

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 12 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSTION

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 and select various resources for a specific purpose.	<ul style="list-style-type: none"> •Select appropriate novel for independent reading. •Apply active reading strategies prior to, during, and after reading. •Use various reference books/media to locate information. •Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Predicting •Brainstorming •Journal writing •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette 	<ul style="list-style-type: none"> •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Peer review •Research projects 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To do an independent research project -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
<p>B. Analyze and synthesize correlation of the text and graphic features of informational materials analyzing author's choices.</p>	<ul style="list-style-type: none"> • Apply active reading strategies prior to, during, and after reading. • Analyze text structures including chronological order, cause and effect. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Brainstorming • Journal writing • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Magazine • Newspaper • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette 	<ul style="list-style-type: none"> • Journals • Class discussion • Teacher observation • Research projects 		<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>1.1 Learning to Read Independently</p>						
<p>C. During reading apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively.</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 • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Teacher observation 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: -To self-select from classroom or library sources.

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<p>D. Utilize effective comprehension strategies to extract essential ideas from text.</p>	<ul style="list-style-type: none"> • Apply active reading strategies prior to, during, and after reading. • Analyze text structures including chronological order, cause and effect. • 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.) • Use various reference books/media to locate information. 	<ul style="list-style-type: none"> • Direct instruction • Study guides • Discussion • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Teacher observation • Research projects 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: -To do an independent research project -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
<p>E. Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate.</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. • Use various reference books/media to locate information. • Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Library • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Teacher observation 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
<p>F. Understand the meaning of and apply key vocabulary.</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 ● Self-monitoring/ editing ● Student/teacher conferencing ● Technology ● Library 	<ul style="list-style-type: none"> ● Textbook ● Dictionary ● Thesaurus ● Library ● Supplemental materials 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Student writing: narrative, creative, etc. ● Journals ● Class discussion ● Teacher observation 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials. ● Provide opportunities: -To self-select from classroom or library sources.

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<p>G. Understand and apply knowledge gained from text.</p> <ul style="list-style-type: none"> • Support assertions about texts. • Make extensions to related ideas, topics or information. • Assess the validity of documents. • Analyze the positions in documents. • Evaluate the author’s strategies. • Critique public documents. 	<ul style="list-style-type: none"> • 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. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Analyze text structures including chronological order, cause and effect. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Brainstorming • Journal writing • 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 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Student writing: narrative, creative, etc. • Journals • Class discussion • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review • Research projects 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • 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"> • Use various reference books/media to locate information. • Evaluate validity and quality of resource materials. 					

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<p>1.1 Learning to Read Independently</p>						
<p>H. Read fluently with a high level of comprehension.</p> <ul style="list-style-type: none"> •Read aloud with accuracy. •Self-correct mistakes. •Use appropriate reading techniques (e.g., rhythm, flow, meter and pronunciation). •Read a variety of genres and text. •Demonstrate comprehension (Standard 1.1.12G) (Recommend 25 books/year). 	<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. •Read and interpret a variety of genres. •Read, respond, and reflect on a drama. •Orally present information and moderate discussion. •Practice oral reading skills while reading drama and poetry. •Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> •Direct instruction •Study guides •Modeling •Discussion •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Peer review •Research projects 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>A. Read and understand informational texts and documents.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion. • Distinguish between essential and nonessential information. • Make decisions and draw conclusions using established criteria. • Evaluate the text organization and content. 	<ul style="list-style-type: none"> • Support inferences with text evidence. • Evaluate selection with a written response. • Apply active reading strategies prior to, during, and after reading. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Analyze text structures including chronological order, cause and effect. • Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Brainstorming • Journal writing • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Filmstrips • CD ROMs • Record • Cassette 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review • Research projects 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources.

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>B. Use, understand and evaluate a variety of media. <ul style="list-style-type: none"> • Evaluate and select appropriate electronic media. • Critique the techniques of electronic media. • Use media to demonstrate understanding. </p>	<ul style="list-style-type: none"> • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Use various reference books/media to locate information. • Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> • Direct instruction • Discussion • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Magazine • Newspaper • Library • Supplemental materials • Videos • Filmstrips • CD ROMs • Record • Cassette 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review • Research projects 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources.

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>C. Produce accurate work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> •Compile a writing portfolio. •Express an understanding through creative and critical writing (modes of discourse). •Create projects/writing samples for presentations. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Peer review •Brainstorming •Journal writing •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Supplemental materials 	<ul style="list-style-type: none"> •Student writing: narrative, creative, etc. •Journals •Class discussion •Teacher observation •Peer review 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc. -To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>A. Read and understand works of literature.</p>	<ul style="list-style-type: none"> ●Read, respond, and reflect on selected literary works. ●Read and interpret a variety of genres. ●Introduce, explain, analyze, and apply literary elements. ●Introduce, explain, analyze, and apply literary techniques. ●Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> ●Direct instruction ●Study guides ●Discussion ●Predicting ●Brainstorming ●Journal writing ●Self-monitoring/editing ●Student/teacher conferencing 	<ul style="list-style-type: none"> ●Textbook ●Dictionary ●Thesaurus ●Library ●Supplemental materials ●Novels 	<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. ●Peer review ●Research projects 		<ul style="list-style-type: none"> ●Encourage independent study and enrichment. ●Provide more challenging materials. ●Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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1.3 Reading, Analyzing and Interpreting Literature						
B. Evaluate author’s use of literary elements.	<ul style="list-style-type: none"> ● Introduce, explain, analyze, and apply literary elements. ● Introduce, explain, analyze, and apply literary techniques. ● Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> ● Direct instruction ● Study guides ● Modeling ● Discussion ● Brainstorming ● Journal writing ● Self-monitoring/ editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Textbook ● Dictionary ● Thesaurus ● Library ● Supplemental materials ● Novels 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Student writing: narrative, creative, etc. ● Journals ● Class discussion ● Oral presentations ● Teacher observation ● Projects: videos, Power Point presentations, etc. ● Peer review 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials. ● Provide opportunities: -To self-select from classroom or library sources.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>C. Evaluate the effectiveness of author's use of literary devices (e.g., sound techniques, figurative language and literary structures).</p>	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Read and interpret a variety of genres. • Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> • Direct instruction • Study guides • Modeling • Discussion • Journal writing • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>D. Critique various types of poetry.</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. • Evaluate selection with a written response. • Participate in a literature circle (novels, short stories, poems, etc.). • Read, respond, and reflect on selected literary works. 	<ul style="list-style-type: none"> • Direct instruction • Study guides • Modeling • Discussion • Peer review • Journal writing • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>E. Evaluate the components of drama.</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. • Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> • Direct instruction • Study guides • Discussion • Predicting • Journal writing • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Videos 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to literary works.</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. • Read, respond, and reflect on a drama. 	<ul style="list-style-type: none"> • Direct instruction • Study guides • Discussion • Predicting • Brainstorming • Journal writing • Self-monitoring/editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • 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 • Projects: videos, Power Point presentations, etc. • Peer review • Research projects 		<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: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
	<ul style="list-style-type: none"> • Express an understanding through creative and critical writing (modes of discourse). • Participate in a literature circle (novels, short stories, poems, etc.). 					<ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.4 Types of Writing</p>						
<p>A. Write short stories, poems and plays that consciously include:</p> <ul style="list-style-type: none"> • Varying organizational methods and characteristics. • Relevant illustrations. • Dialogue. • A literary conflict. • Varying literary characteristics • Literary elements. • Literary devices. • Detailed descriptions. 	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Express an understanding through creative and critical writing (modes of discourse). • Create projects/writing samples for presentations. • Compile a writing portfolio. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Peer review • Brainstorming • Journal writing • Self-monitoring/ editing • Student/teacher conferencing 	<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 • Projects: videos, Power Point presentations, etc. • Peer review 		<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 create original creative compositions, poems, plays, etc.

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<p>1.4 Types of Writing</p>						
						<p>-To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)</p>

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<p>1.4 Types of Writing</p>						
<p>B. Write complex informational pieces using:</p> <ul style="list-style-type: none"> • A well-developed topic. • Precise language and specific detail. • Cause and effect. • Various models of development (e.g., definition, analogy). • Relevant graphics. • Primary and secondary sources 	<ul style="list-style-type: none"> • Evaluate selection with a written response. • Recognize, define and utilize selected vocabulary from various texts. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Express an understanding through creative and critical writing (modes of discourse). • Demonstrate knowledge and application of proper usage in both spoken and written language. • Use a variety of sentence structures. • Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking • Peer review • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Videos • Filmstrips • CD ROMs • Record • Cassette • 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. • Peer review • Research projects 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources.

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1.4 Types of Writing						
	<ul style="list-style-type: none"> • Create projects/writing samples for presentations. • Use various reference books/media to locate information. • Take notes from narrative, expository, and other written materials. • 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. 					

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<p>1.4 Types of Writing</p>						
<p>C. Write persuasive pieces that:</p> <ul style="list-style-type: none"> •Develop a clearly stated position or opinion •Include pertinent documented evidence. •Develop reader interest •Address reader arguments and concerns. •Select the method of development to best advance the argument or position to the audience. 	<ul style="list-style-type: none"> •Support inferences with text evidence. •Evaluate selection with a written response. •Using proper outlining skills, organize an essay. •Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) •Write an effective persuasive essay. •Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •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 •Peer review 		<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 self-select from classroom or library sources.

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

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<p>1.4 Types of Writing</p>						
<p>D. Maintain a written record (i.e., portfolio) organized by theme or topic which includes:</p> <ul style="list-style-type: none"> •Activities •Coursework •Honors •Interests 	<ul style="list-style-type: none"> •Compile a writing portfolio. •Maintain a showcase portfolio. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Journal writing •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Supplemental materials •Anchor papers/models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Journals •Research projects 	<ul style="list-style-type: none"> • 	<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>1.4 Types of Writing</p>						
<p>E. Write a personal resume.</p>	<ul style="list-style-type: none"> ● Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. ● 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. ● Maintain focus, logic, and cohesion. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Peer review ● Brainstorming ● Journal writing ● Self-monitoring/editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Dictionary ● Thesaurus ● Library ● Supplemental materials ● Anchor papers/models 	<ul style="list-style-type: none"> ● Rubrics ● Student writing: narrative, creative, etc. ● Journals ● Class discussion ● Teacher observation ● Peer review 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials. ● Provide opportunities: -To self-select from classroom or library sources.

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1.5 Quality of Writing						
A. Write with a sharp, distinct focus. •Identify topic, task and audience. •Maintain a single point of view.	<ul style="list-style-type: none"> •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. •Create projects/writing samples for presentations. •Establish and support a thesis statement. •Maintain focus, logic, and cohesion. •Compile a writing portfolio. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Peer review •Brainstorming •Journal writing •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"> •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Teacher observation •Peer review •Research projects 		<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>1.5 Quality of Writing</p>						
						<p>-To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.</p>

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<p>1.5 Quality of Writing</p>						
<p>B. Write using well-developed and appropriate content.</p> <ul style="list-style-type: none"> • Gather, verify, and synthesize information. • Utilize the most effective format for purpose and audience. • Write fully developed paragraphs specific to the topic and relevant to the focus. 	<ul style="list-style-type: none"> • Use various reference books/media to locate information. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Express an understanding through creative and critical writing (modes of discourse). • Evaluate validity and quality of resource materials. • Establish and support a thesis statement. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Note taking • Peer review • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Videos • Filmstrips • CD ROMs • Record • Cassette • Anchor papers/ models 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • 	<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>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> • Maintain focus, logic, and cohesion. • 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. 					

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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
1.5 Quality of Writing						
C. Write with effective and logical organization that supports unity and clarity.	<ul style="list-style-type: none"> ●Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. ●Express an understanding through creative and critical writing (modes of discourse). ●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 ●Peer review ●Brainstorming ●Journal writing ●Self-monitoring/ editing ●Student/teacher conferencing 	<ul style="list-style-type: none"> ●Dictionary ●Thesaurus ●Library ●Supplemental materials ●Power Point presentations ●Anchor papers/ models 	<ul style="list-style-type: none"> ●Rubrics ●Student writing: narrative, creative, etc. ●Journals ●Class discussion ●Teacher observation ●Peer review ●Research projects 		<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>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> •Maintain focus, logic, and cohesion. •Compile a writing portfolio. 					<p>-To self-select from classroom or library sources.</p>

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<p>1.5 Quality of Writing</p>						
<p>D. Write with effective style.</p>	<ul style="list-style-type: none"> • Correctly use dictionary, thesaurus, and online resources. • Use a variety of sentence structures. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Compile a writing portfolio. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Peer review • Brainstorming • Journal writing • 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 • Peer review • Research projects 		<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>1.5 Quality of Writing</p>						
						<p>-To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.</p>

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<p>1.5 Quality of Writing</p>						
<p>E. Revise writing to improve:</p> <ul style="list-style-type: none"> • Style • Word choice • Sentence variety • Paragraph development • Clarity of meaning • Organization in the context of purpose, audience, and genre. 	<ul style="list-style-type: none"> •Effectively edit, revise, and prepare the final draft. •Correctly use dictionary, thesaurus, and online resources. •Demonstrate knowledge and application of proper usage in both spoken and written language. •Use a variety of sentence structures. •Maintain focus, logic, and cohesion. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Self-monitoring/ editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Supplemental materials •Anchor papers/ models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Journals •Teacher observation •Peer review •Research projects 		<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>1.5 Quality of Writing</p>						
						<p>-To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.</p>

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<p>1.5 Quality of Writing</p>						
<p>F. Edit writing using:</p> <ul style="list-style-type: none"> •Correct spelling. •Appropriate mechanics and punctuation. •Proper syntax. 	<ul style="list-style-type: none"> • Correctly use dictionary, thesaurus, and online resources. • Demonstrate knowledge and application of proper usage in both spoken and written language. • Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Peer review • Journal writing • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Teacher observation • Peer review • Research projects 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project

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<p>1.5 Quality of Writing</p>						
						<p>-To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.</p>

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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. • Orally present information and moderate discussion. • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Peer review • Self-monitoring/editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Supplemental materials • Anchor papers/models 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Oral presentations • Teacher observation • Peer review • Research projects 		<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>1.5 Quality of Writing</p>						
						<p>-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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1.6 Speaking and Listening						
A. Listen to others. <ul style="list-style-type: none"> • Ask clarifying questions. • Evaluate the relevancy of information, ideas and opinions. • Take notes. 	<ul style="list-style-type: none"> • Work effectively with peers in a cooperative learning activity. • Orally present information and moderate discussion. • Listen to others with empathy and understanding. • Participate in a literature circle (novels, short stories, poems, etc.). • Take notes from oral presentations, lectures, and/or other audio/visual material. • Enhance listening skills. • Follow written and oral directions. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking • Peer review • Brainstorming • Journal writing • Self-monitoring/editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Supplemental materials 	<ul style="list-style-type: none"> • Class discussion • Oral presentations • Teacher observation 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: -To self-select from classroom or library sources.

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1.6 Speaking and Listening						
B. Listen to selections of literature (fiction and/or nonfiction). <ul style="list-style-type: none"> •Relate to previous knowledge. •Make predictions. •Summarize and reflect on content. •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"> • Participate in a literature circle (novels, short stories, poems, etc.). • Take notes from oral presentations, lectures, and/or other audio/visual material. • Enhance listening skills. • Follow written and oral directions. 	<ul style="list-style-type: none"> •Direct instruction •Discussion •Predicting •Brainstorming •Journal writing •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Textbook •Supplemental materials •Videos •Filmstrips •Record •Cassette 	<ul style="list-style-type: none"> •Class discussion •Oral presentations •Teacher observation 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To self-select from classroom or library sources.

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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"> •Adjust presentation according to audience and purpose. •Use effective verbal communication skills to create the desired impression or effect on the audience. •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. •Use a variety of sentence structures. •Orally present information and moderate discussion. •Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Peer review •Brainstorming •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Supplemental materials •Power Point presentations 	<ul style="list-style-type: none"> •Rubrics •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Peer review 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects -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>D. Contribute to discussions. <ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Enhance the discussion by introducing and responding with relevant, facilitating information, ideas and opinions. • Listen to and acknowledge the contributions of others. • Facilitate equitable participation by the total group. • Paraphrase and summarize as needed. </p>	<ul style="list-style-type: none"> • Read, respond, and reflect on selected literary works. • Demonstrate knowledge and application of proper usage in both spoken and written language. • Use a variety of sentence structures. • Orally present information and moderate discussion. • 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 • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Supplemental materials • Power Point presentations 	<ul style="list-style-type: none"> • Rubrics • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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1.6 Speaking and Listening						
	<ul style="list-style-type: none"> • Participate in a literature circle (novels, short stories, poems, etc.). • Enhance listening skills. • Work effectively with peers in a cooperative learning activity. 					

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<p>1.6 Speaking and Listening</p>						
<p>E. Participate in discussions and presentations.</p> <ul style="list-style-type: none"> •Initiate everyday conversation. • Present oral readings for a specific purpose. •Conduct interviews. •Participate effectively in formal interview situations. •Engage in informal debate on a specific topic. •Critically evaluate group discussion. 	<ul style="list-style-type: none"> •Support inferences with text evidence. • Read, respond, and reflect on selected literary works. •Demonstrate knowledge and application of proper usage in both spoken and written language. •Orally present information and moderate discussion. •Practice oral reading skills while reading drama and poetry. •Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Note taking •Peer review •Brainstorming •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Library •Supplemental materials •Power Point presentations 	<ul style="list-style-type: none"> •Rubrics •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Peer review 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects -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>						
	<ul style="list-style-type: none"> • Work effectively with peers in a cooperative learning activity. • Enhance listening skills. 					

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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 obtain information for a particular intent. •Validate the impact of media on public opinion. •Utilize a variety of media to design and develop effective presentations for a specific purpose. </p>	<ul style="list-style-type: none"> • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Use persuasive power point presentations. • Take notes from narrative, expository, and other written materials. • Compile and organize information for individual/group projects. • Evaluate validity and quality of resource materials. • Maintain focus, logic, and cohesion. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Peer review • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Magazine • Newspaper • Library • Supplemental materials • Videos • Filmstrips • CD ROMs • Record • Cassette 	<ul style="list-style-type: none"> • Rubrics • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review • Research projects 		<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>1.7 Characteristics and Functions of the English Language</p>						
<p>A. Analyze the influence of historical events on the English language.</p>	<ul style="list-style-type: none"> • Correctly use dictionary, thesaurus, and online resources. • Support inferences with text evidence. 	<ul style="list-style-type: none"> • Direct instruction • Discussion • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review • Research projects 		<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>1.7 Characteristics and Functions of the English Language</p>						
<p>B. Evaluate language variations and their effect on societal groups.</p>	<ul style="list-style-type: none"> ● Apply active reading strategies prior to, during, and after reading. ● Read, respond, and reflect on selected literary works. ● Introduce, explain, analyze, and apply literary techniques. ● Recognize and share distinctive cultural characteristics. 	<ul style="list-style-type: none"> ● Direct instruction ● Discussion ● Brainstorming ● Journal writing ● Self-monitoring/ editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Textbook ● Magazine ● Newspaper ● Dictionary ● Thesaurus ● Library ● Supplemental materials ● Novels ● Videos ● Filmstrips ● CD ROMs ● Record ● Cassette 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Student writing: narrative, creative, etc. ● Journals ● Class discussion ● Oral presentations ● Teacher observation ● Projects: videos, Power Point presentations, etc. ● Research projects 		<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>1.7 Characteristics and Functions of the English Language</p>						
<p>C. Demonstrate an understanding of the role and influence of the English language within and across countries.</p>	<ul style="list-style-type: none"> • Recognize, define and utilize selected vocabulary from various texts. • 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 • Discussion • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review • Research projects 		<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>						
<p>A. Select, refine, and narrow a topic for research.</p>	<ul style="list-style-type: none"> • Apply active reading strategies prior to, during, and after reading. • Follow written and oral directions. • Establish and support a thesis statement. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Brainstorming • Journal writing • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Magazine • Newspaper • Library • Supplemental materials • Novels • Anchor papers/models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Teacher observation • Notes, outlines, etc. • Research projects 		<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>						
<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> •Use a variety of reliable primary and secondary resources to research topic. •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, observations, and computer media). 	<ul style="list-style-type: none"> •Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) •Use various reference books/media to locate information. •Follow written and oral directions. •Compile and organize information for individual/group projects. •Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Filmstrips •CD ROMs •Record •Cassette •Anchor papers/models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Journals •Class discussion •Teacher observation •Peer review •Research projects 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To do an independent research project -To self-select from classroom or library sources.

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

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<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"> •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. •Effectively edit, revise, and prepare the final draft. •Create projects/writing samples for presentations. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Note taking •Brainstorming •Self-monitoring/ editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette •Anchor papers/ models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing •Journals •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Peer review •Research projects 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To do an independent research project -To self-select from classroom or library sources.

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<p>1.8 Research</p>						
	<ul style="list-style-type: none"> • Take notes from narrative, expository, and other written materials. • Enhance listening skills. • Follow written and oral directions. • Compile and organize information for individual/group projects. • Correctly assemble works cited/consulted (bibliography). • Correctly document source material. • Establish and support a thesis statement. • Maintain focus, logic, and cohesion. 					