

IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	Keystone Literature Remediation		

Unit / Concept	<p>Introduction/About the Pennsylvania Keystone Literature Exam, review of alignment, depth of knowledge, exam format, item and scoring format, literature exam directions, and general description of scoring guidelines for literature, discuss test-taking strategies</p> <ul style="list-style-type: none"> ● Module 1: Fiction <ul style="list-style-type: none"> ○ Unit 1: Reading for Meaning <p>XL: Reading Strategies: Main Idea; Audience, Purpose, and Tone Writing Strategies: Organizing Writing; Topic Sentences and Thesis Statements</p>					
Big Ideas	<ul style="list-style-type: none"> ● Vocabulary Development ● Main Idea and Details ● Author's Purpose 					
Essential Questions	<ul style="list-style-type: none"> ● Which text is most formal? ● How are reading and writing connected? ● How does literature mirror life? ● Why is it important to read from a variety of genres? ● How can we analyze/summarize a piece of writing? ● How are various texts organized? ● How do experience and personality influence your interpretation of the text? ● How do the words and mood show attitude? ● What is the history surrounding the text? ● What are the underlying messages in the text? ● How is the theme supported within the text? ● How do we draw meaning and understanding from a given text? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> ● Determine the main idea of a passage ● Compare passages for subjective and objective tone ● Identify audience and purpose ● Compare passages for tone ● Order topics from broadest to narrowest ● Organize information by main idea ● Choose the topic sentence that best captures the main idea ● Identify thesis statements 					
Q1: Augus 29- November 2	Smart Objectives (SWBAT):	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Vocabulary
August/ September	<ul style="list-style-type: none"> ● Read and follow written multi-step directions or procedures to accomplish a 	Unit 1: Reading for Meaning <ul style="list-style-type: none"> ● Lesson 1: Vocabulary Development 	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C	L.F.1	L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2,	synonyms, antonyms, prefix, suffix, main idea,

	<ul style="list-style-type: none"> task or complete an assignment Use outlines and graphic organizers, such as semantic webs, to plan reports Contribute to group discussions by offering comments to clarify and interpret ideas and information Ask and respond to questions to clarify information Identify affixes and prefixes in literature Read to understand the main idea of a complex text Write an effective summary of a given passage Recognize author's purpose Critically analyze and assess the meaning of a text 	<ul style="list-style-type: none"> Lesson 2: Main Idea and Details Lesson 3: Author's Purpose 	CC.1.3.9-10.E CC.1.3.9-10.I CC.1.3.9-10.J		L.F.1.1.1, L.F.1.1.2	Synonym, antonym, main idea, summary, interpret, analyze,
October/ November	<ul style="list-style-type: none"> Identify affixes and prefixes in literature Read to understand the main idea of a complex text Write an effective summary of a given passage Recognize author's purpose Critically analyze and assess the meaning of a text 	Unit 1: Reading for Meaning <ul style="list-style-type: none"> Lesson 1: Vocabulary Development Lesson 2: Main Idea and Details Lesson 3: Author's Purpose 	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.E CC.1.3.9-10.I CC.1.3.9-10.J	L.F.1	L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.1.1.1, L.F.1.1.2	
Resources	Schoology, Google Applications, IXL , <i>Keystone Literature Finish Line</i> Consumable text					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed					

Support	multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations, module review
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IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	Keystone Literature Remediation		

Unit / Concept	<p>Module 1: Fiction</p> <ul style="list-style-type: none"> Unit 2: Analyzing and Interpreting Literature <p>XL:</p> <p>Reading Strategies: Literary Devices</p> <p>Writing Strategies: Developing and Supporting Arguments; Persuasive Strategies</p>
Big Ideas	<ul style="list-style-type: none"> Making Inferences and Drawing Conclusions Literary Form Character, Setting, and Plot Elements of a Narrative The World of Literature Figurative Language and Literary Devices
Essential Questions	<ul style="list-style-type: none"> What are the elements of the story? What techniques is the author using to help me experience the reading? Is the author using language in a special way? How can I use what I already know to better understand what I am reading? Who is the most important character (the protagonist)? What does the character want? Is there a character that wants to prevent the main character from getting what he wants (the antagonist)? Who are the supporting characters? How do the characters relate to each other? What does each character want? How do the characters' words and actions reflect the conflict and action of the story? What can you tell about the character from what they say, what they do, what the narrative reveals about them, and how other characters respond to them? How do characters grow and change in response to the events of the story, and how does their growth and change affect the events of the story? How does the author want me to feel when I read a text? What techniques does the author use to make me feel an emotion? Do I feel what the author intends? Who is telling the story? What can you tell about the narrative from reading the story? Is the narrator reliable? How does the author's choice of point of view and narrative style affect the story?
Key Learning Objectives &	<ul style="list-style-type: none"> Identify the narrative point of view Interpret the meaning of an allusion from its source

Skills	<ul style="list-style-type: none"> Recall the source of an allusion Interpret figures of speech Classify figures of speech: euphemism, hyperbole, oxymoron, paradox Classify figures of speech: review Analyze the effects of figures of speech on meaning and tone Distinguish facts from opinions Identify stronger and weaker evidence to support a claim Choose the best evidence to support a claim Identify supporting evidence in a text Evaluate counterclaims Choose the analysis that logically connects the evidence to the claim Transition logically between claims, evidence, analysis, and counterclaims Classify logical fallacies Identify appeals to ethos, pathos, and logos in advertisements Use appeals to ethos, pathos, and logos in persuasive writing 					
Q2: November 3- January 19	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Vocabulary
November	<ul style="list-style-type: none"> Analyze and interpret literature through critical thinking Figure out details by combining what you know with what the author tells you Draw conclusions to determine facts and inferences Make generalizations about the ideas the author is trying to convey Differentiate between a narrative, poetry, or drama Analyze prose Analyze paragraph structure Understand story elements Understand character, setting, and plot structures Identify where the story takes place Understand chronological order, flashbacks, flash forwards Analyze the main events of plot: exposition, rising action, climax, falling 	Unit 2: Analyzing and Interpreting Literature <ul style="list-style-type: none"> Lesson 4: Making Inferences and Drawing Conclusions Lesson 5: Literary Form Lesson 6: Character, Setting, and Plot 	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.E CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.F CC.1.3.9-10.G CC.1.3.9-10.H	L.F.1 L.F.2	L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.3, L.F.2.2.4, L.F.2.5.2, L.F.2.5.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.1.1.3, L.F.2.4.1, L.F.2.5.1	Inference, conclusion, narrative, allusion, euphemism, hyperbole, oxymoron, paradox, facts v. opinion, claim, counterclaim, logical fallacy, ethos, pathos, logo, interpret, analyze, poetry, character, setting, plot, tone, style, mood, satire, flashback, foreshadowing, irony, dialect

	action, resolution				
December/ January	<ul style="list-style-type: none"> Analyze other aspects of a narrative that deeply affect the meaning of a text: theme, tone, style, mood, and point of view Identify the way author's convey emotion through text Differentiate between syntax and diction Different the point of views in various texts Recognize cultural and historical factors in a given text Identify how a genre is classified Use figurative language to create a special effect or feeling Identify figurative language to enliven a text and provide a voice to it Use literary devices to help authors create the mood, tone, and style of a work by emphasizing meaning in vivid ways 	Unit 2: Analyzing and Interpreting Literature <ul style="list-style-type: none"> Lesson 7: Elements of a Narrative Lesson 8: The World of Literature Lesson 9: Figurative Language and Literary Devices Module 1 Practice & Review 	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.E CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.F CC.1.3.9-10.G CC.1.3.9-10.H	L.F.1 L.F.2	L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.3, L.F.2.2.4, L.F.2.5.2, L.F.2.5.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.1.1.3, L.F.2.4.1, L.F.2.5.1
Resources	Schoology, Google Applications, IXL , <i>Keystone Literature Finish Line</i> Consumable text				
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting				
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks				
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations, module review				

IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	Keystone Literature Remediation		

Unit / Concept	Module 2: Nonfiction <ul style="list-style-type: none"> Unit 3: Reading for Meaning IXL: Reading Strategies: Analyzing Literature Writing Strategies: Creative Techniques; Writing Clearly and Concisely; Active and Passive Voice					
Big Ideas	<ul style="list-style-type: none"> Vocabulary Skills Author's Purpose in Nonfiction Main Idea and Informational Text 					
Essential Questions	<ul style="list-style-type: none"> What is the difference between fiction and nonfiction? How can synonyms and antonyms help a reader to shape their understanding the text? How do supporting details help a reader to identify the main idea of a text? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> Analyze short stories: set 1 Analyze short stories: set 2 Identify elements of poetry Use personification Transitions with conjunctive adverbs Avoid double, illogical, and unclear comparisons Identify sentences with parallel structure Use parallel structure Remove redundant words or phrases Identify active and passive voice Rewrite the sentence in active voice 					
Q3: January 20- March 27	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Vocabulary

January/ February	<ul style="list-style-type: none"> Identify unfamiliar words in an informational text Identify synonyms and antonyms Identify how affixes change the meaning of a word Use context clues to determine the meaning of unfamiliar words or words that have multiple meanings Draw conclusions about the connotations of words Differentiate between explain, inform, teach, describe, and persuade Identify the main idea and supporting details in a nonfiction text 	Unit 3: Reading for Meaning <ul style="list-style-type: none"> Lesson 10: Vocabulary Skills Lesson 11: Author's Purpose in Nonfiction Lesson 12: Main Idea in Information Text 	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.J CC.1.2.9-10.K	L.N.1	L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3	Synonyms, antonyms, affix, context clues, connotations, informational, personification, parallel structure, active versus passive voice, personification, conjunctive adverbs
March	<ul style="list-style-type: none"> Identify unfamiliar words in an informational text Identify synonyms and antonyms Identify how affixes change the meaning of a word Use context clues to determine the meaning of unfamiliar words or words that have multiple meanings Draw conclusions about the connotations of words Differentiate between explain, inform, teach, describe, and persuade Identify the main idea and supporting details in a nonfiction text 	Unit 3: Reading for Meaning <ul style="list-style-type: none"> Lesson 10: Vocabulary Skills Lesson 11: Author's Purpose in Nonfiction Lesson 12: Main Idea in Information Text 	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.J CC.1.2.9-10.K	L.N.1	L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3	
Resources	Schoology, Google Applications, IXL , <i>Keystone Literature Finish Line</i> Consumable text					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					

Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations, module review
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IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	Keystone Literature Remediation		

Unit / Concept	<p>Module 2: Nonfiction</p> <ul style="list-style-type: none"> ● Analyzing and Interpreting Nonfiction <p>IXL:</p> <p>Reading Strategies: Analyzing Informational Texts</p> <p>Writing Strategies: Editing and Revising; Research Skills</p>
Big Ideas	<ul style="list-style-type: none"> ● Inferences, Conclusions, and Generalization ● Varieties of Nonfiction ● Elements of Nonfiction ● Text Structure ● Using Organizational Features ● Fact and Opinion
Essential Questions	<ul style="list-style-type: none"> ● What is the author's purpose? ● What techniques is the author using? ● How is the author using language to support his purpose? ● How can I use what I already know to better understand what I am reading? ● What is the form of the nonfiction world of literature? ● What is probably the purpose of this writing? ● What does the author want the reader to think or feel? ● How do the different characteristics of this form of writing support the author's purpose? ● Any written text tells a story, but what kinds of stories does nonfiction tell? ● What kind of plot does a political speech have? ● What is the setting of the description of a scientific experiment? ● How does tone affect the way you feel about the product in an advertisement? ● How does the point of view condition the way you feel about the subject of a biography, as compared with the same subject's autobiography?

Key Learning Objectives & Skills	<ul style="list-style-type: none"> Analyze the development of informational passages: set 1 Analyze the development of informational passages: set 2 Trace an argument: set 1 Trace an argument: set 2 Analyze rhetorical strategies in historical texts: set 1 Analyze rhetorical strategies in historical texts: set 2 Use the correct frequently confused word Identify and correct errors with frequently confused words Identify and correct errors with frequently confused pronouns and contractions Correct errors with commonly misspelled words Correct errors with signs Correct errors in everyday use Suggest appropriate revisions Understand a Works Cited entry (MLA 7th edition) Recognize the parts of a Works Cited entry (MLA 8th edition) Use in-text citations (MLA 8th edition) Identify plagiarism 					
Q4: March 28- June 2	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Vocabulary
March/April	<ul style="list-style-type: none"> Apply the skills learned from making inferences, drawing conclusions, and making generalizations from the fiction unit to the nonfiction unit Make inferences in nonfiction texts Draw conclusions in nonfiction texts Make generalizations in nonfiction texts Differentiate between fact and opinion Identify the different styles of literary nonfiction: <ul style="list-style-type: none"> Informational nonfiction Biography Autobiography Personal essay Persuasive essay Functional document Advertisement 	Unit 4: Analyzing and Interpreting Nonfiction <ul style="list-style-type: none"> Lesson 13: Inferences, Conclusions, and Generalizations Lesson 14: Varieties of Nonfiction Lesson 15: Elements of Nonfiction 	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.L CC.1.3.9-10.K	L.N.2	L.N.2.1.1, L.N.2.1.2, L.N.2.2.2, L.N.2.2.1, L.N.2.2.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.3, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.4.1, L.N.2.4.2, L.N.2.4.3, L.N.2.4.4, L.N.2.4.5, L.N.2.5.1, L.N.2.5.2	Rhetoric, argument, informational, works cited, research, plagiarism, revision, Inferences, conclusions, generalization, biography, autobiography, personal essay, persuasive essay, functional document, advertisement, characters, setting, cause and effect, chronological order, compare and contrast, order of importance, problems and solutions, organizational features,
May/June	<ul style="list-style-type: none"> Identify the organizational 	Unit 4: Analyzing and Interpreting	CC.1.2.9-10.A	L.N.2	L.N.2.1.1,	

	<ul style="list-style-type: none"> • order and structure of a text • Differentiate between sequence of events and chronological order • Identify cause and effect relationships in a text • Identify passages structured with compare and contracts information • Analyze news articles to identify order of importance, problems and solutions, and questions and answers • Differentiate and identify organizational features: <ul style="list-style-type: none"> ○ Titles ○ Headings and subheadings ○ Bulleted and numbered lists ○ Boldface and italic print ○ Illustrations and photographs ○ Charts and graphs ○ Diagrams ○ Maps • Distinguish fact from opinion • Analyze and explain the author's use of facts and opinions in a text • Distinguish between essential and nonessential information in an author's argument 	<p>Nonfiction</p> <ul style="list-style-type: none"> • Lesson 16: Text Structure • Lesson 17: Using Organizational Features • Lesson 18: Fact and Opinion • Module 2 Practice & Review 	<p>CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.L CC.1.3.9-10.K</p>		<p>L.N.2.1.2, L.N.2.2.2, L.N.2.2.1, L.N.2.2.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.3, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.4.1, L.N.2.4.2, L.N.2.4.3, L.N.2.4.4, L.N.2.4.5, L.N.2.5.1, L.N.2.5.2</p>	<p>propaganda</p>
Resources	<p>Schoology, Google Applications, IXL, <i>Keystone Literature Finish Line</i> Consumable text</p>					
Formative Assessments	<p>Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting</p>					
Summative Assessments	<p>Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks</p>					
Strategies for ELL and IEP Support	<p>1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers,</p>					

visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations, module review

