

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Keystone Literature Remediation

Course Number: To be determined

Course Prerequisites: A level of English 9 and English 10

Special Requirements: Basic or Below Basic score on the Pennsylvania Keystone Exam.

Relationship to Other Planned Instruction: This course will be implemented upon a student's failing score on the Pennsylvania Keystone Literature Exam

Course Description: The course is designed to provide students who have passed English 10 but scored at the basic or below basic level on the Keystone Literature Exam with remediation as preparation for the Keystone Exam retakes. Throughout the half-year course, the curriculum will emphasize review and remediation of Keystone glossary terms, literary practice, informational text practice, and open-ended writing strategies and practice. Students will also take the Classroom Diagnostic test three times during the semester to assess progress and areas of need. The course reflects the Pennsylvania Language Arts Common Core State Standards.

Suggested Grade Level(s): Grades 10-12

Length of Course: X One Semester Two Semesters Other
(Describe)

Units of Credit: .5 (Insert **NONE** if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)
(Insert certificate title and CSPG#) English 7-12, CSPG #42: Communication, CSPG #36

Certification verified by WCSD Human Resources Department:
 X Yes No

Textbook Adoption:

Textbooks:

- Common Core Coach: American Literature and Informational Texts I/ triumphlearning ISBN-13: 978-1-62362-023-3
- Common Core Coach: American Literature Assessments ISBN-13: 978-1-62362-035-6

Supplemental Books:

- Prentice Hall Literature, grade 10 ©2010
- *Preparation for State Reading Assessments*, Prestwick House. Levels:
 - 10 ISBN: 978-158049319-2
 - 11 ISBN: 978-1-935467-29-8

Teacher Resources:

- Keystone Exams: Literature Assessment Anchors and Eligible Content with Sample Questions, Literature Exemplars and Glossary
- Study Island - Keystone Literature
- Teacher resources supplied by Prentice Hall
- Kelly Gallagher Article of the Week Website kellygallagher.org/resources/articles.html

BOARD APPROVAL:

Date Written: June 2014

Date Approved: _____

Implementation Year: 2014-2015

Pennsylvania Common Core Standards addressed (code and description):

1.2.9-10 Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- A** 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.
- 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.

- C** 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.
- D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- E** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- F** Analyze how words and phrases shape meaning and tone in texts.
- G** 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 in each account.
- H** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- I** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- K** 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.
- L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3.9-10 Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- A** 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.
- 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.
- C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- D** Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- F** Analyze how words and phrases shape meaning and tone in texts.
- G** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- I** 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.
- K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4.9-10 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (Informative/ Explanatory)

- G** Write arguments to support claims in an analysis of substantive topics.
- L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (Opinion/ Argumentative)
- P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (Narrative)
- S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- T** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1.5.9-10 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- D** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- E** Adapt speech to a variety of contexts and tasks.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10. 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)

L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5.B Analyze nuances in the meaning of words with similar denotations.

Outline of Content Sequence and Recommended Time (weeks or days) with Specific Educational Objectives to be Taught:

September / Late January:

Unit 1: Open-Ended Writing Lessons (2 weeks)

- Analysis and Review/ Keystone Literature Glossary
- Open-Ended Writing Lessons

- Reading Fiction

October /February:

Unit 2: Reading Fiction (5-6 weeks)

- Grammar Review: Sentences, Paragraphs, Punctuation and Capitalization
- Reading Fiction
- Reading Poetry
- Reading Drama

November /March:

Unit 3: Comparing Literature (1-2 weeks)

- Comparing Literature
- Reading Articles
- Reading Persuasive Texts

December /April:

Unit 4: Nonfiction: Including newspaper/ magazine/ journal articles; Persuasive texts, Historical Documents, Technical Texts, and Internet Sources (5-6 weeks)

- Reading Persuasive Texts
- Reading Historical Documents
- Reading Technical Texts

January /May:

Unit 5: Comparing Information Texts (1 - 2 weeks)

- Reading Internet Sources
- Comparing Informational Texts
- Exam Practice

Unit 6: Exam Practice (1 - 2 weeks) integrated into the semester

Suggested Formative Assessments:

Classroom Diagnostic Testing (CDT) should be done three times during the course.

- CDTs
- Study Island
- Class/ Individual Discussions
- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Games/ Puzzles
- Notetaking
- Outlining

- Open-ended written response; rough and/or revised drafts using the Keystone Literature Open-Ended Response Scoring Rubric
- Quizzes/tests

Summative Assessment:

- The retaking of the Keystone Exam will be the summative assessment.

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: X Yes _____ No

Course Challenge Assessment (Describe): Not applicable

WRITING TEAM: Stacey Ludwig, Debra Weigel

*With special thanks to Wilson Area School District whose planned course is the framework for Warren County's Planned Course.

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? X Yes _____ No
2. Does this course issue a mark/grade for the report card? X Yes _____ No
3. Does this course issue a Pass/Fail mark? _____ Yes X No
4. Is the course mark/grade part of the GPA calculation? X Yes _____ No
5. Is the course eligible for Honor Roll calculation? X Yes _____ No
6. What is the academic weight of the course?
 _____ No weight/Non-credit X Standard weight
 _____ Enhanced weight (Describe)