

Pennsylvania Content Standards Grade Level Benchmarks

1.1. Learning to Read Independently

9	10	11	12
<p>A. Before reading locate appropriate texts (computerized and traditional resources) for a specific purpose (e.g., assigned task or project, independent work).</p> <p>B. Recognize and interpret common organizational structures and graphic features to comprehend information.</p> <p>C. During reading use knowledge of structural analysis, context clues, and related references to understand and interpret specialized vocabulary in the content areas. Use these words accurately in speaking and writing.</p> <p>D. Distinguish basic facts and ideas in text using appropriate strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading) as aid to comprehension. Discuss the effectiveness of selected reading strategies.</p> <p>E. Expand a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized words). Use a dictionary or related reference.</p> <p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including subtext.</p>	<p>A. Before reading locate appropriate resources (computerized, traditional and media) for a specific purpose (e.g., assigned task or project, independent work)</p> <p>B. Interpret the organizational structures and graphic features of informational materials and relate this to text-based information.</p> <p>C. During reading use knowledge of structural analysis, context clues, and related references to understand and interpret the meaning of new words. Use these words accurately in speaking and writing.</p> <p>D. Locate and analyze the essential ideas in text by utilizing appropriate comprehension strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading). Evaluate the effectiveness of preferred strategies.</p> <p>E. Expand and enhance a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized vocabulary) acquired through the study of word relationships. Use a dictionary or related reference.</p> <p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including subtext.</p>	<p>A. Before reading locate various texts, media and traditional resources for assigned and independent projects.</p> <p>B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p> <p>C. During reading use knowledge of root words and words from literary works to recognize and understand the meaning of new words. Use these words accurately in speaking and writing.</p> <p>D. Identify, describe, evaluate, and synthesize the essential ideas in text. Assess these reading strategies that were most effective in learning from a variety of texts.</p> <p>E. Establish a reading vocabulary by identifying and correctly using new words acquired throughout the study of their relationships to other words. Use a dictionary or related reference.</p> <p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text,</p>	<p>A. Before reading locate and select various resources for a specific purpose.</p> <p>B. Analyze and synthesize correlations of the textual and graphic features of informational materials analyzing author's choices.</p> <p>C. During reading apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively.</p> <p>D. Utilize effective comprehension strategies to extract essential ideas from text.</p> <p>E. Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate.</p> <p>F. Understand the meaning of and apply key vocabulary.</p> <p>G. Understand and apply knowledge gained from text.</p>

9	10	11	12
<p>nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters, and ideas. • Explain the context of a document. • Analyze the positions, arguments and evidence in public documents. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standards 1.1.9G) (Recommend: 25 books/year) 	<p>nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Analyze the context of a document. • Analyze the positions, arguments and evidence in public documents. • Identify strategies used by the author. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.10G.) (Recommend: 25 books/year) 	<p>including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Assess the validity of the document based on context. • Analyze the positions, arguments and evidence in public documents. • Evaluate the strategies of the author. • Critique public documents to identify strategies common in public discourse. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.11G.) (Recommend: 25 books/year) 	<p>from text.</p> <ul style="list-style-type: none"> • Support assertions about texts. • Compare and contrast texts. • Make extensions to related ideas, topics or information. • Assess the validity of documents. • Analyze the positions in documents. • Evaluate the author's strategies. • Critique public documents. <p>H. Read fluently with a high level of comprehension.</p> <ul style="list-style-type: none"> • Read aloud with accuracy. • Self-correct mistakes. • Use appropriate reading techniques (e.g., rhythm, flow, meter and pronunciation). • Read a variety of genres and text. • Demonstrate comprehension. (Standard 1.1.12G.) (Recommend: 25 books/year)

9	10	11	12

Pennsylvania Content Standards Grade Level Benchmarks

1.2 Reading Critically in All Content Areas

9	10	11	12
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> Differentiate fact from opinion, verifying complete and accurate information by utilizing a variety of resources (e.g., texts, electronic media, newspapers, periodicals.) Distinguish between essential and nonessential information across a variety of sources, identifying bias and propaganda where present. Make decisions and draw conclusions based on the use of multiple sources of information. Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's thesis, accuracy, and thoroughness. <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p>	<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> Differentiate fact from opinion, verifying complete and accurate information by utilizing a variety of texts. Recognize coherent arguments and points of view. Distinguish between essential and nonessential information across a variety of sources, identifying bias and propaganda where present. Make decisions and draw conclusions based on established criteria using multiple sources of information. Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's thesis, accuracy, thoroughness, logic and reasoning. <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> Select appropriate media (e.g., traditional or electronic) for research and evaluate the quality of the 	<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view. Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present. Use teacher and student established criteria for making decisions and drawing conclusions. Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning. <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> Select appropriate electronic media 	<p>A. Read and understand informational texts and documents.</p> <ul style="list-style-type: none"> Differentiate fact from opinion. Distinguish between essential and nonessential information. Make decisions and draw conclusions using established criteria. Evaluate the text organization and content. <p>B. Use, understand, and evaluate a variety of media.</p>

9	10	11	12
<ul style="list-style-type: none"> Evaluate the unique perspective of the information presented via different media. Evaluate the techniques of media messages and determine their effect on different audiences. Use, design and develop media to extend understanding of authors, genre, works from a literary or historical period. <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>information received.</p> <ul style="list-style-type: none"> Compare and contrast the techniques used in traditional and electronic media. Use, design, and develop media to enhance an understanding of authors genre, and literary or historical period. <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>for research and evaluate the quality of the information received.</p> <ul style="list-style-type: none"> Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes. Use, design, and develop media to demonstrate understanding (e.g., a major writer or literary period or movement). <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> Evaluate and select appropriate electronic media. Critique the techniques of electronic media. Use media to demonstrate understanding. <p>C. Produce accurate work in at least one literary genre that follows the conventions of the genre.</p>

Pennsylvania Content Standards Grade Level Benchmarks

1.3 Reading, Analyzing and Interpreting Literature

9	10	11	12
<p>A. Read and understand works of literature.</p> <p>B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>A. Read and understand works of literature.</p> <p>B. Analyze the relationships and uses of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>A. Read and understand works of literature.</p> <p>B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone, and style.</p>	<p>A. Read and understand works of literature.</p> <p>B. Evaluate author's use of literary elements.</p>

9	10	11	12
<p>C. Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony, symbolism). <p>D. Read and react to a variety of poetic forms.</p> <p>E. Analyze drama to determine plot, setting, and character motivation as revealed through literary devices (e.g., aside, soliloquy) that enhance the audience's understanding of character.</p> <p>F. Read and respond to nonfiction and fiction, as well as poetry and drama making individual meaning and asserting interpretation.</p>	<p>C. Analyze the effectiveness of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, symbolism). <p>D. Read and react to a variety of poetic themes and devices and analyze the poet's use of various poetic devices.</p> <p>E. Identify how a writer uses words to create tone and mood and to advance the theme and purpose of a work.</p> <p>F. Read and respond to nonfiction and fiction, as well as poetry and drama making individual meaning and asserting interpretation.</p>	<p>C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire). • Literary structures (e.g., foreshadowing , flashbacks, progressive and digressive time). <p>D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement and paradox).</p> <p>E. Analyze how a scriptwriter's use of words creates tone and mood, how choice of words advances the theme or purpose of the work.</p> <p>F. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<p>C. Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures).</p> <p>D. Critique various types of poetry.</p> <p>E. Evaluate the components of drama.</p> <p>F. Read and respond to literary works.</p>

9	10	11	12

Pennsylvania Content Standards Grade Level Benchmarks

1.4 Types of Writing

9	10	11	12
<p>A. Write short stories, poems, and plays that include:</p> <ul style="list-style-type: none"> • varying organizational methods, • relevant illustrations, • dialogue • a literary conflict, <p>• literary elements including characterization, setting, plot, theme, point of view, tone, and style,</p> <p>• literary devices including sound techniques (e.g., rhyme, rhythm, meter, alliteration) and figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony, symbolism).</p> <p>B. Write multi-page informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles and interviews, that include:</p> <ul style="list-style-type: none"> • a problem and solution when appropriate to the topic, 	<p>A. Write short stories, poems, and plays that include:</p> <ul style="list-style-type: none"> • varying organizational methods, • relevant illustrations, • dialogue • a literary conflict, <p>• literary elements including characterization, setting, plot, theme, point of view, tone, and style,</p> <p>• literary devices including sound techniques (e.g., rhyme, rhythm, meter, alliteration) and figurative language (e.g., personification, simile, metaphor, hyperbole, irony, symbolism).</p> <p>B. Write multi-page informational pieces such as descriptions, research papers, evaluations, and essays, that include:</p> <ul style="list-style-type: none"> • a variety of methods to develop the main idea. 	<p>A. Write short stories, poems and plays that include:</p> <ul style="list-style-type: none"> • varying organizational methods, • relevant illustrations, • dialogue, • a literary conflict, • varying characteristics (e.g., limerick, epic, whimsical, dramatic), • literary elements (Standard 1.3.11.B.), • literary devices (Standard 1.3.11.C.). <p>B. Write complex informational pieces such as research papers, analyses, evaluations, and essays, that include:</p>	<p>A. Write short stories, poems, and plays that consciously include:</p> <ul style="list-style-type: none"> • varying organizational methods and characteristics • relevant illustrations • dialogue • a literary conflict • varying literary characteristics • literary elements • literary devices <p>• detailed descriptions</p> <p>B. Write complex informational pieces using:</p>

9	10	11	12
<ul style="list-style-type: none"> • appropriate language and details, • cause and effect, • relevant graphics such as graphs, illustrations, photographs, and tables, and • use of primary and secondary sources. <p>C. Write persuasive pieces that:</p> <ul style="list-style-type: none"> • include a clearly stated position or opinion, • include convincing, elaborated and properly cited evidence, • develop reader interest, • anticipate and counter reader concerns and arguments, and • utilize a single method to advance the argument or position. <p>D. Maintain a written record of activities, course work, experience, honors, and interests.</p> <p>*E. Write a multi-page personal narrative including:</p> <ul style="list-style-type: none"> • clear chronological sequence and 	<ul style="list-style-type: none"> • purposeful language and specific details, • cause and effect, • relevant graphics such as graphs, illustrations, photographs, and tables, and • use of primary and secondary sources. <p>C. Write persuasive pieces that:</p> <ul style="list-style-type: none"> • include a clearly stated position or opinion, • include convincing, elaborated and properly cited evidence, • develop reader interest, • anticipate and counter reader concerns and arguments, and • utilize two methods to advance an argument or position. <p>D. Maintain a written record of activities, course work, experience, honors, and interests.</p> <p>E. Expand a multi-page personal narrative including:</p>	<ul style="list-style-type: none"> • a variety of methods to develop the main idea, • precise language and specific detail, • cause and effect, • relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables, and • use of primary and secondary sources. <p>C. Write persuasive pieces that:</p> <ul style="list-style-type: none"> • include a clearly stated position or opinion, • include convincing, elaborated and properly cited evidence, • develop reader interest, • anticipate and counter reader concerns and arguments, and • include a variety of methods to advance the argument or position. <p>D. Maintain a written record of activities, course work, experience, honors, and interests.</p>	<ul style="list-style-type: none"> • a well-developed topic • precise language and specific detail • cause and effect • relevant graphics • primary and secondary sources • various models of development (e.g., definition, analogy) <p>C. Write persuasive pieces that:</p> <ul style="list-style-type: none"> • develop a clearly stated position/opinion, • include pertinent documented evidence, • develop reader interest, • address reader arguments and concerns, and • select the method of development to best advance the argument or position to the audience. <p>D. Maintain a written record (i.e., portfolio) organized by theme or topic which includes:</p> <ul style="list-style-type: none"> • activities • coursework • honors • interests <p>E. Write a personal resume that could be</p>

9	10	11	12
<ul style="list-style-type: none"> • specific and narrative details. <p>* The writers think E. should be added in light of PSSA at grade 9. We further recommend adding a developmentally appropriate form of the component to Grade Standard 1.4.8.E to better prepare students for the ninth grade writing assessment.</p>	<ul style="list-style-type: none"> • clear chronological sequence • specific and narrative details and • dialogue as appropriate 	E. Write a personal resume.	effectively utilized as part of a college application, a scholarship application, or a job application.

Pennsylvania Content Standards Grade Level Benchmarks

1.5. Quality of Writing

9	10	11	12
<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task, and audience. • Experiment with various points of view. <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of, consider and organize information. • Employ the most effective format for purpose and audience. • Write fully-developed paragraphs that have details and information specific to the topic and relevant to the focus. <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within 	<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task, and audience. • Demonstrate the effective use of various points of view. <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of, evaluate and organize information. • Employ the most effective format for purpose and audience. • Write fully-developed paragraphs that have details and information specific to the topic and relevant to the focus. <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order throughout 	<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Establish and maintain a single point of view. <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of, analyze and organize information. • Employ the most effective format for purpose and audience. • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order throughout 	<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task, and audience. • Maintain a single point of view. <p>B. Write using well-developed and appropriate content.</p> <ul style="list-style-type: none"> • Gather, verify, and synthesize information. • Utilize the most effective format for purpose and audience. • Write fully-developed paragraphs specific to the topic and relevant to the focus. <p>C. Write with effective and logical organization that supports unity and</p>

9	10	11	12
<p>sentences and between paragraphs using meaningful transitions.</p> <ul style="list-style-type: none"> Develop an introduction which engages the audience while establishing topic and purpose. Restate the topic and purpose in the conclusion. <p>D. Write by utilizing stylistic aspects of composition.</p> <ul style="list-style-type: none"> Use different types and lengths of sentences. Establish appropriate tone and voice through the use of precise language*. <p>E. Revise writing while reflecting on the logic of organization, central idea, content, paragraph development, level of detail, style, tone and word choice and clarifying purpose, audience, and genre.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> Spell all words correctly. Use capital letters correctly. Punctuate correctly (period, exclamation point, question marks, commas, quotation marks, apostrophe, colon, semicolon, parentheses, hyphen). 	<p>the piece.</p> <ul style="list-style-type: none"> Develop an introduction which engages the audience while establishing topic and purpose. Summarize the topic and purpose in the conclusion. <p>D. Write by consciously incorporating stylistic aspects of composition.</p> <ul style="list-style-type: none"> Use different types and lengths of sentences. Establish deliberate tone and voice through the use of precise language. <p>E. Revise writing to improve level of detail, style, tone, word choice and clarity of purpose, audience, and genre.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> Spell all words correctly. Use capital letters correctly. Punctuate correctly (period, exclamation point, question marks, commas, quotation marks, apostrophe, colon, semicolon, 	<p>the piece.</p> <ul style="list-style-type: none"> Include an effective introduction and conclusion. <p>D. Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> Use different types and lengths of sentences. Use precise language. <p>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.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> Spell all words correctly. Use capital letters correctly. Punctuate correctly (period, exclamation point, question mark, 	<p>clarity.</p> <p>D. Write with effective style.</p> <p>E. Revise writing to improve:</p> <ul style="list-style-type: none"> Style Word choice Sentence variety Paragraph development Clarity of meaning Organization in the context of purpose, audience, and genre. <p>F. Edit writing using:</p> <ul style="list-style-type: none"> Correct spelling.

9	10	11	12
<ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Use complete sentences. <p>G. Present and/or defend written work for publication when appropriate.</p>	<p>parentheses, hyphen, brackets, and ellipsis).</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Use complete sentences. <p>G. Present and/or defend written work for publication when appropriate.</p>	<p>commas, quotation marks, apostrophe, colon, semicolon, parentheses, hyphen, brackets, and ellipsis).</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). <p>G. Present and/or defend written work for publications when appropriate.</p>	<ul style="list-style-type: none"> • Appropriate mechanics and punctuation. • Proper syntax <p>G. Present and/or defend written work for publication when appropriate.</p>

Pennsylvania Content Standards Grade Level Benchmarks

1.6 Speaking and Listening

9	10	11	12
<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Analyze information, ideas, and opinions to determine relevancy. • Take notes when needed. <p>B. Listen to selections of literature</p>	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Analyze information, ideas, and opinions to determine relevancy. • Take notes when needed. <p>B. Listen to selections of literature</p>	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Synthesize why information, ideas and opinions are relevant or irrelevant. • Take notes. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Evaluate the relevancy of information, ideas and opinions. • Take notes.

9	10	11	12
<p>(fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Identify conflicts and predict resolutions. • Summarize events and explain the significant points. • Identify and define new words and concepts. • Analyze the selections. <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use a variety of sentence structures. • Adjust pace according to audience and purpose. • Adjust volume, content and style for different audiences. <p>D. Contribute to discussions.</p>	<p>(fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Identify conflicts and predict resolutions. • Summarize and analyze and interpret the selections. • Identify and define new words and concepts. • Analyze and interpret the selections. <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use a variety of sentence structures to add interest to a presentation. • Adjust pace according to purpose and audience. • Adjust volume, content and style to provide emphasis or to influence different audiences. <p>D. Contribute to discussions.</p>	<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Predict solutions to identified problems. • Summarize and reflect on what has been heard. • Identify and define new words and concepts. • Analyze and synthesize the selections relating them to other selections heard or read. <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use a variety of sentence structures to add interest to a presentation. • Pace the presentation according to audience and purpose. • Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience. 	<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Make predictions. • Summarize and reflect on content. • Identify and define new words and concepts. • Analyze and synthesize the selections relating them to other selections heard or read. <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Adjust presentation according to audience and purpose. • Use effective verbal communication skills to create the desired impression or effect on the audience. • Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.

9	10	11	12
<ul style="list-style-type: none"> • Ask relevant, probing questions to gain information, clarify thinking, and understand others. • Respond to questions asked with relevant information, ideas or opinions. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, explain by example, or enhance responses when asked. • Support opinions with relevant evidence. • Paraphrase and summarize when necessary. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. 	<ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Promote total group participation. • Clarify, explain by example, or enhance responses when asked. • Paraphrase and summarize when necessary. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. 	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Facilitate total group participation. • Introduce relevant, facilitating information, ideas and opinions to enrich the discussion. • Paraphrase and summarize as needed. <p>E. Participate in small and large group discussions and presentations.</p>	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Enhance the discussion by introducing and responding with relevant, facilitating information, ideas and opinions. • Listen to and acknowledge the contributions of others. • Facilitate equitable participation by the total group. • Paraphrase and summarize as needed. <p>E. Participate in discussions and presentations.</p>

9	10	11	12
<ul style="list-style-type: none"> • Select a topic and present an oral reading. • Conduct interviews as part of the research process. • Plan and participate in informal debates. • Analyze group discussions. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Analyze the validity of information received through different media sources. • Critique the role of media in advertising. • Create an effective multi-media presentation for display or transmission that demonstrates an understanding of a specific topic or use. 	<ul style="list-style-type: none"> • Select and present an oral reading on a specific topic. • Conduct interviews. • Participate in an informal interview. • Plan and participate in informal debates on a particular issue. • Critique group discussions. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Use media to gather information for assignments and projects. • Evaluate the role of media in advertising. • Create a multi-media presentation for display or transmission that demonstrates an understanding of a specific topic or issue. 	<ul style="list-style-type: none"> • Initiate everyday conversation. • Select and present an oral reading on an assigned topic. • Conduct interviews. • Participate in a formal interview (e.g., for job, college). • Organize and participate in informal debate around a specific topic. • Use evaluation guides (National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television). <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Use various forms of media to elicit information to make a student presentation, complete class assignments and projects. • Evaluate the role of media in focusing attention and forming opinions. • Create a multi-media (e.g., film, music, computer-graphic, verbal) presentation for display or transmission that 	<ul style="list-style-type: none"> • Initiate conversation. • Present oral readings for a specific purpose. • Conduct interviews. • Participate effectively in formal interview situations. • Engage in informal debate on a particular topic. • Critically evaluate group discussion. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Use various forms of media to obtain information for a particular intent. • Validate the impact of media on public opinion. • Utilize a variety of media to design and develop effective presentations for a specific purpose.

9	10	11	12
		<p>demonstrates an understanding of a specific topic or issue or teaches others about it.</p>	

Pennsylvania Content Standards Grade Level Benchmarks

1.7 Characteristics and Functions of the English Language

9	10	11	12
<p>A. Explain the origins and meanings of common, learned and foreign words used frequently in English language.</p> <p>B. Investigate new words that have been added to the English language over time.</p> <p>C. Evaluate speech, writing, and literature to determine its non-conformity to standard American English.</p>	<p>A. Recognize the influence of historical events on the English language.</p> <p>B. Recognize how differences in language can lead to stereotyping.</p> <p>C. Recognize the role and influence of new words upon the English language.</p>	<p>A. Describe the influence of historical events on the English language.</p> <p>B. Analyze when differences in language are a source of negative or positive stereotypes among groups.</p> <p>C. Explain and evaluate the role and influence of the English language within and across countries.</p>	<p>A. Analyze the influence of historical events on the English language.</p> <p>B. Evaluate language variations and their effect on societal groups.</p> <p>C. Demonstrate an understanding of the role and influence of new words upon the English language.</p>

--	--	--	--

1.8 Research

9	10	11	12
<p>A. Select and refine a topic for research</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the source. • Select essential sources (e.g., dictionaries, encyclopedias, and other reference materials, interviews, observation and computer databases). • Use table of contents, indices, keywords, cross references, and appendices. • Use traditional and electronic research tools. 	<p>A. Select and refine a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases). • Use table of contents, indices, keywords, cross references, and appendices. • Use traditional and electronic search tools. 	<p>A. Select and refine a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases). • Use table of contents, indices, keywords, cross references, and appendices. • Use traditional and electronic search tools. 	<p>A. Select, refine, and narrow a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Use a variety of reliable primary and secondary resources to research topic. • Evaluate the importance and quality of the sources. • Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, observations, and computer media). • Use table of contents, indices, keywords, cross references, and appendices. • Use traditional and electronic search

9	10	11	12
<p>research tools.</p> <p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Take notes relevant to the research topic. • Develop a thesis statement based on the research. • Anticipate the needs of your audience. • Give precise, formal credit for others' ideas, images or information using a standard method of documentation. • Use formatting techniques (e.g., headings, graphics) to aid reader understanding. • Identify steps necessary to carry out research project. 	<p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Take notes relevant to the research topic. • Develop a thesis statement based on the research. • Anticipate readers' problems or misunderstandings. • Give precise, formal credit for others' ideas, images or information using a standard method of documentation. • Use formatting techniques (e.g., headings, graphics) to aid reader understanding. • Identify steps necessary to carry out research project. 	<p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Take notes relevant to the research topic. • Develop a thesis statement based on the research. • Anticipate readers' problems or misunderstandings. • Give precise, formal credit for others' ideas, images or information using a standard method of documentation. • Use formatting techniques (e.g., headings, graphics) to aid reader understanding. 	<p>tools.</p> <p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Take notes relevant to the research topic. • Develop a thesis statement based on the research. • Anticipate readers' problems or misunderstandings. • Give precise, formal credit for others' ideas, images or information using a standard method of documentation. • Use formatting techniques (e.g., headings, graphics) to aid reader understanding. • Carry out the research project. <p>D. Present and/or defend written work for publication when appropriate.</p>