

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 12 BASIC

<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>1.1 Learning to Read Independently</p>						
<p>A. Before reading, locate and select various resources for a specific purpose.</p>	<ul style="list-style-type: none"> • Select appropriate novel for independent reading. • Support inferences with text evidence. • Apply active reading strategies prior to, during, and after reading. • Use context clues to determine word meanings/significance. • Read, respond, and reflect on selected literary works. • Introduce, explain, analyze, and apply literary elements. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Novels • Cassette 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Class discussion • 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. • Provide more challenging materials. • Provide opportunities: -To self-select from classroom or library sources.

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<p align="center">PA Academic Standards Student must be able to do</p>	<p align="center">Objective Content or process student will be able to know and do</p>	<p align="center">Instructional Methods</p>	<p align="center">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p align="center">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p align="center">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p align="center">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> •Introduce, explain, analyze, and apply literary techniques. •Use various reference books/media to locate information. 				<ul style="list-style-type: none"> •Study guides •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •To create original audio and/or visual projects across the curriculum. •To create original creative compositions, poems, plays, etc. •To present to peers (dramatic reading, etc.)

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<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"> • 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 • Predicting • Outlining • Note taking • Peer review • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Novels • Cassette 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Class discussion • 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. • 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>1.1 Learning to Read Independently</p>						
					<ul style="list-style-type: none"> •Study guides •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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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 • Predicting • Outlining • Note taking • Peer review • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • 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. • Provide more challenging materials. • Provide opportunities: -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.1 Learning to Read Independently</p>						
<p>D. Utilize effective comprehension strategies to extract essential ideas from text.</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 narrative, expository, and other written materials. • 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 • Brainstorming • Small group instruction • Self-monitoring • 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 • Class discussion • 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. • 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>1.1 Learning to Read Independently</p>						
					<ul style="list-style-type: none"> • Study guides • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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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. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • 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. • 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>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Demonstrate knowledge and application of proper usage in both spoken and written language. • Use various reference books/media to locate information. 				<ul style="list-style-type: none"> • Study guides • 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.</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 • Predicting • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • 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. • 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>1.1 Learning to Read Independently</p>						
<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. • 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. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • 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. • 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>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Express an understanding through creative and critical writing (modes of discourse). 				<ul style="list-style-type: none"> • Study guides • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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1.1 Learning to Read Independently						
H. Read fluently with a high level of comprehension. <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"> • Apply active reading strategies prior to, during, and after reading. • Read and interpret a variety of genres. • 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 • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • 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. • 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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1.2 Reading Critically in All Content Areas.						
A. Read and understand informational texts and documents. <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. • 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 • Predicting • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Class discussion • Oral presentations • 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 • 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 self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.2 Reading Critically in All Content Areas</p>						
					<ul style="list-style-type: none"> • Study guides • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

**WEST JEFFERSON HILLS SCHOOL DISTRICT
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<p align="center">PA Academic Standards Student must be able to do</p>	<p align="center">Objective Content or process student will be able to know and do</p>	<p align="center">Instructional Methods</p>	<p align="center">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p align="center">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p align="center">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p align="center">*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>B. Use, understand and evaluate a variety of media. • Evaluate and select appropriate electronic media. • Critique the techniques of electronic media. • Use media to demonstrate understanding.</p>	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Analyze text structures including chronological order, cause and effect. • Create projects/writing samples for presentations. • Use persuasive power point presentations. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Small group instruction • Self-monitoring • 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 • 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. • Provide more challenging materials. • Provide opportunities: -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>						
	<ul style="list-style-type: none"> •Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. •Maintain focus, logic, and cohesion. 				<ul style="list-style-type: none"> •Study guides •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 accurate 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. • 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 • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • 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 submission of student work to outside competitions. • 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>						
					<ul style="list-style-type: none"> •Study guides •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. • Recognize, define and utilize selected vocabulary from various texts. • Read, respond, and reflect on selected literary works. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Record • Cassette • Slide presentations • Power Point presentations 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • 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 do an independent research project -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>						
	<ul style="list-style-type: none"> • Using proper outlining skills, organize an essay. • Read and interpret a variety of genres. • Introduce, explain, analyze, and apply literary elements. • 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"> • 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>B. Evaluate author's use of literary elements.</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 • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Brainstorming • Journal writing • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • 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 • 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 do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<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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1.3 Reading, Analyzing and Interpreting Literature						
C. Evaluate the effectiveness of author’s use of literary devices (e.g., sound techniques, figurative language and literary structures).	<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 • Predicting • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring • 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 	<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 do an independent research project -To create original audio and/or visual projects across the curriculum. -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>						
					<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>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. • Listen to others with empathy and understanding. 	<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 • Thesaurus • Library • Supplemental materials • 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 • 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 do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<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>1.3 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. • Practice oral reading skills while reading drama and poetry. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Library • Supplemental materials • 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 • 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 do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<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>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to literary works.</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 •Predicting •Outlining •Note taking •Brainstorming •Journal writing •Small group instruction •Self-monitoring •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 •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. •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>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To 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
1.4 Types of Writing						
A. Write short stories, poems and plays that consciously include: <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. • 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 • 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 • 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 • 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. • 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>1.4 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 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To 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>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"> • 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 • 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 • 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. • 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>1.4 Types 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 audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.4 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"> •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 •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette •Slide presentations •Power Point presentations •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 •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. •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>1.4 Types 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 audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.4 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 •Discussion •Peer review •Brainstorming •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Showcase portfolios •Writing records 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Peer review •Showcase portfolios •Writing records 	<ul style="list-style-type: none"> •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Small group instruction •Conferencing 	

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1.4 Types of Writing						
E. Write a personal resume.	<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 •Predicting •Outlining •Note taking •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Anchor papers/models •Transparencies 	<ul style="list-style-type: none"> •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 •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Small group instruction •Conferencing 	<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>1.5 Quality of Writing</p>						
<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> •Identify topic, task and audience. •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 •Outlining •Note taking •Brainstorming •Journal writing •Self-monitoring/ editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Anchor papers/ models •Transparencies 	<ul style="list-style-type: none"> •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 •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. •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"> • 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 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.-To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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 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 • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Library • Anchor papers/ models • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, 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 • 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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1.5 Quality of Writing						
	<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 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.5 Quality of Writing</p>						
<p>C. Write with effective and logical organization that supports unity and clarity.</p>	<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. ● Organize and format compositions. ● Utilize proper grammar, punctuation, spelling, and manuscript form in writing. ● Use various media to respond to, analyze, and/or create literature. 	<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"> ● Dictionary ● Thesaurus ● Anchor papers/models ● Transparencies 	<ul style="list-style-type: none"> ● Rubrics ● Standardized tests ● Student writing: narrative, creative, etc. ● Journals ● Class discussion ● Oral presentations ● Teacher observation ● Projects: videos, Power Point presentations, etc. ● Notes, outlines, 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 ● 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>1.5 Quality of Writing</p>						
					<ul style="list-style-type: none"> •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.5 Quality of Writing</p>						
<p>D. Write with effective style.</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 •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Anchor papers/models •Transparencies 	<ul style="list-style-type: none"> •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 •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 •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>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> • Maintain focus, logic, and cohesion. • Organize and format compositions. • Utilize proper grammar, punctuation, spelling, and manuscript form in writing. • Use various media to respond to, analyze, and/or create literature. 				<ul style="list-style-type: none"> • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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"> • 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 • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Anchor papers/ models • Transparencies 	<ul style="list-style-type: none"> • 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 • 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 • 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>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> • Maintain focus, logic, and cohesion. • 				<ul style="list-style-type: none"> • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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"> •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 •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/ editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Newspaper •Dictionary •Thesaurus •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. •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 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"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.5 Quality of Writing</p>						
<p>G. Present and/or defend written work for publication when appropriate.</p>	<ul style="list-style-type: none"> • 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 • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Anchor papers/models • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Notes, outlines, 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 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"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To 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>A. Listen to others.</p> <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"> • 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 • Brainstorming • Small group instruction • Self-monitoring/editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • 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 create original audio and/or visual projects across the curriculum. -To present to peers (dramatic reading, etc.)

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<p>1.6 Speaking and Listening</p>						
					<ul style="list-style-type: none"> •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 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"> • 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 •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring •Student/teacher conferencing 	<ul style="list-style-type: none"> •Videos •Filmstrips •CD ROMs •Record •Cassette •Slide presentations •Power Point presentations 	<ul style="list-style-type: none"> •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 •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 do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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<p>1.6 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 	<p>-To present to peers (dramatic reading, etc.)</p>

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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. • Orally present information and moderate discussion. • Listen to others with empathy and understanding. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring • Student/teacher conferencing 	<ul style="list-style-type: none"> • Slide presentations • 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"> • 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 create original audio and/or visual projects across the curriculum. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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

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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"> •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 •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring •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 •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 •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 create original audio and/or visual projects across the curriculum. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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

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<p>1.6 Speaking and Listening</p>						
<p>E. Participate in discussions and presentations. <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. </p>	<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 •Reciprocal teaching •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 •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"> •Rubrics •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 •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 create original audio and/or visual projects across the curriculum.

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<p align="center">PA Academic Standards Student must be able to do</p>	<p align="center">Objective Content or process student will be able to know and do</p>	<p align="center">Instructional Methods</p>	<p align="center">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p align="center">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p align="center">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p align="center">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<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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1.6 Speaking and Listening						
F. Use media for learning purposes. •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.	<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 •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 •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 •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 do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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<p>1.6 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>1.7 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"> •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 •Reciprocal teaching •Modeling •Discussion •Outlining •Note taking •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette •Slide presentations •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 •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 do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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<p>1.7 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 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>B. Evaluate language variations and their effect on societal 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 • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Small group instruction • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • 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 • 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 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • 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 -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"> •Present visual and/ or auditory materials •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>1.7 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"> •Use context clues to determine word meanings/significance. •Listen to others with empathy and understanding. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •\ •Predicting •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Library •Supplemental materials •Record •Cassette 	<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 	<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 across the curriculum. -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"> •Present visual and/ or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	

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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"> •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 •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 •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Library •Supplemental materials •Novels 	<ul style="list-style-type: none"> •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 •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 do an independent research project -To create original audio and/or visual projects across the curriculum. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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. •Organize and format compositions. 				<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"> •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"> •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 •Reciprocal teaching •Modeling •Discussion •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 •Magazine •Newspaper •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette 	<ul style="list-style-type: none"> •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 •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 •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 do an independent research project -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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>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. •Organize and format compositions. 	<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 •Dictionary •Thesaurus •Library •Supplemental materials •Anchor papers/models •Transparencies 	<ul style="list-style-type: none"> •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 •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 •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 do an independent research project -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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