

**WEST JEFFERSON HILLS SCHOOL DISTRICT  
ENGLISH CURRICULUM**

**GRADE 12 PUBLIC SPEAKING/GROUP COMMUNICATIONS**

<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.	<b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.1 Learning to Read Independently						
A. Before reading, locate and select various resources for a specific purpose.	<ul style="list-style-type: none"> <li>●Use various reference books/media to locate information.</li> </ul>	<ul style="list-style-type: none"> <li>●Direct instruction</li> <li>●Brainstorming</li> <li>●Library</li> </ul>	<ul style="list-style-type: none"> <li>●Textbook</li> <li>●Magazine</li> <li>●Newspaper</li> <li>●Library</li> <li>●Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>●Oral presentations</li> <li>●Teacher observation</li> <li>●Research projects</li> </ul>	<ul style="list-style-type: none"> <li>●Review directions</li> <li>●Conferencing</li> <li>●Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>●Encourage independent study and enrichment.</li> <li>●Provide more challenging materials.</li> <li>●Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> </ul> </li> </ul>

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1.1 Learning to Read Independently						
B. Analyze and synthesize correlation of the text and graphic features of informational materials analyzing author's choices.						

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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"> <li>• Recognize, define and utilize selected vocabulary from various texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction sources of Magazines and Newspapers</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student writing: narrative, creative, etc.</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Notes, outlines, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities:               <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, etc.</li> <li>-To self-select from classroom or library sources.</li> <li>-To present to peers (dramatic reading, etc.)</li> </ul> </li> </ul>

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1.1 Learning to Read Independently						
D. Utilize effective comprehension strategies to extract essential ideas from text.	Read, respond, and reflect on selected literary works.	<ul style="list-style-type: none"> <li>• Note taking</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Nonfiction sources of Magazines and Newspapers</li> <li>• Dictionary</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Peer tutoring</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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1.1 Learning to Read Independently						
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.	<ul style="list-style-type: none"> <li>• Recognize, define and utilize selected vocabulary from various texts.</li> <li>• Use context clues to determine word meanings/ significance.</li> <li>• Correctly use dictionary, thesaurus, and online resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Power Point presentations</li> <li>• Anchor papers models</li> <li>• Transparencies</li> <li>• Guest speakers</li> <li>• Nonfiction sources</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Notes, outlines, etc.</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor example through models</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions and speeches.</li> <li>-To present to peers (dramatic reading, etc.)</li> </ul> </li> </ul>

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1.1 Learning to Read Independently						
F. Understand the meaning of and apply key vocabulary.	<ul style="list-style-type: none"> <li>●Recognize, define and utilize selected vocabulary from various texts.</li> <li>●Correctly use dictionary, thesaurus, and online resources.</li> </ul>	<ul style="list-style-type: none"> <li>●Direct instruction</li> <li>●Modeling</li> <li>●Discussion</li> <li>●Outlining</li> <li>●Note taking</li> <li>●Student/teacher conferencing</li> <li>●Technology</li> <li>●Library</li> </ul>	<ul style="list-style-type: none"> <li>●Textbook</li> <li>●Nonfiction sources of Magazines and Newspapers</li> <li>●Dictionary</li> <li>●Library</li> <li>●Supplemental materials</li> <li>●Anchor papers/ models</li> </ul>	<ul style="list-style-type: none"> <li>●Teacher-made tests and quizzes</li> <li>●Rubrics</li> <li>●Standardized tests</li> <li>●Oral presentations</li> <li>●Projects: videos, Power Point presentations, etc.</li> <li>●Notes, outlines, etc.</li> <li>●Research projects</li> </ul>	<ul style="list-style-type: none"> <li>●Repeated practice</li> <li>●Design and/or adapt teacher materials</li> <li>●Break down complex tasks</li> </ul>	<ul style="list-style-type: none"> <li>● To create original creative compositions, poems, plays, and speeches etc.</li> </ul>

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1.1 Learning to Read Independently						
G. Understand and apply knowledge gained from text. <ul style="list-style-type: none"> <li>• Support assertions about texts.</li> <li>• Make extensions to related ideas, topics or information.</li> <li>• Assess the validity of documents.</li> <li>• Analyze the positions in documents.</li> <li>• Evaluate the author’s strategies.</li> <li>• Critique public documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.)</li> <li>• Listen to others with empathy and understanding.</li> <li>• Participate in a literature circle (novels, short stories, poems, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Dictionary</li> <li>• Library</li> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Standardized tests</li> <li>• Class discussion</li> <li>• Notes, outlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Present visual and/or auditory materials</li> <li>• Study guides</li> <li>• Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Provide more challenging materials.</li> </ul>

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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"> <li>•Read aloud with accuracy.</li> <li>•Self-correct mistakes.</li> <li>•Use appropriate reading techniques (e.g., rhythm, flow, meter and pronunciation).</li> <li>•Read a variety of genres and text.</li> <li>•Demonstrate comprehension (Standard 1.1.12G) (Recommend 25 books/year).</li> </ul>	<ul style="list-style-type: none"> <li>•Orally present information and moderate discussion.</li> <li>•Practice oral reading skills while reading drama and poetry.</li> <li>•Read, respond, and reflect on selected literary works.</li> <li>•Read and interpret a variety of genres.</li> <li>•Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Note taking</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> <li>•Library</li> <li>•Scoring text</li> </ul>	<ul style="list-style-type: none"> <li>•Dictionary</li> <li>•Thesaurus</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Oral models</li> <li>•Fiction</li> <li>•Nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Notes</li> <li>•Peer review</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Monitor example through models</li> <li>•Use a multi-sensory approach</li> <li>•Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•Provide more challenging materials.</li> <li>•Provide opportunities:                             <ul style="list-style-type: none"> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To self-select from classroom or library sources.</li> <li>-To present to peers (dramatic reading, etc.)</li> </ul> </li> </ul>

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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"> <li>• Differentiate fact from opinion.</li> <li>• Distinguish between essential and nonessential information.</li> <li>• Make decisions and draw conclusions using established criteria.</li> <li>• Evaluate the text organization and content.</li> </ul>	<ul style="list-style-type: none"> <li>• Compile and organize information for individual/group projects.</li> <li>• Support inferences with text evidence.</li> <li>• Apply active reading strategies prior to, during, and after reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Reciprocal teaching</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Peer review</li> <li>• Self-monitoring/editing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Videos</li> <li>• Power Point presentations</li> <li>• Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Standardized tests</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Notes, outlines, etc.</li> <li>• Graphic organizers, charts, etc.</li> <li>• Peer review</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Use a multi-sensory approach</li> <li>• Present visual and/ or auditory materials</li> <li>• Conferencing</li> <li>• Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, and speeches</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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1.2 Reading Critically in All Content Areas.						
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.	<ul style="list-style-type: none"> <li>•Orally present information and moderate discussion.</li> <li>•Use persuasive power point presentations.</li> <li>•Use various media to respond to, analyze, and/or create literature.</li> </ul>	<ul style="list-style-type: none"> <li>•Modeling</li> <li>•Discussion</li> <li>•Note taking</li> <li>•Self-monitoring</li> <li>•Student/teacher conferencing</li> <li>•Technology</li> <li>•Direct Instruction</li> <li>•Peer review</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Magazine</li> <li>•Newspaper</li> <li>•Fiction</li> <li>•Nonfiction</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Videos</li> <li>•Slide presentations</li> <li>•Power Point presentations</li> <li>•Models</li> <li>•Transparencies</li> <li>•Posters</li> <li>•Music</li> <li>•Photos</li> <li>•Games</li> <li>•Charts, graphs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Class discussion</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Projects: videos, Power Point presentations, etc.</li> <li>•Notes, outlines, etc.</li> <li>•Peer review</li> <li>•Research projects</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Extended time</li> <li>•Monitor example through models</li> <li>•Use a multi-sensory approach</li> <li>•Present visual and/or auditory materials</li> <li>•Conferencing</li> <li>•Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>•Provide opportunities:                             <ul style="list-style-type: none"> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, speeches, and lessons</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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1.2 Reading Critically in All Content Areas.						
C. Produce accurate work in at least one literary genre that follows the conventions of the genre.						

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1.3 Reading, Analyzing and Interpreting Literature						
A. Read and understand works of literature.	<ul style="list-style-type: none"> <li>• Listen to others with empathy and understanding.</li> <li>• Participate in a literature circle (novels, short stories, poems, etc.).</li> <li>• Read, respond, and reflect on selected literary works.</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Discussion</li> <li>• Self-monitoring/editing</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Review directions</li> <li>• Extended time</li> <li>• Monitor example through models</li> </ul>	

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1.3 Reading, Analyzing and Interpreting Literature						
B. Evaluate author's use of literary elements.						

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<p style="text-align: center;"><b>PA Academic Standards</b> Student must be able to do</p>	<p style="text-align: center;"><b>Objective</b> Content or process student will be able to know and do</p>	<p style="text-align: center;"><b>Instructional Methods</b></p>	<p style="text-align: center;"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;"><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;"><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>C. Evaluate the effectiveness of author's use of literary devices (e.g., sound techniques, figurative language and literary structures).</p>						

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1.3 Reading, Analyzing and Interpreting Literature						
D. Critique various types of poetry.						

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>E. Evaluate the components of drama.</p>						

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1.3 Reading, Analyzing and Interpreting Literature						
F. Read and respond to literary works.	<ul style="list-style-type: none"> <li>•Read, respond, and reflect on selected literary works.</li> <li>•Listen to others with empathy and understanding.</li> <li>•Participate in a literature circle (novels, short stories, poems, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Note taking</li> <li>•Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>•Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Oral presentations</li> <li>•Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>•Review directions</li> <li>•Study guides</li> <li>•Peer tutoring</li> <li>•Small group instruction</li> <li>•Conferencing</li> <li>•Additional resources/ supplemental resources</li> </ul>	

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1.4 Types of Writing						
A. Write short stories, poems and plays that consciously include:						

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<p>1.4 Types of Writing</p>						
<p><b>B. Write complex informational pieces using:</b></p> <ul style="list-style-type: none"> <li>• A well-developed topic.</li> <li>• Precise language and specific detail.</li> <li>• Cause and effect.</li> <li>• Various models of development (e.g., definition, analogy).</li> <li>• Relevant graphics.</li> <li>• Primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the function of style, purpose, audience, diction, and tone.</li> <li>• Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc.</li> <li>• Use various reference books/media to locate information.</li> <li>• Take notes from narrative, expository, and other written materials.</li> <li>• Compile and organize information for individual/group projects.</li> <li>• Correctly assemble works cited/consulted (bibliography).</li> <li>• Correctly document source material.</li> <li>• Evaluate validity and quality of resource materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Self-monitoring</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Power Point presentations</li> <li>• Models</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Notes, outlines, etc.</li> <li>• Peer review</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Study guides</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide opportunities:</li> <li>• To do an independent research project               <ul style="list-style-type: none"> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, and speeches.</li> <li>-To self-select from classroom or library sources</li> </ul> </li> </ul>

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1.4 Types of Writing						
	<ul style="list-style-type: none"> <li>• Establish and support a thesis statement.</li> <li>• Participate in a literature circle (novels, short stories, poems, etc.)</li> <li>• Demonstrate knowledge and application of proper usage in both spoken and written language.</li> <li>• Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Use graphic organizer to construct meaning.</li> <li>• Create writings that model various literary genres.</li> <li>• Recognize the function of style, purpose, audience, diction, and tone.</li> <li>• Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.)</li> </ul>					

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1.4 Types of Writing						
C. Write persuasive pieces that: <ul style="list-style-type: none"> <li>•Develop a clearly stated position or opinion</li> <li>•Include pertinent documented evidence.</li> <li>•Develop reader interest</li> <li>•Address reader arguments and concerns.</li> <li>•Select the method of development to best advance the argument or position to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>•Using proper outlining skills, organize an essay.</li> <li>•Write an effective persuasive essay.</li> <li>•Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing.</li> <li>•Analyze text structures including chronological order, cause and effect.</li> <li>•Evaluate validity and quality of resource materials.</li> <li>•Establish and support a thesis statement.</li> <li>•Create writings that model various literary genres.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Outlining</li> <li>•Note taking</li> <li>•Peer review</li> <li>•Brainstorming</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> <li>•Technology</li> <li>•Library</li> <li>•Sample</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Thesaurus</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Videos</li> <li>•CD ROMs</li> <li>•Record</li> <li>•Power Point presentations</li> <li>•Models</li> <li>•Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher-made tests and quizzes</li> <li>•Rubrics</li> <li>•Standardized tests</li> <li>•Class discussion</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Notes, outlines, etc.</li> <li>•Peer review</li> <li>•Research projects</li> <li>•Visuals</li> <li>•Rhetorical aids</li> </ul>	<ul style="list-style-type: none"> <li>•Design and/or adapt teacher materials</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Extended time</li> <li>•Monitor example through models</li> <li>•Use a multi-sensory approach</li> <li>•Present visual and/or auditory materials</li> <li>•Study guides</li> <li>•Conferencing</li> <li>•Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•Provide more challenging materials.</li> <li>•Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, and speeches.</li> <li>-To self-select from classroom or library sources</li> </ul> </li> </ul>

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<p>1.4 Types of Writing</p>						
	<ul style="list-style-type: none"> <li>• Recognize the function of style, purpose, audience, diction, and tone.</li> <li>• Follow written and oral directions.</li> <li>• Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.)</li> </ul>					

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1.4 Types of Writing						
D. Maintain a written record (i.e., portfolio) organized by theme or topic which includes:						

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1.4 Types of Writing						
E. Write a personal resume.						

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1.5 Quality of Writing						
A. Write with a sharp, distinct focus.  •Identify topic, task and audience.  •Maintain a single point of view.	<ul style="list-style-type: none"> <li>•Create writings that model various literary genres.</li> <li>•Recognize the function of style, purpose, audience, diction, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Discussion</li> <li>•Note taking</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> <li>•Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Models</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Oral presentations</li> <li>•Notes, outlines, etc.</li> <li>•Peer review</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Conferencing</li> <li>•Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•To create original creative compositions, poems, plays, and speeches.</li> </ul>

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1.5 Quality of Writing						
B. Write using well-developed and appropriate content. <ul style="list-style-type: none"> <li>• Gather, verify, and synthesize information.</li> <li>• Utilize the most effective format for purpose and audience.</li> <li>• Write fully developed paragraphs specific to the topic and relevant to the focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> <li>• Express an understanding through creative and critical writing (modes of discourse).</li> <li>• Demonstrate knowledge and application of proper usage in both spoken and written language.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Self-monitoring/editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Power Point presentations</li> <li>• Anchor papers/models</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Notes, outlines, etc.</li> <li>• Peer review</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Conferencing</li> <li>• Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, and speeches.</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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<p>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> <li>• Evaluate validity and quality of resource materials.</li> <li>• Establish and support a thesis statement.</li> <li>• Create writings that model various literary genres.</li> <li>• Recognize the function of style, purpose, audience, diction, and tone.</li> </ul>					

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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"> <li>• Using proper outlining skills, organize an essay.</li> <li>• Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing.</li> <li>• Analyze text structures including chronological order, cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Novels</li> <li>• Videos</li> <li>• Filmstrips</li> <li>• CD ROMs</li> <li>• Record</li> <li>• Cassette</li> <li>• Slide presentations</li> <li>• Power Point presentations</li> <li>• Anchor papers/ models</li> <li>• Transparencies</li> <li>• Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Oral presentations</li> <li>• Notes, outlines, etc.</li> <li>• Graphic organizers, charts, etc.</li> <li>• Peer review</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• To create original audio and/or visual projects across the curriculum.</li> <li>• To create original creative compositions, poems, plays, and speeches.</li> </ul>

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1.5 Quality of Writing						
D. Write with effective style.	<ul style="list-style-type: none"> <li>• Establish and support a thesis statement.</li> <li>• Create writings that model various literary genres.</li> <li>• Recognize the function of style, purpose, audience, diction, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Peer review</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Supplemental materials</li> <li>• Anchor papers/ models</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Oral presentations</li> <li>• Notes, outlines, etc.</li> <li>• Peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Monitor example through models</li> <li>• Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• To create original audio and/or visual projects across the curriculum.</li> <li>• To create original creative compositions, poems, plays, and speeches.</li> </ul>

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1.5 Quality of Writing						
<p>E. Revise writing to improve:</p> <ul style="list-style-type: none"> <li>• Style</li> <li>• Word choice</li> <li>• Sentence variety</li> <li>• Paragraph development</li> <li>• Clarity of meaning</li> <li>• Organization in the context of purpose, audience, and genre.</li> </ul>						

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1.5 Quality of Writing						
F. Edit writing using:  <ul style="list-style-type: none"> <li>•Correct spelling.</li> <li>•Appropriate mechanics and punctuation.</li> <li>•Proper syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize and format compositions.</li> </ul>	<ul style="list-style-type: none"> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> <li>•Teacher correction</li> </ul>	<ul style="list-style-type: none"> <li>•Dictionary</li> <li>•Thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>•Oral presentations</li> <li>•Projects: videos, Power Point presentations, etc.</li> <li>•Notes, outlines, etc.</li> <li>•Graphic organizers, charts, etc.</li> <li>•Peer review</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>•To create original creative compositions, poems, plays, speeches, lessons, etc.</li> </ul>

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1.5 Quality of Writing						
G. Present and/or defend written work for publication when appropriate.						

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1.6 Speaking and Listening						
A. Listen to others. <ul style="list-style-type: none"> <li>• Ask clarifying questions.</li> <li>• Evaluate the relevancy of information, ideas and opinions.</li> <li>• Take notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, define and utilize selected vocabulary from various texts.</li> <li>• Practice oral reading skills while reading drama and poetry.</li> <li>• Listen to others with empathy and understanding.</li> <li>• Recognize the correlation of literature with history, art, music, and other cultural influences.</li> <li>• Orally present information and moderate discussion.</li> <li>• Practice positive group membership and leadership roles in communication situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Reciprocal teaching</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Note taking</li> <li>• Peer review</li> <li>• Brainstorming</li> <li>• Small group instruction</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental materials</li> <li>• Power Point presentations</li> <li>• Anchor papers/ models</li> <li>• Guest speakers</li> <li>• Textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Standardized tests</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Notes, outlines, etc.</li> <li>• Peer review</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt rubrics</li> <li>• Oral testing</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Reduce distracting stimuli</li> <li>• Present visual and/ or auditory materials</li> <li>• Study guides</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, and speeches.</li> <li>-To self-select from classroom or library sources.</li> <li>-To present to peers (dramatic reading, etc.)</li> </ul> </li> </ul>

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1.6 Speaking and Listening						
B. Listen to selections of literature (fiction and/or nonfiction).						

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<p>1.6 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>• Adjust presentation according to audience and purpose.</li> <li>• Use effective verbal communication skills to create the desired impression or effect on the audience.</li> <li>• Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Create writings that model various literary genres.</li> <li>• Recognize the function of style, purpose, audience, diction, and tone.</li> <li>• Recognize the correlation of literature with history, art, music, and other cultural influences.</li> <li>• Participate in variety of group communications – interview, buzz session, Socratic seminar, simulation games, panel discussions, forum, symposium, debate, teacher lesson, parliamentary procedure, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Reciprocal teaching</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Peer review</li> <li>• Small group instruction</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> <li>• Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Fiction</li> <li>• Nonfiction</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Videos</li> <li>• Power Point presentations</li> <li>• Models</li> <li>• Guest speakers</li> <li>• Visual Aids</li> <li>• Sound Aids</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Standardized tests</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Notes, outlines, etc.</li> <li>• Peer review</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Design and/or adapt rubrics</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Use a multi-sensory approach</li> <li>• Reduce distracting stimuli</li> <li>• Present visual and/or auditory materials</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities: <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, etc.</li> </ul> </li> </ul>

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<p>1.6 Speaking and Listening</p>						
	<ul style="list-style-type: none"> <li>• Produce pantomime, dramatic reading, demonstration speech, persuasive speech, informative speech, etc.</li> <li>• Study the effectiveness of voice and body in oral communications.</li> <li>• Practice active listening skills in communication situations.</li> <li>• Orally present information and moderate discussion.</li> </ul>				<ul style="list-style-type: none"> <li>• Study guides</li> <li>• Peer tutoring</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>-To self-select from classroom or library sources.</li> <li>-To present speeches and lessons to younger audience.</li> </ul>

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<p>1.6 Speaking and Listening</p>						
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> <li>• Ask relevant, clarifying questions.</li> <li>• Enhance the discussion by introducing and responding with relevant, facilitating information, ideas and opinions.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Facilitate equitable participation by the total group.</li> <li>• Paraphrase and summarize as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the correlation of literature with history, art, music, and other cultural influences.</li> <li>• Study the effectiveness of voice and body in oral communications.</li> <li>• Practice positive group membership and leadership roles in communication situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Reciprocal teaching</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Note taking</li> <li>• Peer review</li> <li>• Brainstorming</li> <li>• Self-monitoring/editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> <li>• Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Videos</li> <li>• CD ROMs</li> <li>• Record</li> <li>• Cassette</li> <li>• Power Point presentations</li> <li>• Models</li> <li>• Transparencies</li> <li>• Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Standardized tests</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Projects: videos, Power Point presentations, etc.</li> <li>• Notes, outlines, etc.</li> <li>• Graphic organizers, charts, etc.</li> <li>• Peer review</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Use a multi-sensory approach</li> <li>• Reduce distracting stimuli</li> <li>• Present visual and/ or auditory materials</li> <li>• Study guides</li> <li>• Peer tutoring</li> <li>• Small group instruction</li> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• To create original audio and/or visual projects across the curriculum.</li> <li>• To create original creative compositions, poems, plays, etc.</li> <li>• To self-select from classroom or library sources.</li> </ul>

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1.6 Speaking and Listening						
E. Participate in discussions and presentations. <ul style="list-style-type: none"> <li>• Initiate everyday conversation.</li> <li>• Present oral readings for a specific purpose.</li> <li>• Conduct interviews.</li> <li>• Participate effectively in formal interview situations.</li> <li>• Engage in informal debate on a specific topic.</li> <li>• Critically evaluate group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the correlation of literature with history, art, music, and other cultural influences.</li> <li>• Participate in variety of group communications – interview, buzz session, Socratic seminar, simulation games, panel discussions, forum, symposium, debate, teacher lesson, parliamentary procedure, etc.</li> <li>• Produce pantomime, dramatic reading, demonstration speech, persuasive speech, informative speech, etc.</li> <li>• Study the effectiveness of voice and body in oral communications</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Reciprocal teaching</li> <li>• Modeling</li> <li>• Discussion</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Peer review</li> <li>• Brainstorming</li> <li>• Small group instruction</li> <li>• Self-monitoring/ editing</li> <li>• Student/teacher conferencing</li> <li>• Technology</li> <li>• Library</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Fiction</li> <li>• Nonfiction</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Library</li> <li>• Supplemental materials</li> <li>• Models</li> <li>• Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made tests and quizzes</li> <li>• Rubrics</li> <li>• Standardized tests</li> <li>• Class discussion</li> <li>• Oral presentations</li> <li>• Teacher observation</li> <li>• Notes, outlines, etc.</li> <li>• Peer review</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated practice</li> <li>• Design and/or adapt teacher materials</li> <li>• Break down complex tasks</li> <li>• Review directions</li> <li>• Limit number and length of directions</li> <li>• Encourage student to repeat instructions</li> <li>• Extended time</li> <li>• Monitor example through models</li> <li>• Use a multi-sensory approach</li> <li>• Present visual and/or auditory materials</li> <li>• Study guides</li> <li>• Small group instruction</li> <li>• Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independent study and enrichment.</li> <li>• Provide more challenging materials.</li> <li>• Provide opportunities:                             <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, etc.</li> </ul> </li> </ul>

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<p>1.6 Speaking and Listening</p>						
	<ul style="list-style-type: none"> <li>•Practice positive group membership and leadership roles in communication situations.</li> <li>•Correctly document source material.</li> <li>•Create writings that model various literary genres.</li> <li>•Work effectively with peers in a cooperative learning activity.</li> <li>•Orally present information and moderate discussion.</li> <li>•Apply various techniques of style, purpose, audience, diction, and tone.</li> <li>•Practice oral reading skills while reading drama and poetry.</li> </ul>				<ul style="list-style-type: none"> <li>•Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>-To self-select from classroom or library sources.</li> <li>-To present to peers (dramatic reading, etc.)</li> </ul>

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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"> <li>•Correctly document source material.</li> <li>•Evaluate validity and quality of resource materials.</li> <li>•Establish and support a thesis statement.</li> <li>•Utilize proper grammar, punctuation, spelling, and manuscript form in writing.</li> <li>•Create writings that model various literary genres.</li> <li>•Recognize the function of style, purpose, audience, diction, and tone.</li> <li>•Apply various techniques of style, purpose, audience, diction, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Reciprocal teaching</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Outlining</li> <li>•Note taking</li> <li>•Peer review</li> <li>•Small group instruction</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> <li>•Technology</li> <li>•Library</li> <li>•Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Fiction and nonfiction magazines and newspapers</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Videos</li> <li>•Power Point presentations</li> <li>•Anchor papers/models</li> <li>•Transparencies</li> <li>•Guest speakers</li> <li>•Other visual aids</li> <li>•Other sound aids</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher-made tests and quizzes</li> <li>•Rubrics</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Projects: videos, Power Point presentations, etc.</li> <li>•Notes, outlines, etc.</li> <li>•Peer review</li> <li>•Research projects</li> <li>•Visuals</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Design and/or adapt teacher materials</li> <li>•Design and/or adapt rubrics</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> <li>•Monitor example through models</li> <li>•Reduce distracting stimuli</li> <li>•Present visual and/or auditory materials</li> <li>•Study guides</li> <li>•Peer tutoring</li> <li>•Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•Provide more challenging materials.</li> <li>•Provide opportunities:                              -To do an independent research project                              -To create original audio and/or visual projects across the curriculum.                              -To create original creative compositions, poems, plays, etc.</li> </ul>

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<p>1.6 Speaking and Listening</p>						
					<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>-To self-select from classroom or library sources.</li> <li>-To present speeches and lessons for younger audience.</li> </ul>

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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>						

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1.7 Characteristics and Functions of the English Language						
B. Evaluate language variations and their effect on societal groups.	<ul style="list-style-type: none"> <li>• Apply various techniques of style, purpose, audience, diction, and tone.</li> <li>• Produce pantomime, dramatic reading, demonstration speech, persuasive speech, informative speech, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Student/teacher conferencing</li> <li>• Demonstration</li> </ul>		<ul style="list-style-type: none"> <li>• Oral presentations</li> </ul>		<ul style="list-style-type: none"> <li>• To create original audio and/or visual projects across the curriculum.</li> <li>• To present to peers (dramatic reading, etc.)</li> </ul>

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1.7 Characteristics and Functions of the English Language						
C. Demonstrate an understanding of the role and influence of the English language within and across countries.						

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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"> <li>● Evaluate validity and quality of resource materials.</li> <li>● Establish and support a thesis statement.</li> <li>● Create writings that model various literary genres.</li> </ul>	<ul style="list-style-type: none"> <li>● Direct instruction</li> <li>● Brainstorming</li> <li>● Self-monitoring/ editing</li> <li>● Student/teacher conferencing</li> <li>● Library</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Library</li> <li>● Supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>● Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Conferencing</li> <li>● Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities: -To do an independent research project</li> </ul>

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<p>1.8 Research</p>						
<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> <li>•Use a variety of reliable primary and secondary resources to research topic.</li> <li>•Evaluate the importance and quality of the sources.</li> <li>•Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, observations, and computer media).</li> </ul>	<ul style="list-style-type: none"> <li>•Utilize proper grammar, punctuation, spelling, and manuscript form in writing.</li> <li>•Recognize the function of style, purpose, audience, diction, and tone.</li> <li>•Recognize the correlation of literature with history, art, music, and other cultural influences.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Student/teacher conferencing</li> <li>•Technology</li> <li>•Library</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Magazine</li> <li>•Newspaper</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Videos</li> <li>•CD ROMs</li> <li>•Record</li> <li>•Cassette</li> </ul>	<ul style="list-style-type: none"> <li>•Rubrics</li> <li>•Teacher observation</li> <li>•Notes, outlines, etc.</li> <li>•Research projects</li> </ul>	<ul style="list-style-type: none"> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Study guides</li> <li>•Peer tutoring</li> <li>•Small group instruction</li> <li>•Conferencing</li> <li>•Additional resources/ supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•Provide opportunities:               <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>

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1.8 Research						
<ul style="list-style-type: none"> <li>•Use table of contents, indices, key words, cross references, and appendices.</li> <li>•Use traditional and electronic search tools.</li> </ul>	<ul style="list-style-type: none"> <li>•Participate in variety of group communications – interview, buzz session, Socratic seminar, simulation games, panel discussions, forum, symposium, debate, teacher lesson, parliamentary procedure, etc.</li> <li>•Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc.</li> </ul>				<ul style="list-style-type: none"> <li>•</li> </ul>	

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<p>1.8 Research</p>						
<p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"> <li>•Take notes relevant to the research topic.</li> <li>•Develop a thesis statement based on the research.</li> <li>•Anticipate readers' problems or misunderstandings</li> <li>•Give precise, formal credit for others' ideas, images, or information using a standard method of documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use various reference books/media to locate information.</li> <li>• Correctly assemble works cited/consulted (bibliography).</li> <li>• Evaluate validity and quality of resource materials.</li> <li>• Establish and support a thesis statement.</li> <li>• Study the effectiveness of voice and body in oral communications.</li> <li>• Practice positive group membership and leadership roles in communication situations.</li> <li>• Use rhetorical aids to appeal to a listening audience.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Reciprocal teaching</li> <li>•Modeling</li> <li>•Outlining</li> <li>•Note taking</li> <li>•Peer review</li> <li>•Self-monitoring/editing</li> <li>•Student/teacher conferencing</li> <li>•Technology</li> <li>•Library</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook</li> <li>•Fiction and Nonfiction magazines and newspapers</li> <li>•Library</li> <li>•Supplemental materials</li> <li>•Videos</li> <li>•Power Point presentations</li> <li>•Models</li> <li>•Transparencies</li> <li>•Other visuals</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher-made tests and quizzes</li> <li>•Rubrics</li> <li>•Class discussion</li> <li>•Oral presentations</li> <li>•Teacher observation</li> <li>•Projects: videos, Power Point presentations, etc.</li> <li>•Notes, outlines, etc.</li> <li>•Peer review</li> <li>•Research projects</li> <li>•Visuals</li> <li>•Rhetorical aids</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated practice</li> <li>•Break down complex tasks</li> <li>•Review directions</li> <li>•Limit number and length of directions</li> <li>•Encourage student to repeat instructions</li> <li>•Extended time</li> <li>•Monitor example through models</li> <li>•Use a multi-sensory approach</li> <li>•Study guides</li> <li>•Conferencing</li> <li>•Additional resources/supplemental resources</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage independent study and enrichment.</li> <li>•Provide more challenging materials.</li> <li>•Provide opportunities: <ul style="list-style-type: none"> <li>-To do an independent research project</li> <li>-To create original audio and/or visual projects across the curriculum.</li> <li>-To create original creative compositions, poems, plays, etc.</li> <li>-To self-select from classroom or library sources.</li> </ul> </li> </ul>