

# KEYSTONE LITERATURE ENHANCEMENT COURSE



Pocono Mountain School District

## Keystone Literature Enhancement

The Pocono Mountain School District, in coordination with the Pennsylvania Department of Education, requires students to score Proficient on the Keystone Literature exam as a graduation requirement. The Keystone Literature Enhancement course is designed to remediate students who were not proficient on the Keystone Literature exam to help them score proficient on the Keystone Literature retest.

### Course Description:

The Keystone Literature Enhancement course will focus on content, strategies, and test taking skills for the Keystone Literature exam. Primary content focus will be based on integration of previous student deficiencies based on data into the relevant Keystone Eligible Content Standards. Continued integration and spiral review of non-proficient topics will be incorporated into lessons during the course to help ensure mastery of the eligible content standards.

Students will receive 57-63 minutes of instruction for the Keystone Literature Enhancement course for 45 days. This class will be count as a .25 elective credit. Ongoing communication between the enhancement teacher, students and parents will occur through progress reports, report cards, phone contacts, email, conferences, etc.

### Student Selection:

Students were recommended for this class as a result of not meeting proficiency requirements on the Keystone Literature Exam.

### Instructional Strategies:

Core instructional content based on eligible content standards will be reinforced through the use of:

- Direct instruction
- Guided instruction
- Modeling/Discussion
- Independent practice
- Computer assisted technology (Ex. Study Island and other resources listed in curriculum)
- Cooperative Learning
- Constructed response through guided and independent writing practice
- Other strategies/activities based on class and individual needs
- Differentiated Instruction

### Data and Assessment:

Previous data will be utilized to identify areas of need at the beginning of the course along with the pre-test.

Ongoing Assessment:

- As each topic is taught, teachers will track proficiency using a checklist based on eligible content standards.
- Deficiencies will be addressed through spiraling and integration of content into future lessons to help students meet proficiency.
- Formative and summative assessments will be utilized as part of classroom assessment practices.
- Diagnostic assessments including the STAR, CDT's and Study Island assessments will be used as additional information for differentiation.
- Assessments will be shared through communication between the ELA enhancement and ELA teachers throughout the year.

A post-test will be given to determine growth of each student at the end of the 45 days.

- Student data from the post-test will be available for students' year-long ELA teacher for review and use in addressing any additional areas of need.
- Post-test information will also be used to continually evaluate the Keystone Literature Enhancement course focus and strategies.

**Differentiating Instruction:**

Study Island and other resources listed in the curriculum will be utilized to help differentiate instruction based on student data and needs.

<b>Keystone Literature Enhancement MODULE 1: FICTION</b>	<b>State Standard Area/Unit: 1.3 READING LITERATURE</b>	<b>Time Frame: 45 Days</b>
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<p><b>PA COMMON CORE STANDARD</b></p> <p><b>1.3 READING LITERATURE</b>  <b>Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b></p> <p><b>KEY IDEAS AND DETAILS</b></p> <ul style="list-style-type: none"> <li>• <b>Theme:</b> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.A:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> </ul> </li> <li>• <b>Text Analysis:</b> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.B:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</li> </ul> </li> <li>• <b>Literary Elements:</b> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.C:</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul> </li> </ul> <p><b>CRAFT AND STRUCTURE</b></p> <ul style="list-style-type: none"> <li>• <b>Point of View</b> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.D:</b> Determine an author's particular point of view and analyze how rhetoric advances the point of view.</li> </ul> </li> <li>• <b>Text Structure</b> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.E:</b> Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.F:</b> Analyze how words and phrases shape meaning and tone in texts.</li> </ul> </li> </ul> <p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b></p> <ul style="list-style-type: none"> <li>• <b>Sources of Information</b> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.G:</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li> </ul> </li> <li>• <b>Text Analysis</b> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.H:</b> Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</li> </ul> </li> </ul>	<p><b>INSTRUCTIONAL TOOLS</b></p> <p>Core instructional content based on eligible content standards will be reinforced through the use of:</p> <ul style="list-style-type: none"> <li>▪ Academic histories</li> <li>▪ Data sharing with ELA Teachers</li> <li>▪ Direct instruction</li> <li>▪ Teacher feedback</li> <li>▪ Common Core Appendix B Exemplars Starter Passages</li> <li>▪ Thoughtful questioning</li> <li>▪ Thinking Maps</li> <li>▪ Learning journals</li> <li>▪ Conferencing</li> <li>▪ Personalized instruction</li> <li>▪ Interactive small group cliques</li> <li>▪ Continued review and teacher modeling</li> <li>▪ Independent practice</li> <li>▪ Computer assisted technology (Ex. Study Island and other resources listed in curriculum)</li> <li>▪ Researched based learning strategies</li> <li>▪ Constructed response through guided and independent assignments</li> <li>▪ Other research based strategies/activities as per class and individual needs</li> <li>▪ Closure-Ticket out</li> </ul> <p><i>*Erickson, H. L.. (2007) Concept-based curriculum and instruction for the thinking</i></p>
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<p><b>VOCABULARY ACQUISITION AND USE</b></p> <ul style="list-style-type: none"> <li>• <b>Strategies</b> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.I:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</li> <li>○ <b>CC.1.3.9-10.J:</b> Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</li> </ul> </li> </ul> <p><b>RANGE OF READING</b></p> <ul style="list-style-type: none"> <li>○ <b>CC.1.3.9-10.K:</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</li> </ul>	
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ESSENTIAL QUESTIONS	VOCABULARY	ASSESSMENT
<ol style="list-style-type: none"> <li>1. How do you determine a theme or central idea of a text and analyze its details in the development over the course of the text? Include how the theme emerges and is shaped by specific details; provide an objective summary of the text.</li> <li>2. How do you cite strong and thorough textual evidence to support the analysis of what the text says explicitly, including inferences and conclusions based upon the author's explicit assumptions and beliefs about a subject?</li> <li>3. How do you analyze complex characters' development over the course of a text? Include how they (the characters) interact with other characters. How does this advance the plot?</li> <li>4. How do you determine an author's point of view? How does rhetoric advance the point of view?</li> <li>5. How do you analyze an author's choice, concerning how to structure text, order events, and manipulate time to create</li> </ol>	<ul style="list-style-type: none"> <li>• Keystone Literature Glossary</li> <li>• CCSS Appendix C and teacher selected vocabulary needed for close reading of complicated text</li> <li>• Shostik's Vocabulary as it relates to primary sources and cross-curricular text</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• CBA's (Curriculum Based Assessments)</li> <li>• Collaborative learning</li> <li>• Graphic organizers</li> <li>• Journals/logs</li> <li>• KWL</li> <li>• Surveys, polls and exit slips</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Benchmark assessment</li> <li>• Pre &amp; Post Tests (Study Island, USATestPrep.com)</li> <li>• Individual or group vocabulary projects and presentations</li> <li>• Study Island Assessments</li> <li>• Keystone Assessment</li> <li>• Portfolio</li> <li>• Rubrics</li> </ul> <p><b>Diagnostic</b></p> <ul style="list-style-type: none"> <li>• CDTs</li> <li>• STAR</li> <li>• IRI's (Individual Reading Inventory)</li> </ul>

<p>an effect?</p> <ol style="list-style-type: none"> <li>6. How do words and phrases shape meaning and tone in texts?</li> <li>7. How do you analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment?</li> <li>8. How do you analyze how an author draws on and transforms themes, topics, character types, and or other text elements from source material in a specific work?</li> <li>9. How do you clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, using a range of strategies and tools?</li> <li>10. How do you demonstrate understanding of figurative language, word relationships, and shades of meaning of words across content areas within grade appropriate level texts?</li> </ol>		<p>Inventories)</p> <ul style="list-style-type: none"> <li>• CBA's (Curriculum Based Assessments that will guide instruction)</li> <li>• Study Island</li> </ul>
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Unit of Instruction Literature	KEYSTONE ASSESSMENT ANCHOR DESCRIPTORS	KEYSTONE ELIGIBLE CONTENT OBJECTIVES
	<p><b>UNIT 1: READING FOR MEANING--FICTION:</b></p> <ul style="list-style-type: none"> <li>• L.F.1.1: Use appropriate strategies to analyze an <u>author's purpose</u> and how it is achieved in literature.</li> <li>• L.F.1.2: Use appropriate strategies to determine and clarify meaning of <u>vocabulary</u> in literature.</li> <li>• L.F.1.3: Use appropriate strategies to <u>comprehend</u> literature during the reading process.</li> </ul> <p><b>UNIT 2: ANALYZING AND INTERPRETING LITERATURE—FICTION</b></p> <ul style="list-style-type: none"> <li>• L.F.2.1: Use appropriate strategies to <u>make and support interpretations</u> of literature.</li> <li>• L.F.2.2: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary <u>forms</u>.</li> <li>• L.F.2.3: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary <u>elements</u>.</li> <li>• L.F.2.4: Use appropriate strategies to <u>identify and analyze text organization and structure</u> in literary fiction.</li> <li>• L.F.2.5: Use appropriate strategies to <u>identify and analyze essential and nonessential information</u> in literary fiction.</li> </ul> <p><b>UNIT 3: CONSTRUCTED RESPONSE</b></p> <p><b>1.4 Writing:</b></p> <p><b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p> <ul style="list-style-type: none"> <li>• <b>CC.1.4.9-10.S:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</li> <li>• <b>CC.1.4.9-10.A:</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</li> <li>• <b>CC.1.4.9-10.G:</b> Write arguments to support claims in an analysis of substantive topics.</li> </ul>	<p><b>UNIT 1: Author's Purpose</b></p> <ul style="list-style-type: none"> <li>○ <b>L.F.1.1.1:</b> Identify and/or analyze the author's intended purpose of a text.</li> <li>○ <b>L.F.1.1.2:</b> Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</li> <li>○ <b>L.F.1.1.3:</b> Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</li> </ul> <p><b>UNIT 1: Vocabulary</b></p> <ul style="list-style-type: none"> <li>○ <b>L.F.1.2.1:</b> Identify and/or apply a synonym or antonym of a word used in a text.</li> <li>○ <b>L.F.1.2.2:</b> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</li> <li>○ <b>L.F.1.2.3:</b> Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</li> <li>○ <b>L.F.1.2.4:</b> Draw conclusions about connotations of words.</li> </ul> <p><b>UNIT 1: Comprehension</b></p> <ul style="list-style-type: none"> <li>○ <b>L.F.1.3.1:</b> Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</li> <li>○ <b>L.F.1.3.2:</b> Summarize the key details and events of a nonfictional text, in part or as a whole.</li> </ul> <p><b>INTERPRETATION &amp; ANALYSIS</b></p> <p><b>UNIT 2: Make &amp; Support Interpretations</b></p> <ul style="list-style-type: none"> <li>○ <b>L.F.2.1.1:</b> Make inferences and/or draw conclusions based on analysis of a text.</li> <li>○ <b>L.F.2.1.2:</b> Cite evidence from a text to support generalizations.</li> </ul> <p><b>UNIT 2: Compare, Analyze, and Evaluate Literary Forms</b></p> <ul style="list-style-type: none"> <li>○ <b>L.F.2.2.1:</b> Analyze how literary form relates to and/or influences meaning of a text.</li> <li>○ <b>L.F.2.2.2:</b> Compare and evaluate the characteristics that distinguish fiction from literary fiction.</li> <li>○ <b>L.F.2.2.3:</b> Explain, interpret, compare, describe, analyze,</li> </ul>

and/or evaluate connections between texts.

- **L.F.2.2.4:** Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

**UNIT 2: Compare, Analyze, and Evaluate Literary Elements**

- **L.F.2.3.1:** Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator, speaker, or subject of a biography.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
  - the relationship between characters and other components of a text
  - the development of complex characters and their roles and functions within a text
- **L.F.2.3.2:** Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- **L.F.2.3.3:** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- **L.F.2.3.4:** Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period
- **L.F.2.3.5:** Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of

	<p>fiction:</p> <p>the relationship between the tone, style, and/or mood and other components of a text</p> <ul style="list-style-type: none"> <li>▪ how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>▪ how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> <li>○ <b>L.F.2.3.6:</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of fiction: <ul style="list-style-type: none"> <li>▪ the point of view of the narrator as first person or third person point of view</li> <li>▪ the impact of point of view on the meaning of a text as a whole</li> </ul> </li> </ul> <p><b>UNIT 2: Identify and Analyze Text Organization and Structure</b></p> <ul style="list-style-type: none"> <li>○ <b>L.F.2.4.1:</b> Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</li> </ul> <p><b>UNIT 2: Identify and Analyze Essential and Nonessential Information</b></p> <ul style="list-style-type: none"> <li>○ <b>L.F.2.5.1:</b> Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</li> <li>○ <b>L.F.2.5.2:</b> Identify, explain, and analyze the structure of poems and sound devices.</li> <li>○ <b>L.F.2.5.3:</b> Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</li> </ul> <p><b>UNIT 3: CONSTRUCTED RESPONSE</b></p> <p><b>1.4 Writing:</b></p> <p><b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p> <ul style="list-style-type: none"> <li>○ <b>CC.1.4.9-10.S:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</li> <li>○ <b>CC.1.4.9-10.A:</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</li> <li>○ <b>CC.1.4.9-10.G:</b> Write arguments to support claims in an</li> </ul>
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		analysis of substantive topics.
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DIFFERENTIATION ACTIVITIES:		
<p><b>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</b>  <b>Study Island, Reading Coach, Keystone Released items and other resources listed in the curriculum will be utilized to help differentiate instruction based on student data and needs.</b></p>		
<b>MAINTENANCE</b>	<ul style="list-style-type: none"> <li>➤ Based on student academic histories, small group instruction will be comprised of Grade 9-10 band of the Common Core Curriculum and Keystone Eligible Content, using the same grade level passages including primary sources, documentaries, speeches, etc., supporting informational Common Core Standards and Keystone Eligible Content from the student's point of challenge.</li> <li>➤ Students will be provided with opportunities for guided practice of challenging concepts in a small group setting. Tickets out will monitor academic development of these concepts.</li> <li>➤ Periodic fluency checks will be administered as needed, and a running record of results will be documented.</li> <li>➤ Take-home practice will be distributed for concept reinforcement.</li> <li>➤ On-going mandatory student conferencing will be held and documented in learning journals.</li> </ul>	<b>SUSTAINABILITY</b>
		<p><b>REVIEW AND REINFORCEMENT</b></p> <ul style="list-style-type: none"> <li>▪ Guided application in cross-curricular disciplines</li> <li>▪ Cooperative groups</li> <li>▪ Educational games</li> <li>▪ Technology-based activities</li> <li>▪ Continued formative assessment</li> <li>▪ Power point</li> <li>▪ Motivational techniques</li> <li>▪ Multi-modality guided instruction</li> <li>▪ YouTube</li> <li>▪ Teacher-to-teacher consultation</li> </ul>

## RESOURCES

### Common Core State Standards (National Common Core)

- Appendix A: Nonfiction Resources
- Appendix B: Fiction Resources
- Appendix C: Vocabulary
- Common Core Exemplars

### Print Sources

- Released Keystone Modules
- Primary source documents
- Short Stories, excerpts, and poetry aligned to the exemplars listed in Appendix B
- Prefixes/Suffixes/Roots Power Points and resources
- Keystone Glossary to the Assessment Anchors and Eligible Content
- *Pennsylvania PSSA Coach Triumph Learning*
- Additional teacher selected resources

### Digital Sources

- SAS Portal
- Study Island
- Quizlet
- Quizlet Flash Cards <http://quizlet.com/13537297/keystone-exams-literature-terms-flash-cards/>
- EnglishForEveryone.org
- USATestPrep.com
- Test Designer [http://www.testdesigner.com/questions/Reading\\_Strategies/Grade\\_10](http://www.testdesigner.com/questions/Reading_Strategies/Grade_10)
- K12 Reader <http://www.k12reader.com/grade-level/9th-10th-grade-worksheets/>
- Reading Comprehension <http://www.teachervision.fen.com/reading-comprehension/skill-builder/55665.html>
- <http://udltechtoolkit.wikispaces.com/>
- Purdue's Online Writing Lab <http://owl.english.purdue.edu/owl/>
- Literary Analysis <http://www.sophia.org/selecting-topics-for-literary-analysis-tutorial>
- eReading Worksheets <http://www.ereadingworksheets.com/>
- <http://www.ereadingworksheets.com/e-reading-worksheets/all-reading-worksheets-list/>
- Additional teacher selected online resources
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### Teacher Created Materials

- Graphic organizers
- CLOSE reading
- Student created content journals

**In addition to the resources listed above, resources are available on the Staff Share drive.**

Pocono Mountain School District  
Keystone Enhancement Course  
Checklist – Fiction

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

ELA Teacher: \_\_\_\_\_

Enhancement Course Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

	Past Test Score PSSA/Keystone	CDT	Pretest	Practice	Practice	Practice	Practice	Post Test
<b>UNIT 1: READING FOR MEANING-- FICTION:</b>	Date  Score	Date  Score	Date  Score	Date  Score	Date  Score	Date  Score	Date  Score	Date  Score
L.F.1.1: Use appropriate strategies to analyze an <u>author's purpose</u> and how it is achieved in literature.								
L.F.1.2: Use appropriate strategies to determine and clarify meaning of <u>vocabulary</u> in literature.								
L.F.1.3: Use appropriate strategies to <u>comprehend</u>								

literature during the reading process.								
<b>UNIT 2: ANALYZING AND INTERPRETING LITERATURE— FICTION</b>	Date Score	Date Score	Date Score	Date Score	Date Score	Date Score	Date Score	Date Score
L.F.2.1: Use appropriate strategies to <u>make and support interpretations</u> of literature.								
L.F.2.2: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary forms.								
L.F.2.3: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary elements.								
L.F.2.4: Use appropriate strategies to <u>identify and analyze text organization and structure</u> in literary								

fiction.								
L.F.2.5: Use appropriate strategies to <u>identify and analyze essential and nonessential information</u> in literary fiction.								
<b>UNIT 3: CONSTRUCTED RESPONSE</b>								
1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.								
CC.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.								
CC.1.4.9-10.A: Write informative/								

explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.								
CC.1.4.9-10.G: Write arguments to support claims in an analysis of substantive topics.								

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<b>Keystone Literature Enhancement MODULE 2: NONFICTION</b>	<b>State Standard Area/Unit: 1.2: READING INFORMATIONAL TEXT</b>	<b>Time Frame: 45 Days</b>
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<p><b>1.2 READING INFORMATIONAL TEXT</b>  <b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• <b>Main Idea:</b> <ul style="list-style-type: none"> <li>○ <b>1.2.9-10.A:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> </ul> </li> <li>• <b>Text Analysis:</b> <ul style="list-style-type: none"> <li>○ <b>1.2.9-10.B:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</li> <li>○ <b>1.2.9-10.C:</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> </ul> </li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• <b>Point of View</b> <ul style="list-style-type: none"> <li>○ <b>1.2.9-10.D:</b> Determine an author's particular point of view and analyze how rhetoric advances the point of view.</li> </ul> </li> <li>• <b>Text Structure</b> <ul style="list-style-type: none"> <li>○ <b>1.2.9-10.E:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ <b>1.2.9-10.F:</b> Analyze how words and phrases shape meaning and tone in texts.</li> </ul> </li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• <b>Integration of Evaluation Evidence, Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <b>1.2.9-10.G:</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized</li> </ul> </li> </ul>	<p><b>INSTRUCTIONAL TOOLS</b></p> <p>Core instructional content based on eligible content standards will be reinforced through the use of:</p> <ul style="list-style-type: none"> <li>▪ Academic histories</li> <li>▪ Data sharing with ELA Teachers</li> <li>▪ Direct instruction</li> <li>▪ Teacher feedback</li> <li>▪ Common Core Appendix B Exemplars Starter Passages</li> <li>▪ Thoughtful questioning</li> <li>▪ Thinking Maps</li> <li>▪ Learning journals</li> <li>▪ Conferencing</li> <li>▪ Personalized instruction</li> <li>▪ Interactive small group cliques</li> <li>▪ Continued review and teacher modeling</li> <li>▪ Independent practice</li> <li>▪ Computer assisted technology (Ex. Study Island and other resources listed in curriculum)</li> <li>▪ Researched based learning strategies</li> <li>▪ Constructed response through guided and independent assignments</li> <li>▪ Other research based strategies/activities as per class and individual needs</li> <li>▪ Closure-Ticket out</li> </ul> <p><i>*Erickson, H. L.. (2007) Concept-based curriculum and instruction for the</i></p>
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<p>in each account</p> <ul style="list-style-type: none"> <li>• <b>Integration of Knowledge and Ideas Analysis Across Texts</b> <ul style="list-style-type: none"> <li>◦ <b>1.2.9-10.H:</b> Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</li> </ul> </li> <li>• <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>◦ <b>1.2.9-10.I:</b> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</li> </ul> </li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>• <b>1.2.9-10.J:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>• <b>1.2.9-10.K:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</li> </ul> <p><b>Range of Reading</b></p> <ul style="list-style-type: none"> <li>• <b>1.2.9-10.L:</b> Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</li> </ul>	<p>thinking</p>
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ESSENTIAL QUESTIONS	VOCABULARY	ASSESSMENT
<ol style="list-style-type: none"> <li>1. How do you determine and provide an objective summary of the central idea of a text and analyze its development over the course of the text? Include how it emerges, how it is shaped, and refined by specific details.</li> <li>2. How do you cite strong and thorough textual evidence to support analysis of what the text says explicitly? How do you include inferences and conclusions that are based on an author's explicit assumptions and beliefs about a subject?</li> <li>3. While applying the strategies of analyzing, interpreting, and evaluating, How does an author unfold an analysis or a series of events, including the order in which the points are made, introduced, developed as well as the connections that are drawn between them?</li> <li>4. How do you determine an author's point of view? How does rhetoric advance the point of view?</li> <li>5. How do you analyze in detail an author's ideas or claims? How are these developed and refined by particular sentences, paragraphs, or larger portions of text?</li> <li>6. How do words and phrases shape meaning and tone in texts?</li> <li>7. How do you analyze various accounts of a subject told in different mediums (print and multimedia)? How do you determine which details are emphasized in each account?</li> <li>8. How do you delineate and evaluate the argument and specific claims in a text? How do you assess the validity of</li> </ol>		<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• CBA's (Curriculum Based Assessments)</li> <li>• Collaborative learning</li> <li>• Graphic organizers</li> <li>• Journals/logs</li> <li>• KWL</li> <li>• Surveys, polls and exit slips</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Benchmark assessment</li> <li>• Pre &amp; Post Tests (Study Island, USATestPrep.com)</li> <li>• Individual or group vocabulary projects and presentations</li> <li>• Study Island Assessments</li> <li>• Keystone Assessment</li> <li>• Portfolio</li> <li>• Rubrics</li> </ul> <p><b>Diagnostic</b></p> <ul style="list-style-type: none"> <li>• CDTs</li> <li>• STAR</li> <li>• IRI's (individual Reading Inventories)</li> <li>• CBA's (Curriculum Based Assessments that will guide instruction)</li> <li>• Study Island</li> </ul>

<p>reasoning and relevance of evidence in a text?</p> <p>9. How do you acquire and use accurately general academic and domain specific words and phrases for reading, writing, speaking and listening at the college and career readiness level?</p> <p>10. How do you demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression?</p> <p>11. How do you clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, using a range of strategies and tools?</p>		
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Unit of Instruction Informational Text	KEYSTONE ASSESSMENT ANCHOR DESCRIPTORS	KEYSTONE ELIGIBLE CONTENT OBJECTIVES
	<p><b>UNIT 1: READING FOR MEANING--NONFICTION:</b></p> <ul style="list-style-type: none"> <li>L.N.1.1: Use appropriate strategies to analyze an <u>author's purpose</u> and how it is achieved in literature.</li> <li>L.N.1.2: Use appropriate strategies to determine and clarify meaning of <u>vocabulary</u> in literature.</li> <li>L.N.1.3: Use appropriate strategies to <u>comprehend</u> literature during the reading process.</li> </ul> <p><b>UNIT 2: ANALYZING AND INTERPRETING LITERATURE—NONFICTION</b></p> <ul style="list-style-type: none"> <li>L.N.2.1: Use appropriate strategies to <u>make and support interpretations</u> of literature.</li> <li>L.N.2.2: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary <u>forms</u>.</li> <li>L.N.2.3: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary <u>elements</u>.</li> <li>L.N.2.4: Use appropriate strategies to <u>identify and analyze text organization and structure</u> in literary nonfiction.</li> <li>L.N.2.5: Use appropriate strategies to <u>identify and analyze essential and nonessential information</u> in literary nonfiction.</li> </ul> <p><b>UNIT 3: CONSTRUCTED RESPONSE</b></p> <ul style="list-style-type: none"> <li>1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. <ul style="list-style-type: none"> <li>CC.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</li> <li>CC.1.4.9-10.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</li> <li>CC.1.4.9-10.G: Write arguments to support claims in an analysis of substantive topics.</li> </ul> </li> </ul>	<p><b>UNIT 1: AUTHOR'S PURPOSE</b></p> <ul style="list-style-type: none"> <li>L.N.1.1.1: Identify and/or analyze the author's intended purpose of a text.</li> <li>L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</li> <li>L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</li> <li>L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.</li> </ul> <p><b>UNIT 1: VOCABULARY</b></p> <ul style="list-style-type: none"> <li>L.N.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.</li> <li>L.N.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</li> <li>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</li> <li>L.N.1.2.4: Draw conclusions about connotations of words.</li> </ul> <p><b>UNIT 1: COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</li> <li>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</li> <li>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</li> </ul> <p><b>INTERPRETATION &amp; ANALYSIS</b></p> <p><b>UNIT 2: MAKE &amp; SUPPORT INTERPRETATIONS</b></p> <ul style="list-style-type: none"> <li>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</li> <li>L.N.2.1.2: Cite evidence from a text to support generalizations.</li> </ul>

## **UNIT 2: COMPARE, ANALYZE, AND EVALUATE LITERARY FORMS**

- L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

## **UNIT 2: COMPARE, ANALYZE, AND EVALUATE LITERARY ELEMENTS**

- L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:  
Note: Character may also be called narrator, speaker, or subject of a biography.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
  - the relationship between characters and other components of a text
  - the development of complex characters and their roles and functions within a text
- L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5: Explain, interpret, compare, describe, analyze,

and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
  - the point of view of the narrator as first person or third person point of view
  - the impact of point of view on the meaning of a text as a whole

**UNIT 2: IDENTIFY AND ANALYZE TEXT ORGANIZATION AND STRUCTURE**

- L.N.2.4.1: Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2: Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4: Make connections between a text and the content of graphics and charts.
- L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

**UNIT 2: IDENTIFY AND ANALYZE ESSENTIAL AND NONESSENTIAL INFORMATION**

- L.N.2.5.1: Differentiate between fact and opinion.
- L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3: Distinguish essential from nonessential information.
- L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6: Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

		<p><b>UNIT 3: CONSTRUCTED RESPONSE</b></p> <p><b>1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p> <ul style="list-style-type: none"> <li>○ <b><u>CC.1.4.9-10.S:</u></b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</li> <li>○ <b><u>CC.1.4.9-10.A:</u></b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</li> <li>○ <b><u>CC.1.4.9-10.G:</u></b> Write arguments to support claims in an analysis of substantive topics.</li> </ul>
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## DIFFERENTIATION ACTIVITIES:

**Teacher directed differentiated instructional projects and activities are ongoing and based on student need.**

**Study Island, Reading Coach, Keystone Released items and other resources listed in the curriculum will be utilized to help differentiate instruction based on student data and needs.**

<b>MAINTENANCE</b>	<ul style="list-style-type: none"><li>➤ Based on student academic histories, small group instruction will be comprised of Grade 9-10 band of the Common Core Curriculum and Keystone Eligible Content, using the same grade level passages including primary sources, documentaries, speeches, etc., supporting informational Common Core Standards and Keystone Eligible Content from the student's point of challenge.</li><li>➤ Students will be provided with opportunities for guided practice of challenging concepts in a small group setting. Tickets out will monitor academic development of these concepts.</li><li>➤ Periodic fluency checks will be administered as needed, and a running record of results will be documented.</li><li>➤ Take-home practice will be distributed for concept reinforcement.</li><li>➤ On-going mandatory student conferencing will be held and documented in learning journals.</li></ul>	<b>SUSTAINABILITY</b>	<p><b>REVIEW AND REINFORCEMENT</b></p> <ul style="list-style-type: none"><li>▪ Guided application in cross-curricular disciplines</li><li>▪ Cooperative groups</li><li>▪ Educational games</li><li>▪ Technology-based activities</li><li>▪ Continued formative assessment</li><li>▪ Power point</li><li>▪ Motivational techniques</li><li>▪ Multi-modality guided instruction</li><li>▪ YouTube</li><li>▪ Teacher-to-teacher consultation</li></ul>
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## RESOURCES

### Common Core State Standards (National Common Core)

- Appendix A: Nonfiction Resources
- Appendix B: Fiction Resources
- Appendix C: Vocabulary
- Common Core Exemplars

### Print Sources

- Released Keystone Modules
- Primary source documents
- Prefixes/Suffixes/Roots Power Points and resources
- Reputable newspaper, journal and magazine articles aligned to the exemplars listed in Appendix B
- Keystone Glossary to the Assessment Anchors and Eligible Content
- *Pennsylvania PSSA Coach Triumph Learning*
- Additional teacher selected resources

### Digital Sources

- SAS Portal
- Study Island
- Quizlet
- Quizlet Flash Cards <http://quizlet.com/13537297/keystone-exams-literature-terms-flash-cards/>
- EnglishForEveryone.org
- USATestPrep.com
- Test Designer [http://www.testdesigner.com/questions/Reading\\_Strategies/Grade\\_10](http://www.testdesigner.com/questions/Reading_Strategies/Grade_10)
- K12 Reader <http://www.k12reader.com/grade-level/9th-10th-grade-worksheets/>
- Reading Comprehension <http://www.teachervision.fen.com/reading-comprehension/skill-builder/55665.html>
- <http://udltechtoolkit.wikispaces.com/>
- Purdue's Online Writing Lab <http://owl.english.purdue.edu/owl/>
- Literary Analysis <http://www.sophia.org/selecting-topics-for-literary-analysis-tutorial>
- eReading Worksheets <http://www.ereadingworksheets.com/>
- <http://www.ereadingworksheets.com/e-reading-worksheets/all-reading-worksheets-list/>
- Additional teacher selected online resources

### Teacher Created Materials

- Graphic organizers
- CLOSE reading
- Student created content journals

**In addition to the resources listed above, resources are available on the Staff Share drive.**

Pocono Mountain School District  
Keystone Enhancement Course  
Checklist – Non-Fiction

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

ELA Teacher: \_\_\_\_\_

Enhancement Course Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

	Past Test Score PSSA/Keystone	CDT	Pretest	Practice	Practice	Practice	Practice	Post Test
<b>UNIT 1: READING FOR MEANING-- NONFICTION:</b>	Date  Score	Date  Score	Date  Score	Date  Score	Date  Score	Date  Score	Date  Score	Date  Score
Use the spaces below to check when completed and monitor progress								
L.N.1.1: Use appropriate strategies to analyze an <u>author's purpose</u> and how it is achieved in literature.								
L.N.1.2: Use appropriate strategies to determine and clarify meaning of <u>vocabulary</u> in literature.								

L.N.1.3: Use appropriate strategies to <u>comprehend</u> literature during the reading process.								
<b>UNIT 2: ANALYZING AND INTERPRETING LITERATURE— NONFICTION</b>								
L.N.2.1: Use appropriate strategies to <u>make and support interpretations</u> of literature.								
L.N.2.2: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary forms.								
L.N.2.3: Use appropriate strategies to <u>compare, analyze, and evaluate</u> literary elements.								

L.N.2.4: Use appropriate strategies to <u>identify and analyze text organization and structure</u> in literary nonfiction.								
L.N.2.5: Use appropriate strategies to <u>identify and analyze essential and nonessential information</u> in literary nonfiction.								
<b>UNIT 3: CONSTRUCTED RESPONSE</b>								
1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate								

content.								
CC.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.								
CC.1.4.9-10.A: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.								
CC.1.4.9-10.G: Write arguments to support claims in an analysis of substantive topics.								

Student Name: _____ Study Island Topic	Date	Your Results Items: Score	Grade (A, P, B, BB)	Number of Questions Completed
<b>Pretest</b>				
• Pretest - Reading				
<b>Vocabulary Strategies</b>				
• Synonyms & Antonyms (L.F.1.2.1/L.N.1.2.1)				
• Affixes and Roots (L.F.1.2.2/L.N.1.2.2)				
• Context Clues (L.F.1.2.3/L.N.1.2.3)				
• Multiple Meaning Words (L.F.1.2.3/L.N.1.2.3)				
• Connotation and Denotation (L.F.1.2.4/L.N.1.2.4)				
<b>Reading for Meaning</b>				
• Author's Purpose (L.F.1.1.1, L.F.1.1.2 L.N.1.1.1, L.F.1.1.2)				
• Author's Technique (L.F.1.1.3 L.N.1.1.3, L.N.1.1.4)				
• Main Idea and Supporting Details (L.F.1.3.1/L.N.1.3.1, L.N.1.3.3, L.N.2.5.3)				
• Summarization (L.F.1.3.2/L.N.1.3.2)				
• Conclusions, Inferences, and Generalizations (L.F.2.1.1, L.F.2.1.2 L.N.2.1.1, L.N.2.1.2)				
• Connections Between Texts (L.F.2.2.3 L.N.1.3.3, L.N.2.2.3)				

<b>Analyzing and Interpreting Literature</b>				
<ul style="list-style-type: none"> <li>Genres (L.F.2.2.1, L.F.2.2.2, L.F.2.2.4 L.N.2.2.1, L.N.2.2.2)</li> </ul>				
<ul style="list-style-type: none"> <li>Characters (L.F.2.3.1/L.N.2.3.1)</li> </ul>				
<ul style="list-style-type: none"> <li>Setting (L.F.2.3.2/L.N.2.3.2)</li> </ul>				
<ul style="list-style-type: none"> <li>Plot (L.F.2.3.3/L.N.2.3.3)</li> </ul>				
<ul style="list-style-type: none"> <li>Theme (L.F.2.3.4/L.N.2.3.4)</li> </ul>				
<ul style="list-style-type: none"> <li>Tone, Style, and Mood (L.F.2.3.5/L.N.2.3.5)</li> </ul>				
<ul style="list-style-type: none"> <li>Point of View (L.F.2.3.6/L.N.2.3.6)</li> </ul>				
<ul style="list-style-type: none"> <li>Cultural &amp; Historical Significance (L.F.2.4.1)</li> </ul>				
<ul style="list-style-type: none"> <li>Literary Devices (L.F.2.5.1)</li> </ul>				
<ul style="list-style-type: none"> <li>Structure and Elements of Poetry (L.F.2.2.4, L.F.2.5.2)</li> </ul>				
<ul style="list-style-type: none"> <li>Structure and Elements of Drama (L.F.2.2.4, L.F.2.5.3)</li> </ul>				
<b>Analyzing and Interpreting Nonfiction</b>				
<ul style="list-style-type: none"> <li>Informational Documents (L.N.1.1.3, L.N.2.2.2,</li> </ul>				

L.N.2.4.1)				
• Directions (L.N.2.4.2)				
• Text Organization (L.N.1.3.3, L.N.2.4.3, L.N.2.4.4, L.N.2.4.5)				
• Fact & Opinion (L.N.2.5.1, L.N.2.5.2, L.N.2.5.3)				
• Bias & Propaganda Techniques (L.N.2.5.4, L.N.2.5.5)				
• Author's Argument (L.N.2.5.6)				
<b>Post Test</b>				
• Post Test - Reading				