<ul style="list-style-type: none"> • Enhance listening skills. • Maintain focus, logic, and cohesion 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<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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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
1.2 Reading Critically in All Content Areas.						
B. Use and understand a variety of media and evaluate the quality of material produced. •Select appropriate electronic media for research and evaluate the quality of the information received. •Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes. •Use, design, and develop media to demonstrate understanding	<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. • Enhance listening skills. • Maintain focus, logic, and cohesion. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<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 • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: -To self-select from classroom or library sources.

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<p>1.2 Reading Critically in All Content Areas</p>						
<p>(e.g., a major writer or literary period or movement).</p>					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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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). • Demonstrate knowledge and application of proper usage in both spoken and written language. • Create projects/writing samples for presentations. • Listen to others with empathy and understanding. • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • 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 tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: -To self-select from classroom or library sources.

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<p>1.2 Reading Critically in All Content Areas</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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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"> • Select appropriate novel for independent reading. • Support inferences with text evidence. • Evaluate selection with a written response. • Apply active reading strategies prior to, during, and after reading. • Read, respond, and reflect on selected literary works. • Read and interpret a variety of genres. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • Cassette • Slide presentations • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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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>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>B. Analyze the relationships, uses and effectiveness 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. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • 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 tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>C. Analyze the effectiveness in terms of literary quality, of the author’s use of 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 satire). • Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time). 	<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 • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Anchor papers/ models • 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<p>-To present to peers (dramatic reading, etc.)</p>

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement and paradox).</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. ● Listen to others with empathy and understanding. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Graphic organizers (Venn Diagram, word webs, etc.) ● Predicting ● Outlining ● Note taking ● Peer review ● Brainstorming ● Journal writing ● Small group instruction ● Self-monitoring/ editing ● Student/teacher conferencing ● Technology ● Library 	<ul style="list-style-type: none"> ● Textbook ● Magazine ● Dictionary ● Thesaurus ● Library ● Supplemental materials 	<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. ● Graphic organizers, charts, etc. ● Peer review 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● 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 ● Reduce distracting stimuli ● Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<p>-To present to peers (dramatic reading, etc.)</p>

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>E. Analyze how a scriptwriter’s use of words creates tone and mood, how choice of words advances the theme or purpose of the work.</p>	<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. ● Practice oral reading skills while reading drama and poetry. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Graphic organizers (Venn Diagram, word webs, etc.) ● Predicting ● Outlining ● Note taking ● Peer review ● Brainstorming ● Journal writing ● Small group instruction ● Self-monitoring/ editing ● Student/teacher conferencing ● Technology ● Library 	<ul style="list-style-type: none"> ● Textbook ● Dictionary ● Thesaurus ● Library ● Supplemental materials ● Anchor papers/ models 	<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. ● Graphic organizers, charts, etc. ● Peer review 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● 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 ● Reduce distracting stimuli ● Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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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>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<ul style="list-style-type: none"> • Read, respond, and reflect on selected literary works. • Practice oral reading skills while reading drama and poetry. • Listen to others with empathy and understanding. • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Videos • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To create original creative plays.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<p>-To self-select from classroom or library sources.</p>

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<p>1.4 Types of Writing</p>						
<p>A. Write short stories, poems and plays that include:</p> <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 1.3.11.B) • Literary devices (Standard 1.3.11.C) 	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • 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. • Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Power Point presentations • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To create original creative plays. -To self-select from classroom or library sources.

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<p>1.4 Types of Writing</p>						
	<ul style="list-style-type: none"> • Work effectively with peers in a cooperative learning activity. • Create projects/writing samples for presentations. 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.4 Types of Writing</p>						
<p>B. Write complex informational pieces such as research papers, analyses, 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"> •Follow written and oral directions. •Compile and organize information for individual/group projects. •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 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Anchor papers/models •Transparencies 	<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. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •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>1.4 Types of Writing</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.4 Types of Writing</p> <p>C. Write persuasive pieces that:</p> <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. • Include a variety of methods to advance the argument or position. 	<ul style="list-style-type: none"> • Write an effective persuasive essay. • Use a variety of sentence structures. • Effectively edit, revise, and prepare the final draft. • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<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 • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • 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>1.4 Types of Writing</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.4 Types of Writing</p>						
<p>D. Make 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"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • To self-select from classroom or library sources.

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<p>1.4 Types of Writing</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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<p>1.4 Types of Writing</p>						
<p>E. Write a personal resume.</p>	<ul style="list-style-type: none"> • Compile a writing portfolio • Effectively edit, revise, and prepare the final draft. • Create projects/writing samples for presentations. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Anchor papers/models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • To self-select from classroom or library sources.

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<p>1.4 Types of Writing</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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<p>1.5 Quality of Writing</p>						
<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> •Identify topic, task and audience. •Establish and maintain a single point of view. 	<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. •Express an understanding through creative and critical writing (modes of discourse). •Demonstrate knowledge and application of proper usage in both spoken and written language. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Anchor papers/models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Teacher observation •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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 opportunities: -To create original creative compositions, poems, plays, etc.

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<p>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> • Use a variety of sentence structures. • Effectively edit, revise, and prepare the final draft. 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.5 Quality of Writing</p>						
<p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of, analyze and organize information. • Employ the most effective format 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"> • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Analyze text structures including chronological order, cause and effect. • Express an understanding through creative and critical writing (modes of discourse). • Demonstrate knowledge and application of proper usage in both spoken and written language. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Anchor papers/models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: -To create original creative compositions, poems, plays, etc.

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<p>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> • Use a variety of sentence structures. • Effectively edit, revise, and prepare the final draft. 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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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"> •Sustain a logical order throughout the piece. •Include an effective introduction and conclusion. 	<ul style="list-style-type: none"> •Compile and organize information for individual/group projects. •Establish and support a thesis statement. •Maintain focus, logic, and cohesion 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Anchor papers/ models 	<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. •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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 opportunities: -To create original creative compositions, poems, plays, etc.

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<p>1.5 Quality of Writing</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.5 Quality of Writing</p>						
<p>D. Write with a command of the stylistic aspects of composition.</p>	<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. ● Use a variety of sentence structures. ● Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Graphic organizers (Venn Diagram, word webs, etc.) ● Predicting ● Outlining ● Note taking ● Peer review ● Brainstorming ● Journal writing ● Small group instruction ● Self-monitoring/editing ● Student/teacher conferencing ● Technology ● Library 	<ul style="list-style-type: none"> ● Textbook ● Magazine ● Newspaper ● Dictionary ● Thesaurus ● Library ● Supplemental materials ● Anchor papers/ models 	<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. ● Graphic organizers, charts, etc. ● Peer review 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● 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 ● Reduce distracting stimuli ● Present visual and/or auditory materials 	<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 opportunities: -To create original creative compositions, poems, plays, etc.

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<p>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> • Maintain focus, logic, and cohesion 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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1.5 Quality of Writing						
E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.	<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. • Use a variety of sentence structures. • Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Library • Supplemental materials • Anchor papers/models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: -To create original creative compositions, poems, plays, etc.

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<p>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> • Maintain focus, logic, and cohesion 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.5 Quality of Writing</p>						
<p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used 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. 	<ul style="list-style-type: none"> • Demonstrate knowledge and application of proper usage in both spoken and written language. • Effectively edit, revise, and prepare the final draft. • Follow written and oral directions. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc.

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<p>1.5 Quality of Writing</p>						
<p>•Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).</p>					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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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"> • Create projects/writing samples for presentations. • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. • Compile and organize information for individual/group projects. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Anchor papers/models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: -To create original audio and/or visual projects across the curriculum.

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<p>1.5 Quality of Writing</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.

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1.6 Speaking and Listening						
A. Listen to others. <ul style="list-style-type: none"> • Ask clarifying questions. • Synthesize why information, ideas and opinions are relevant or irrelevant. • Take notes. 	<ul style="list-style-type: none"> • Listen to others with empathy and understanding. • 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 • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Anchor papers/models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources.

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<p>1.6 Speaking and Listening</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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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 synthesize the selections relating them to other selections heard or read. 	<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. •Read, respond, and reflect on selected literary works. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Anchor papers/models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum.

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<p>1.6 Speaking and Listening</p>						
	<ul style="list-style-type: none"> •Listen to others with empathy and understanding. •Enhance listening skills. 				<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<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>1.6 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> •Use a variety of sentence structures to add interest to an 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. •Listen to others with empathy and understanding. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Anchor papers/models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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 opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc.

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<p>1.6 Speaking and Listening</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<p>-To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)</p>

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<p>1.6 Speaking and Listening</p>						
<p>D. Contribute to discussions. <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. •Facilitate total group participation. </p>	<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. •Listen to others with empathy and understanding. •Participate in a literature circle (novels, short stories, poems, etc.). •Enhance listening skills. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Anchor papers/models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<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: -To do an independent research project

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<p>1.6 Speaking and Listening</p>						
<ul style="list-style-type: none"> •Introduce relevant, facilitating information, ideas and opinions to enrich the discussion. •Paraphrase and summarize as needed. 					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<p>-To present to peers (dramatic reading, etc.)</p>

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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 formal interview (e.g., for job, college). •Organize and participate in informal debate around a specific topic. •Use evaluation guides (National Issues Forum, Toastmasters) to 	<ul style="list-style-type: none"> •Orally present information and moderate discussion. •Practice oral reading skills while reading drama and poetry. •Listen to others with empathy and understanding. •Enhance listening skills. •Compile and organize information for individual/group projects. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Thesaurus •Library •Supplemental materials •Anchor papers/models •Guest speakers 	<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 •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To present to peers (dramatic reading, etc.)

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<p>1.6 Speaking and Listening</p>						
<p>evaluate group discussion (e.g., of peers, on television).</p>					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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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 various forms of media to elicit information to make a student presentation, complete class assignments, and projects. •Evaluate the role of media in focusing attention and forming opinions. •Create a multimedia (e.g., film, music, computer-graphic verbal) presentation for display or transmission that demonstrates an understanding of a </p>	<ul style="list-style-type: none"> •Create projects/writing samples for presentations. •Orally present information and moderate discussion. •Use persuasive power point presentations. •Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Videos •Power Point presentations •Anchor papers/models •Transparencies •Guest speakers 	<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 •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<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:

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<p>1.6 Speaking and Listening</p>						
<p>specific topic or issue or teaches others about it.</p>					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<p>-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.)</p>

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>A. Describe the influence of historical events on the English language.</p>	<ul style="list-style-type: none"> •Support inferences with text evidence. •Use word origins to decipher word meanings. •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 •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/ editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •CD ROMs •Record •Anchor papers/ models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Journals •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide opportunities: -To self-select from classroom or library sources.

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<p>1.7 Characteristics and Functions of the English Language</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>B. Analyze when differences in language are a source of negative or positive stereotypes among groups.</p>	<ul style="list-style-type: none"> •Use context clues to determine word meanings/significance. •Listen to others with empathy and understanding. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •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 tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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:

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<p>1.7 Characteristics and Functions of the English Language</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<p>-To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.</p>

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1.7 Characteristics and Functions of the English Language						
C. Explain and evaluate the role and influence of the English language within and across countries.	<ul style="list-style-type: none"> ● Use context clues to determine word meanings/ significance. ● Listen to others with empathy and understanding. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Graphic organizers (Venn Diagram, word webs, etc.) ● Predicting ● Outlining ● Note taking ● Peer review ● Brainstorming ● Journal writing ● Small group instruction ● Self-monitoring/ editing ● Student/teacher conferencing ● Technology ● Library 	<ul style="list-style-type: none"> ● Textbook ● Newspaper ● Dictionary ● Thesaurus ● Library ● Supplemental materials ● Novels ● Videos ● Anchor papers/ models 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Rubrics ● Student writing: narrative, creative, etc. ● Journals ● Class discussion ● Oral presentations ● Teacher observation ● Notes, outlines, etc. ● Graphic organizers, charts, etc. ● Peer review 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● 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 ● Reduce distracting stimuli ● Present visual and/or auditory materials 	<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Encourage publication in school newspaper, literary magazine and other publications. ● Provide more challenging materials. ● Provide opportunities: -To create original audio and/or visual projects across the curriculum.

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<p>1.7 Characteristics and Functions of the English Language</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<p>-To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.</p>

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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"> • Select appropriate novel for independent reading. • Correctly use dictionary, thesaurus, and online resources. • Follow written and oral directions. • Compile and organize information for individual/group projects. • Correctly assemble works cited/consulted (bibliography). • Correctly document source material. • Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Anchor papers/models • Transparencies 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • 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 • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • 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>1.8 Research</p>						
	<ul style="list-style-type: none"> • Establish and support a thesis statement. • Maintain focus, logic, and cohesion 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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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"> •Correctly use dictionary, thesaurus, and online resources. •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). •Correctly document source material. •Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Anchor papers/models •Transparencies 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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>1.8 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. 	<ul style="list-style-type: none"> • Establish and support a thesis statement. • Maintain focus, logic, and cohesion 				<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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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>1.8 Research</p>						
<p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"> •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"> •Effectively edit, revise, and prepare the final draft. •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 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Anchor papers/ models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Class discussion •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •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 •Reduce distracting stimuli •Present visual and/or auditory materials 	<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.

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 11 BASIC

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<p>1.8 Research</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	