

Academic Standards for Reading, Writing, Speaking and Listening

*June 1, 2009 FINAL DRAFT
Grades 8-12
English I-IV
Literature and Composition*



Pennsylvania Department of Education

*These standards are offered as a voluntary resource for Pennsylvania's schools and await action by the State Board of Education.
The course level standards are offered as a voluntary resource for Pennsylvania's schools.*

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

Grades 8-12
English I-IV
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II. INTRODUCTION

This document includes Reading, Writing, Speaking, and Listening Standards:

- ◇ 1.1. Reading Independently
- ◇ 1.2. Reading, Analyzing, and Interpreting Text
- ◇ 1.3. Reading, Analyzing, and Interpreting Literature:
Fiction and Non Fiction
- ◇ 1.4. Types of Writing
- ◇ 1.5. Quality of Writing
- ◇ 1.6. Speaking and Listening
- ◇ 1.7. Characteristics and Functions of the English Language
- ◇ 1.8. Research
- ◇ 1.9. Information, Communication, and Technology Literacy

The Reading, Writing, Speaking, and Listening Standards describe what students should know and be able to do with the English language in Literature and Composition courses. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The language arts—Reading, Writing, Speaking, and Listening — are unique because they are processes that students use to learn and make sense of their world. Students do not read “reading”; they read about history, science, mathematics and other content areas as well as about topics for their interest and entertainment. Similarly, students do not write “writing”; they use written words to express their knowledge and ideas and to inform or entertain others.

Because of the unique nature of the language arts, all teachers in a school will use the Reading, Writing, Speaking, and Listening Standards. The standards define the skills and strategies employed by effective readers and writers; therefore, all teachers will assist their students in learning them through multiple classroom situations in all the subject areas.

The Reading, Writing, Speaking, and Listening Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning success.

A glossary is included to assist the reader in understanding terminology contained in the standards. Words in bold faced text are included in the glossary.

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1.1. Reading Independently								
Students apply a wide range of strategies.								
1.1.8 GRADE 8	1.1.9. GRADE 9 ENGLISH I	1.1.10. GRADE 10 ENGLISH II	1.1.11. GRADE 11 ENGLISH III	1.1.12. GRADE 12 ENGLISH IV	1.1.L. LITERATURE	1.1.C. COMPOSITION		
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>								
Purposes for Reading	1.1.8.A. Apply appropriate strategies to interpret and analyze author's purpose using grade level text.	1.1.9.A. Apply appropriate comprehension strategies to interpret and evaluate an author's implied or stated purpose using grade level text.	1.1.10.A. Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.	1.1.11.A. Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.	1.1.12.A. Apply appropriate strategies to construct meaning through interpretation and to analyze and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.	1.1.L.A. Apply appropriate strategies to analyze, interpret and evaluate how authors use techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.	1.1.C.A. Intentionally Blank	
Word Recognition Skills	1.1.8.B. Use context clues, knowledge of root words as well as a dictionary or glossary to decode and understand specialized vocabulary in the content areas during reading.	1.1.9.B. Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.	1.1.10.B. Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.	1.1.11.B. Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.	1.1.12.B. Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.	1.1.L.B. Intentionally Blank	1.1.C.B. Intentionally Blank	

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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Vocabulary Development	1.1.8.C. Use meaning and knowledge of words (e.g., literal and figurative meanings, idioms, common foreign words) across content areas to expand a reading vocabulary.	1.1.9.C. Use vocabulary across all academic content areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or connotations of words, and word origins.	1.1.10.C. Interpret the literal and figurative meanings of words to distinguish between what words mean literally and what they imply as well as word origins to understand both familiar and unfamiliar vocabulary.	1.1.11.C. Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.	1.1.12.C. Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.	1.1.L.C. Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.	1.1.C.C. Intentionally Blank

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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Comprehension and Interpretation	1.1.8.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, describing context, and analyzing positions, arguments, and evidence in text.	1.1.9.D. Demonstrate comprehension of grade level text using before reading, during reading, and after reading strategies such as comparing and contrasting within and among texts, and evaluating an author's purpose and position.	1.1.10.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author's strategies.	1.1.11.D. Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature.	1.1.12.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.	1.1.L.D. Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.	1.1.C.D. Intentionally Blank

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1.1. Reading Independently

Students apply a wide range of strategies.

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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Fluency	1.1.8.E. Demonstrate an appropriate rate of silent reading based upon grade level texts.	1.1.9.E Demonstrate an appropriate rate of silent reading based upon specific grade level texts.	1.1.10.E. Demonstrate an appropriate rate of silent reading based upon specific grade level texts.	1.1.11.E. Demonstrate an appropriate rate of silent reading based upon specific grade level texts.	1.1.12.E. Demonstrate fluency in silent reading based upon specific grade level text.	1.1.L.E. Intentionally Blank	1.1.C.E. Intentionally Blank

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1.2. Reading, Analyzing, and Interpreting Text

Students read, understand, and respond to informational text.

	1.2.8 GRADE 8	1.2.9. GRADE 9 ENGLISH I	1.2.10. GRADE 10 ENGLISH II	1.2.11. GRADE 11 ENGLISH III	1.2.12. GRADE 12 ENGLISH IV	1.2.L. LITERATURE	1.2.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Text Organization	1.2.8.A. Evaluate text organization and content to determine the author's purpose, point of view , and effectiveness according to the author's theses , accuracy, thoroughness, and patterns of logic.	1.2.9.A. Evaluate text organization and content to determine the author's purpose, point of view , and effectiveness according to the author's theses , accuracy, thoroughness, and patterns of logic.	1.2.10.A. Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses , accuracy, thoroughness, logic, and reasoning.	1.2.11.A. Evaluate and critique text organization and content to determine the author's purpose and effectiveness according to the author's theses , accuracy, thoroughness, logic, and reasoning.	1.2.12.A. Evaluate and critique text organization and content to determine the author's purpose and effectiveness according to the theses , accuracy, thoroughness, logic, and reasoning	1.2.L.A. Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.	1.2.C.A. Intentionally Blank

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1.2. Reading, Analyzing, and Interpreting Text							
Students read, understand, and respond to informational text.							
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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Fact and Opinion	1.2.8.B. Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspaper, periodicals, consumer and public documents , electronic media).	1.2.9.B. Differentiate fact from opinion using a variety of texts from public documents and all academic content areas by using accurate information and supporting arguments.	1.2.10.B. Assess the accuracy of facts presented in different types of informational texts by using a variety of consumer, workplace, and public documents .	1.2.11.B. Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.	1.2.12.B. Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.	1.2.L.B. Intentionally Blank	1.2.C.B. Intentionally Blank

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1.2. Reading, Analyzing, and Interpreting Text							
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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Essential and Nonessential Text	1.2.8.C. Distinguish between essential and nonessential information across a variety of texts to a variety of media; identify bias and propaganda where present.	1.2.9.C. Distinguish between essential and nonessential information across a variety of texts from all academic content areas, identifying bias or propaganda where present.	1.2.10.C. Distinguish between essential and nonessential information across a variety of texts and sources from all academic content areas, identifying bias or propaganda where present.	1.2.11.C. Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.	1.2.12.C. Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.	1.2.L.C. Distinguish between essential and non-essential information by examining an author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and /or the author's argument or defense of a claim. Identify, infer, and distinguish the essential and non-essential details that support the main idea of complex texts.	1.2.C.C. Intentionally Blank

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1.2. Reading, Analyzing, and Interpreting Text							
Students read, understand, and respond to informational text.							
	1.2.8 GRADE 8	1.2.9. GRADE 9 ENGLISH I	1.2.10. GRADE 10 ENGLISH II	1.2.11. GRADE 11 ENGLISH III	1.2.12. GRADE 12 ENGLISH IV	1.2.L. LITERATURE	1.2.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Inferences	1.2.8.D. Draw inferences and conclusions based on a variety of information sources , citing evidence from multiple texts to support answers.	1.2.9.D. Analyze inferences, citing textual support, drawn from a variety of public documents and all academic content area texts.	1.2.10.D. Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.	1.2.11.D. Analyze inferences and draw conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.	1.2.12.D. Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.	1.2.L.D. Analyze textual evidence to make subtle inferences and draw complex conclusions.	1.2.C.D. Intentionally Blank
Text Analysis and Evaluation	1.2.8.E. Read, understand, and respond to essential content of text and documents in all academic areas.	1.2.9.E. Read, understand, and respond to essential content in a variety of informational texts and documents across all academic content areas.	1.2.10.E. Identify and analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.	1.2.11.E. Examine and respond to essential content of text and documents in all academic areas.	1.2.12.E. Identify, analyze, and evaluate the structure and the format of a variety of complex informational texts for clarity, simplicity, and coherence, as well as appropriateness of graphics and visual appeal.	1.2.L.E. Analyze the structure and format of various complex informational texts; Analyze and evaluate complex informational text for clarity, coherence and for the appropriateness of graphics and visual appeal.	1.2.C.E. Intentionally Blank

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1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction							
Students read and respond to works of literature.							
1.3.8 GRADE 8	1.3.9. GRADE 9 ENGLISH I	1.3.10. GRADE 10 ENGLISH II	1.3.11. GRADE 11 ENGLISH III	1.3.12. GRADE 12 ENGLISH IV	1.3.L. LITERATURE	1.3.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Analysis and Evaluation	1.3.8.A. Read, understand, and respond to works from various genres of literature.	1.3.9.A. Identify and recognize various literary genre and their relationship to the author's purpose.	1.3.10.A. Identify the differing characteristics that distinguish the literary fiction and non-fiction forms of narrative , poetry, drama, and essay and determine how the form relates to meaning.	1.3.11.A. Examine the impact of diverse cultures and writers on the development and growth of literature. Describe how an author conveys intent and perspective in contemporary and historical writings.	1.3.12.A. Interpret significant works from various forms of literature to make deeper and subtler interpretations of the meaning of text. Analyze the way in which a work of literature is related to the themes and issues of its historical period.	1.3.L.A. Describe and compare the differing characteristics that distinguish the fiction and non-fiction forms of narrative , poetry, drama, and essay and determine how the form relates to meaning. Evaluate the impact of diverse cultures and writers on the development and growth of literature. Examine literature as it reflects traditional and contemporary themes, motifs , universal characters, and genres .	1.3.C.A. Intentionally Blank

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1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction

Students read and respond to works of literature.

1.3.8 GRADE 8	1.3.9. GRADE 9 ENGLISH I	1.3.10. GRADE 10 ENGLISH II	1.3.11. GRADE 11 ENGLISH III	1.3.12. GRADE 12 ENGLISH IV	1.3.L. LITERATURE	1.3.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
						Describe how an author conveys intent and perspective in contemporary and historical writings. Analyze the way in which a work of literature is related to the themes and issues of its historical period.	

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1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction

Students read and respond to works of literature.

	1.3.8 GRADE 8	1.3.9. GRADE 9 ENGLISH I	1.3.10. GRADE 10 ENGLISH II	1.3.11. GRADE 11 ENGLISH III	1.3.12. GRADE 12 ENGLISH IV	1.3.L. LITERATURE	1.3.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Literary Genres	<p>1.3.8.B. Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose.</p>	<p>1.3.9.B. Analyze the characteristics of poetry, prose, drama, novels, short stories, essays, and other basic genres, explaining the appropriateness of the form chosen by an author for a specific purpose.</p>	<p>1.3.10.B. Analyze the characteristics of different genres and compare works that express a universal theme and provide evidence to support the views expressed in each work.</p>	<p>1.3.11.B. Interpret and analyze works in various genres of literary and/or cultural significance in American and world history:</p> <ul style="list-style-type: none"> • Reflect a variety of genres in the respective major periods of literature. • Represent important authors in each historical period. • Reveal contrasts in major themes, styles, and trends in the respective historical periods. 	<p>1.3.12.B. Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial.</p>	<p>1.3.L.B. Interpret and analyze works in various genres of literary and/or cultural significance in American and world history that:</p> <ul style="list-style-type: none"> • Reflect a variety of genres in the respective major periods of literature. • Represent important authors in each historical period. • Reveal contrasts in major themes, styles, and trends in the respective historical periods. 	<p>1.3.C.B. Intentionally Blank</p>

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1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction

Students read and respond to works of literature.

1.3.8 GRADE 8	1.3.9. GRADE 9 ENGLISH I	1.3.10. GRADE 10 ENGLISH II	1.3.11. GRADE 11 ENGLISH III	1.3.12. GRADE 12 ENGLISH IV	1.3.L. LITERATURE	1.3.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
				<ul style="list-style-type: none"> • Examine the important philosophical, religious, social, political, or ethical ideas of the time. 		<ul style="list-style-type: none"> • Examine the important philosophical, religious, social, political, or ethical ideas of the time. 	

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1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction

Students read and respond to works of literature.

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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Literary Elements 1.3.8.C. Analyze the use of literary elements by an author including characterization , setting, plot, theme , point of view , tone , and style .	1.3.9.C. Analyze the use and effectiveness of literary elements used by one or more authors, including characterization , setting, plot, theme , point of view , tone , mood, and style	1.3.10.C. Analyze the use and effectiveness of literary elements (characterization , setting, plot, theme , point of view , tone , mood, foreshadowing and style) used by authors in a variety of genres .	1.3.11.C. Analyze the relationships, use, and effectiveness of literary elements (characterization , setting, plot, theme , point of view , tone , mood, foreshadowing, irony , and style) used by one or more authors in similar genres .	1.3.12.C. Analyze the effectiveness of literary elements used by authors in various genres . <ul style="list-style-type: none"> • Analyze the author's development of complex characters as well as their roles and functions in a variety of texts. • Determine the effectiveness of setting as related to character, plot, theme, and other key literary elements. 	1.3.L.C. Analyze the effectiveness of literary elements used by authors in various genres . <ul style="list-style-type: none"> • Analyze how authors develop complex characters as well as their roles and functions in a variety of texts. • Determine the effectiveness of setting as related to character, plot, and other key literary elements. • Determine the effectiveness of the author's use of point of view as related to content and specific types of genre. 	1.3.C.C. Intentionally Blank

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1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction

Students read and respond to works of literature.

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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
					<ul style="list-style-type: none"> • Determine the effectiveness of the author's use of point of view as related to content and specific types of genre. • Analyze how the author structures plot to advance the action. • Identify major themes in literature, comparing and contrasting how they are developed across and variety of genres. 	<ul style="list-style-type: none"> • Analyze how the author structures plot to advance the action. • Identify major themes in literature, comparing and contrasting how they are developed across genres. • Explain how voice and choice of speaker (narrator) affect the mood, tone, and meaning of text. 	

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1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction

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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
					<ul style="list-style-type: none"> • Explain how voice and choice of speaker affect the mood, tone, and meaning of text. • Describe how an author, through the use of diction, syntax, figurative language, sentence variety, etc., achieves style. 	<ul style="list-style-type: none"> • Describe how an author, through the use of diction, syntax, figurative language, sentence variety, etc., achieves style. 	

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	1.3.8 GRADE 8	1.3.9. GRADE 9 ENGLISH I	1.3.10. GRADE 10 ENGLISH II	1.3.11. GRADE 11 ENGLISH III	1.3.12. GRADE 12 ENGLISH IV	1.3.L. LITERATURE	1.3.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Literary Devices	<p>1.3.8.D. Analyze the effect of various literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).</p>	<p>1.3.9.D. Analyze the use and effectiveness of literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, foreshadowing, and flashback) used by one or more authors in a variety of genres.</p>	<p>1.3.10.D. Evaluate the significance of various literary devices in various genre, and explain their appeal.</p> <ul style="list-style-type: none"> • Sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance); • Form (ballad, sonnet, heroic couplets); • Figurative language (personification, metaphor, simile, hyperbole, symbolism); and Dramatic structure. 	<p>1.3.11.D. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices, (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, foreshadowing, flashback, irony) in various genres.</p>	<p>1.3.12.D. Identify, interpret, and analyze the author's skill in employing literary devices in various genres. (e.g., figurative language, imagery, allegory, and symbolism).</p> <ul style="list-style-type: none"> • Identify, explain, and analyze the effects of sound, form, and structure of poems. 	<p>1.3.L.D. Interpret and analyze the author's skill in employing literary devices in various genres.</p> <ul style="list-style-type: none"> • Identify, explain, and analyze the effect of literary devices (e.g., figurative language, imagery, allegory, and symbolism). • Identify, explain and analyze the effects of sound, form, and structure of poems. 	<p>1.3.C.D. Intentionally Blank</p>

Grades 8-12
 English I-IV
 Literature and Composition
 Reading, Writing, Speaking and Listening

1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction

Students read and respond to works of literature.

1.3.8 GRADE 8	1.3.9. GRADE 9 ENGLISH I	1.3.10. GRADE 10 ENGLISH II	1.3.11. GRADE 11 ENGLISH III	1.3.12. GRADE 12 ENGLISH IV	1.3.L. LITERATURE	1.3.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
					<ul style="list-style-type: none"> Identify and analyze how dramatic conventions (e.g., stage directions, monologue, dialogue, soliloquy, dialect, chorus) support, interpret, and enhance dramatic script. 	<ul style="list-style-type: none"> Identify and analyze how dramatic conventions (e.g., stage directions, monologue, dialogue, soliloquy, dialect, chorus) support, interpret, and enhance dramatic script. 	

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.4. Types of Writing							
Students write for different purposes and audiences.							
1.4.8 GRADE 8	1.4.9. GRADE 9 ENGLISH I	1.4.10. GRADE 10 ENGLISH II	1.4.11. GRADE 11 ENGLISH III	1.4.12. GRADE 12 ENGLISH IV	1.4.L. LITERATURE	1.4.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Narrative	<p>1.4.8.A. Write poems, short stories, and plays.</p> <ul style="list-style-type: none"> Apply various organizational methods. Include literary elements and devices. 	<p>1.4.9.A. Write poems, short stories and plays.</p> <ul style="list-style-type: none"> Apply organizational methods standard to the genre. Use specific details to enhance the story elements Incorporate dialogue to develop character and plot. 	<p>1.4.10.A. Write poems, short stories, and plays.</p> <ul style="list-style-type: none"> Apply various organizational methods. Write with an awareness of tone, mood, and elements of style. Include literary elements and devices. 	<p>1.4.11.A. Write poems, short stories, and plays.</p> <ul style="list-style-type: none"> Apply various organizational methods. Include literary elements and devices. Construct a strong story line with illustrative details. Include elements of style in writing to develop a personal style. 	<p>1.4.12.A. Write poems, short stories, and plays with various organizational methods, literary elements and devices.</p> <ul style="list-style-type: none"> Construct a strong story line with illustrative details that address a complex idea or examine a complex experience. Choose a method of organization that supports the intended purpose. Continue to exhibit a personal writing style. 	<p>1.4.L.A. Intentionally Blank</p>	<p>1.4.C.A. Write poems, short stories, and plays with various organizational methods; include literary elements and devices.</p> <ul style="list-style-type: none"> Focus: Sharp, distinct controlling point or theme with evident awareness of the narrative. Content: Strong story line with illustrative details that addresses a complex idea or examines a complex experience.

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.4. Types of Writing

Students write for different purposes and audiences.

1.4.8 GRADE 8	1.4.9. GRADE 9 ENGLISH I	1.4.10. GRADE 10 ENGLISH II	1.4.11. GRADE 11 ENGLISH III	1.4.12. GRADE 12 ENGLISH IV	1.4.L. LITERATURE	1.4.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
					<ul style="list-style-type: none"> • Demonstrate a sophisticated control of grammar, mechanics, spelling, usage, and sentence formation. 	<ul style="list-style-type: none"> • Organization: Skillful narrative pattern with clear and consistent sequencing of events, employing a beginning, middle, and an end. • Style: Precise control of language, literary devices, and sentence structures that creates a consistent and effective point of view and tone.

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.4. Types of Writing							
Students write for different purposes and audiences.							
1.4.8 GRADE 8	1.4.9. GRADE 9 ENGLISH I	1.4.10. GRADE 10 ENGLISH II	1.4.11. GRADE 11 ENGLISH III	1.4.12. GRADE 12 ENGLISH IV	1.4.L. LITERATURE	1.4.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
							<ul style="list-style-type: none"> Conventions: Sophisticated control of grammar, mechanics, spelling, usage and sentence formation in writing.
Informational	1.4.8.B. Write multi-paragraph informational pieces (e.g. letters, descriptions, reports, instructions, essays, articles, interviews) <ul style="list-style-type: none"> Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs) Use primary and secondary sources, as appropriate to task. 	1.4.9.B. Write complex informational pieces (e.g. reviews, research papers, instructions, essays, articles) <ul style="list-style-type: none"> Apply purpose / audience appropriate methods to develop the thesis of the piece. Use discipline specific vocabulary, precise language, and 	1.4.10.B. Write complex informational pieces (e.g. research papers, analytical essays, summaries, descriptive pieces or literary analyses) that: <ul style="list-style-type: none"> Gather evidence in support of a thesis. Incorporate and document information and ideas from primary and secondary sources accurately and coherently. 	1.4.11.B. Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations) <ul style="list-style-type: none"> Create an organizing structure appropriate to purpose, audience, and context. Use precise language and specific detail. Use relevant graphics (e.g. maps, charts, graphs, tables, 	1.4.12.B Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations) <ul style="list-style-type: none"> Make and support inferences with relevant and substantial evidence and well-chosen details. Identify and assess the impact of perceived ambiguities, nuances, and 	1.4.L.B. Intentionally Blank	1.4.C.B. Write complex pieces that use precise language, employ relevant graphics, use primary/secondary sources , as appropriate and include a variety of methods to develop the main idea. <ul style="list-style-type: none"> Focus: Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.4. Types of Writing						
Students write for different purposes and audiences.						
1.4.8 GRADE 8	1.4.9. GRADE 9 ENGLISH I	1.4.10. GRADE 10 ENGLISH II	1.4.11. GRADE 11 ENGLISH III	1.4.12. GRADE 12 ENGLISH IV	1.4.L. LITERATURE	1.4.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
	relevant detail. <ul style="list-style-type: none"> • Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs). 		illustrations, photographs)	complexities within text.		

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.4. Types of Writing Students write for different purposes and audiences.						
1.4.8 GRADE 8	1.4.9. GRADE 9 ENGLISH I	1.4.10. GRADE 10 ENGLISH II	1.4.11. GRADE 11 ENGLISH III	1.4.12. GRADE 12 ENGLISH IV	1.4.L. LITERATURE	1.4.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
	<ul style="list-style-type: none"> Evaluate the validity and significance of primary and secondary sources as related to the thesis. 	<ul style="list-style-type: none"> Anticipate and address readers' potential misunderstandings, biases, and expectations. 	<ul style="list-style-type: none"> Include accurate information from primary and secondary sources and exclude extraneous information. 			<ul style="list-style-type: none"> Content: Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details. Organization: Effective organizational strategies and structures, such as logical order and transitions.

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.4. Types of Writing							
Students write for different purposes and audiences.							
1.4.8 GRADE 8	1.4.9. GRADE 9 ENGLISH I	1.4.10. GRADE 10 ENGLISH II	1.4.11. GRADE 11 ENGLISH III	1.4.12. GRADE 12 ENGLISH IV	1.4.L. LITERATURE	1.4.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
							<ul style="list-style-type: none"> • Style: Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone. • Conventions: Sophisticated control of grammar, mechanics, spelling, usage, and sentence formation in writing.
Persuasive	1.4.8.C. Write persuasive pieces. <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated and properly cited 	1.4.9.C. Write persuasive pieces. <ul style="list-style-type: none"> • Include a clearly stated position or opinion with awareness of audience and topic • Organize ideas and appeals in a 	1.4.10.C. Write persuasive pieces. <ul style="list-style-type: none"> • Organize ideas and appeals in a sustained and effective fashion. • Use specific rhetorical devices to support assertions, such as 	1.4.11.C. Write persuasive pieces. <ul style="list-style-type: none"> • Organize ideas and appeals in a sustained and effective fashion. • Use specific rhetorical devices and persuasive strategies to 	1.4.12.C. Write persuasive pieces. <ul style="list-style-type: none"> • Use rhetorical strategies (e.g., exposition, narration, description, argumentation, or some combination thereof) to support 	1.4.L.C. Intentionally Blank	1.4.C.C. Write persuasive pieces that include a clearly stated position, convincing and properly cited evidence that anticipates and counters reader arguments and a variety of methods

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.4. Types of Writing

Students write for different purposes and audiences.

1.4.8 GRADE 8	1.4.9. GRADE 9 ENGLISH I	1.4.10. GRADE 10 ENGLISH II	1.4.11. GRADE 11 ENGLISH III	1.4.12. GRADE 12 ENGLISH IV	1.4.L. LITERATURE	1.4.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
evidence. <ul style="list-style-type: none"> Anticipate and counter reader concerns and arguments. 	sustained and effective fashion. <ul style="list-style-type: none"> Clarify positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. 	appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. <ul style="list-style-type: none"> Clarify and defend positions with precise and relevant evidence. 	support assertions. <ul style="list-style-type: none"> Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. 	the main argument or position.		to advance the writer's position. <ul style="list-style-type: none"> Focus: Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.

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English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.4. Types of Writing Students write for different purposes and audiences.						
1.4.8 GRADE 8	1.4.9. GRADE 9 ENGLISH I	1.4.10. GRADE 10 ENGLISH II	1.4.11. GRADE 11 ENGLISH III	1.4.12. GRADE 12 ENGLISH IV	1.4.L. LITERATURE	1.4.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
	<ul style="list-style-type: none"> • Anticipate and counter reader concerns and arguments. 	<ul style="list-style-type: none"> • Address readers' concerns, counterclaims, biases, and expectations. 	<ul style="list-style-type: none"> • Address readers' concerns, counterclaims, biases, and expectations. 	<ul style="list-style-type: none"> • Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. 		<ul style="list-style-type: none"> • Content: Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident. • Organization: Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.4. Types of Writing

Students write for different purposes and audiences.

1.4.8 GRADE 8	1.4.9. GRADE 9 ENGLISH I	1.4.10. GRADE 10 ENGLISH II	1.4.11. GRADE 11 ENGLISH III	1.4.12. GRADE 12 ENGLISH IV	1.4.L. LITERATURE	1.4.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
						<ul style="list-style-type: none"> • Style: Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone. • Conventions: Sophisticated control of grammar, mechanics, spelling, usage and sentence formation in writing.

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English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.5. Quality of Writing							
Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	1.5.8 GRADE 8	1.5.9. GRADE 9 ENGLISH I	1.5.10. GRADE 10 ENGLISH II	1.5.11. GRADE 11 ENGLISH III	1.5.12. GRADE 12 ENGLISH IV	1.5.L. LITERATURE	1.5.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Focus	1.5.8.A. Write with a clear focus , identifying topic, task, and audience.	1.5.9.A. Write with a clear focus , identifying topic, task, and audience.	1.5.10.A. Write with a clear focus , identifying topic, task, and audience.	1.5.11.A. Write with a clear focus , identifying topic, task, and audience.	1.5.12.A. Write with a clear focus , identifying topic, task, and audience.	1.5.L.A. Intentionally Blank	1.5.C.A. Write with a clear focus , identifying topic, task, and audience.

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.5. Quality of Writing

Students write clear and focused text to convey a well-defined perspective and appropriate content.

	1.5.8 GRADE 8	1.5.9. GRADE 9 ENGLISH I	1.5.10. GRADE 10 ENGLISH II	1.5.11. GRADE 11 ENGLISH III	1.5.12. GRADE 12 ENGLISH IV	1.5.L. LITERATURE	1.5.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Content	1.5.8.B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. 	1.5.9.B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. • Incorporate specialized vocabulary for topic and audience • Write fully developed paragraphs information specific to the topic and relevant to the focus. 	1.5.10.B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. • Incorporate specialized vocabulary for topic and audience • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. 	1.5.11.B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. 	1.5.12.B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. 	1.5.L.B. Intentionally Blank	1.5.C.B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.5. Quality of Writing							
Students write clear and focused text to convey a well-defined perspective and appropriate content.							
1.5.8 GRADE 8	1.5.9. GRADE 9 ENGLISH I	1.5.10. GRADE 10 ENGLISH II	1.5.11. GRADE 11 ENGLISH III	1.5.12. GRADE 12 ENGLISH IV	1.5.L. LITERATURE	1.5.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Organization	1.5.8.C. Write with controlled and/or subtle organization. <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. 	1.5.9.C. Write with controlled and/or subtle organization. <ul style="list-style-type: none"> • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. • Apply effective, subtle transitional methods within and across paragraphs 	1.5.10.C. Write with controlled and/or subtle organization. <ul style="list-style-type: none"> • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. • Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 	1.5.11.C. Write with controlled and/or subtle organization. <ul style="list-style-type: none"> • Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 	1.5.12.C. Write with controlled and/or subtle organization. <ul style="list-style-type: none"> • Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 	1.5.L.C. Intentionally Blank	1.5.C.C. Write with controlled and/or subtle organization. <ul style="list-style-type: none"> • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion.

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.5. Quality of Writing							
Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	1.5.8 GRADE 8	1.5.9. GRADE 9 ENGLISH I	1.5.10. GRADE 10 ENGLISH II	1.5.11. GRADE 11 ENGLISH III	1.5.12. GRADE 12 ENGLISH IV	1.5.L. LITERATURE	1.5.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Style	1.5.8.D. Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.	1.5.9.D. Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.	1.5.10.D. Write with an understanding of style using precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice . Create tone and voice through the use of precise language.	1.5.11.D. Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.	1.5.12.D. Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.	1.5.L.D. Intentionally Blank	1.5.C.D. Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.
	Editing	1.5.8.E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice.	1.5.9.E. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.	1.5.10.E. Review, evaluate, revise, edit, and proofread writing to improve style, word choice, sentence variety, and subtlety of meaning.	1.5.11.E. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.	1.5.12.E. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.	1.5.L.E. Intentionally Blank

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.5. Quality of Writing

Students write clear and focused text to convey a well-defined perspective and appropriate content.

	1.5.8 GRADE 8	1.5.9. GRADE 9 ENGLISH I	1.5.10. GRADE 10 ENGLISH II	1.5.11. GRADE 11 ENGLISH III	1.5.12. GRADE 12 ENGLISH IV	1.5.L. LITERATURE	1.5.C. COMPOSITION
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Convention	1.5.8.F. Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	1.5.9.F. Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly <li style="padding-left: 20px;">Use correct grammar and sentence formation. 	1.5.10.F. Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	1.5.11.F. Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly • Use correct grammar and sentence formation. 	1.5.12.F. Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation 	1.5.L.F. Intentionally Blank	1.5.C.F. Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly • Use correct grammar and sentence formation.

Grades 8-12
English I-IV
Literature and Composition
Reading, Writing, Speaking and Listening

1.6. Speaking and Listening							
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.							
1.6.8 GRADE 8	1.6.9. GRADE 9 ENGLISH I	1.6.10. GRADE 10 ENGLISH II	1.6.11. GRADE 11 ENGLISH III	1.6.12. GRADE 12 ENGLISH IV	1.6.L. LITERATURE	1.6.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Listening Skills Discussion	1.6.8.A. Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information or opinions.	1.6.9.A. Listen critically and respond to others in small and large group situations • Respond with grade level appropriate questions, ideas, information, or opinions.	1.6.10.A. Listen critically and respond to others in small and large group situations • Respond with grade level appropriate questions, ideas, information, or opinions.	1.6.11.A. Listen critically and respond to others in small and large group situations • Respond with grade level appropriate questions, ideas, information or opinions.	1.6.12.A. Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.	1.6.L.A. Intentionally Blank	1.6.C.A. Intentionally Blank
	1.6.8.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.	1.6.9.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.	1.6.10.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.	1.6.11.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.	1.6.12.B. Demonstrate awareness of audience using appropriate volume and clarity in formal presentations.	1.6.L.B. Intentionally Blank	1.6.C.B. Intentionally Blank

Grades 8-12
English I-IV
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Reading, Writing, Speaking and Listening

1.7. Characteristics and Functions of the English Language							
Students recognize formal and informal language and its use in speech, writing, and literature.							
1.7.8 GRADE 8	1.7.9. GRADE 9 ENGLISH I	1.7.10. GRADE 10 ENGLISH II	1.7.11. GRADE 11 ENGLISH III	1.7.12. GRADE 12 ENGLISH IV	1.7.L. LITERATURE	1.7.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Formal and Informal Language	1.7.8.A. Analyze differences in formal and informal language used in speech, writing, and literature.	1.7.9.A. Analyze the role and place of standard American English and informal language when used in speech, writing and literature.	1.7.10.A. Analyze the role and place of standard American English in speech, writing, and literature. Evaluate as a reader how an author's choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.	1.7.11.A. Analyze the role and place of standard American English in speech, writing, and literature. Evaluate as a reader how an author's choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.	1.7.12.A. Analyze the role and place of standard American English in speech, writing, and literature. Evaluate as a reader how an author's choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.	1.7.L.A. Evaluate as a reader how an author's choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.	1.7.C.A. Evaluate as a reader how an author's choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.

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1.8. Research Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.							
1.8.8 GRADE 8	1.8.9. GRADE 9 ENGLISH I	1.8.10. GRADE 10 ENGLISH II	1.8.11. GRADE 11 ENGLISH III	1.8.12. GRADE 12 ENGLISH IV	1.8.L. LITERATURE	1.8.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Inquiry Based Process	1.8.8.A. Develop an inquiry-based process in seeking knowledge.	1.8.9.A. Focus on a clear research question and develop and implement an inquiry-based process in carrying out research .	1.8.10.A. Focus on a clear research question and develop and implement an inquiry-based process in carrying out research .	1.8.11.A. Formulate a clear research question and design a methodology for gathering and evaluating information on the chosen topic.	1.8.12.A Formulate a clear research question and design a methodology for gathering and evaluating information on the chosen topic.	1.8.L.A. Intentionally Blank	1.8.C.A. Formulate a clear research question and design a methodology for gathering and evaluating information on the chosen topic.

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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Location of Information and Citing Sources	<p>1.8.8.B. Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a variety of appropriate media sources and strategies.</p>	<p>1.8.9.B. Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources and document sources by using a consistent format for citations.</p> <p>Organize information logically as it relates to research topic.</p> <p>Evaluate information sources for relevance and credibility.</p>	<p>1.8.10.B. Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources; document sources using a consistent format for citations.</p> <p>Demonstrate that sources have been evaluated for accuracy, bias, and credibility.</p> <p>Organize information by classifying, categorizing, and sequencing.</p> <p>Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.</p>	<p>1.8.11.B. Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies.</p> <p>Demonstrate that sources have been evaluated for accuracy, bias, and credibility.</p> <p>Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question.</p>	<p>1.8.12.B. Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies.</p> <p>Demonstrate that sources have been evaluated for accuracy, bias, and credibility.</p> <p>Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question.</p>	<p>1.8.L.B. Intentionally Blank</p>	<p>1.8.C.B. Conduct inquiry and research on self-selected or assigned topics, issues or problems using a wide variety of appropriate media sources and strategies.</p>

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1.8. Research						
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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
			Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.	Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.		

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<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Organization and Production of Final Product	1.8.8.C. Produce an organized product that presents and reflects on findings, draws sound conclusions, and gives proper credit to sources .	1.8.9.C. Create an organized and reasoned product that supports inferences and conclusions drawn from research .	1.8.10.C. Analyze and integrate information gathered from a variety of sources to create a reasoned product that supports inferences and conclusions drawn from research .	1.8.11.C. Analyze, synthesize, and integrate data, creating a reasoned product that supports and appropriately illustrates inferences and conclusions drawn from research .	1.8.12.C. Analyze, synthesize, and integrate data, creating a reasoned product that supports and appropriately illustrates inference and conclusions drawn from research .	1.8.L.C. Intentionally Blank	1.8.C.C. Analyze, synthesize, and integrate data, creating a reasoned product that supports and appropriately illustrates inferences and conclusions drawn from research .

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1.9. Information, Communication, and Technology Literacy							
Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.							
1.9.8 GRADE 8	1.9.9. GRADE 9 ENGLISH I	1.9.10. GRADE 10 ENGLISH II	1.9.11. GRADE 11 ENGLISH III	1.9.12. GRADE 12 ENGLISH IV	1.9.L. LITERATURE	1.9.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Media and Technology Resources	1.9.8.A. Use media and technology resources to support personal productivity, group collaboration, and learning throughout the curriculum.	1.9.9.A. Use media and technology resources for research and problem solving in content learning.	1.9.10.A. Use media and technology resources for research and problem solving in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.	1.9.11.A. Use media and technology resources for research , information analysis , problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.	1.9.12.A. Use media and technology resources for research , information, analysis , problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.	1.9.L.A. Intentionally Blank	1.9.C.A. Use media and technology resources for research , information analysis , problem solving, and decision making in content learning.

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1.9. Information, Communication, and Technology Literacy							
Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.							
1.9.8 GRADE 8	1.9.9. GRADE 9 ENGLISH I	1.9.10. GRADE 10 ENGLISH II	1.9.11. GRADE 11 ENGLISH III	1.9.12. GRADE 12 ENGLISH IV	1.9.L. LITERATURE	1.9.C. COMPOSITION	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Evaluating Media Sources	1.9.8.B. Analyze the techniques of particular media messages.	1.9.9.B. Analyze the techniques of media messages to evaluate how they influence society.	1.9.10.B. Evaluate how the techniques used in media influence society.	1.9.11.B. Evaluate how the techniques used in media modify traditional society.	1.9.12.B. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.	1.9.L.B. Intentionally Blank	1.9.C.B. Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness, importance, and social and cultural context.

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III. GLOSSARY

Alliteration:	The repetition of initial consonant sounds in neighboring words.
Analysis:	The process or result of identifying the parts of a whole and their relationships to one another.
Bias:	A lack of neutrality toward a topic.
Characterization:	The method an author uses to reveal characters and their various personalities.
Compare:	Place together characters, situations or ideas to show common or differing features in literary selections.
Conventions of Language:	Mechanics, usage and sentence completeness.
Evaluate:	Examine and judge carefully.
Fluency:	Ability to read text with speed and accuracy, appropriate phrasing, and intonation; bridge between word recognition and comprehension.
Focus:	The center of interest or attention.
Genre:	A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
Hyperbole:	An exaggeration or overstatement (e.g., <i>I was so embarrassed I could have died.</i>)
Imagery:	Descriptive or figurative language in a literary work.
Irony:	The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.
Literary Elements:	The essential techniques used in literature (e.g., characterization , setting, plot, theme).

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Metaphor:	The comparison of two unlike things in which no words of comparison (<i>like</i> or <i>as</i>) are used (e.g., <i>That new kid in class is really a squirrel.</i>)
Narrative:	A story, actual or fictional, expressed orally or in writing.
Personification:	An object or abstract idea given human qualities or human form (e.g., <i>Flowers danced about the lawn.</i>).
Point of View:	The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told.
Propaganda:	Information aimed at influencing the opinions or behaviors of large numbers of people.
Public Document:	A document that focuses on civic issues or matters of public policy at the community level and beyond.
Research:	A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem.
Satire:	A literary tone used to ridicule or make fun of human vice or weakness.
Simile:	A comparison of two unlike things in which a word of comparison (<i>like</i> or <i>as</i>) is used (e.g., <i>She eats like a bird.</i>).
Sources:	
<i>Primary:</i>	Text and/or artifacts that tell or show a first-hand account of an event; original works used when researching.
<i>Secondary:</i>	Text and/or artifacts used when researching that are derived from something original.
Style:	How an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme.
Theme:	A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.

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- Thesis:** The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.
- Tone:** The attitude of the author toward the audience and characters (e.g., serious or humorous).
- Voice:** The fluency, rhythm and liveliness in writing that make it unique to the writer.