

***Diocese of Allentown***

***Secondary English***

***Language Arts Curriculum Guidelines***

***2016***

***The Mission of Catholic schools in the Diocese of Allentown is an essential part of the fulfillment of the educational ministry of the Roman Catholic Church. Its primary goal is the ongoing formation of the Christian person by developing the spiritual, intellectual, social, cultural, emotional and physical gifts of the students entrusted to our care. The Diocese is committed to schools of academic excellence in faith-filled environments that foster communities of faith. These Catholic communities integrate the knowledge and practice of the Faith, instilling in our students a life-long commitment to learning, to Catholic values, and to the service of others.***

The Diocese of Allentown, Office of Catholic Education, is pleased to offer the new English Language Arts Guidelines for implementation. These guidelines are based on the State Standards and have been aligned with the best practices and guidelines of all the Diocesan high schools. The curriculum, based on the State Standards, establishes high expectations for all students.

Updating the curriculum will require knowledge of shifts in the way educators instruct and assess students.

**The Shifts that are part of the ELA Curriculum, based on State Standards, are as follows:**

1. **Balancing informational and Literacy texts** – Students read a true balance of informational and literacy texts.
2. **Knowledge in the Disciplines** - Content area teachers outside of the ELA classroom emphasize cross-curricular literacy instruction in their planning and instruction.
3. **Staircase of Complexity** - Students will devote more time to close and careful reading of grade-appropriate text.
4. **Text-based Answers** - Students develop habits for making evidentiary arguments, both in conversation and in writing to demonstrate comprehension of a text.
5. **Writing from Sources** - Students develop the skill of using evidence, primary and secondary, in written and spoken arguments that respond to the ideas, events, facts, and arguments presented in the texts.
6. **Academic Vocabulary** - Students constantly build content-specific vocabulary to comprehend grade level complex texts across disciplines.

As educators gain insights into the shifts and their impact on teaching and learning, they will develop new best practices, new methods of relevant assessment, and will use student performance data to pinpoint student achievement.

The English Language Arts Curriculum Committee is acknowledged for its commitment of time and energy in developing the standards templates. The following educators, from each of the Diocese of Allentown high schools, are commended for their leadership and participation in the compilation of Guideline that aligned with all the Diocesan high school curriculums.

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| **English Chair** | **High School** |
| Mrs. Ann Charles  | Berks Catholic |
| Mrs. Ann Ruth  | Bethlehem Catholic |
| Mr. Joseph DeAngeloMs. Nicole Velekei | Marian Catholic |
| Mr. Edward Tabor  | Allentown Central  |
| Mrs. Frances Lukevics | Notre Dame  |
| Mrs. Kathryn Martocci | Pius X |
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| Sr. Anita Gallagher, IHM | Diocese of Allentown |

**Diocese of Allentown**

**Secondary English Language Arts Curriculum**

**1.2 Reading Informational Text**

**Students read, understand, and respond to informational text with an emphasis on comprehension, vocabulary acquisition, and synthesis among ideas and between texts with focus on factual evidence.**

* 1. **Reading Literature**

**Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and synthesis among ideas and between texts with a focus on textual evidence. Students read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

**Transfer Goal: Students will be able to independently use their learning to** comprehend and evaluate complex texts across a range of types and disciplines.

**“Big Idea”:** Effective readers use appropriate strategies to construct meaning.

**Essential Questions:**  -How do strategic readers create meaning from informational and literary text? - What is this text really about? -How do readers know what to believe? -How does a reader’s experience influence how a text is read? -How does a reader’s purpose influence how text should be read?

**1.4 Secondary Writing**

**Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate text.**

**1.5 Speaking and Listening**

**Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

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| **1.2 Reading Informational Text****Students read, understand, and respond to informational text with an emphasis on comprehension, vocabulary acquisition, and synthesis among ideas and between texts with focus on factual evidence.** |
| **1.2.9-10 Key Ideas and Details** |
| Grades 9 and 10 |
| 1. Analyzes the development of the central idea of a text.
2. Provides an objective summary of the text.
3. Cites explicit textual evidence as well as draw inferences to support analysis of a text.
4. Applies appropriate strategies to analyze how an author develops an idea(s) or presents events.
 |
| **1.2.9-10 Craft and Structure** |
| 1. Determines an author’s point of view and analyze how rhetoric advances the point of view.
2. Analyzes in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
3. Analyzes how words and phrases shape meaning and tone in text.
 |
| **1.2.9-10 Integration of Knowledge and Ideas** |
| 1. Analyzes various accounts of a subject told in different mediums such as print and multimedia.
2. Evaluates the argument and claims in a text, assessing the validity and relevance of evidence.
3. Analyzes seminal U.S. documents, including how they address related themes and concepts.
 |
| **1.2.9-10 Vocabulary Acquisition and Use** |
| 1. Acquires and use general academic and domain-specific words and phrases.
2. Demonstrates independence in comprehending vocabulary through various strategies.
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| **1.2 Reading Informational Text****Students read, understand, and respond to informational text with an emphasis on comprehension, vocabulary acquisition, and synthesis among ideas and between texts with focus on factual evidence.** |
| **1.2.11-12 Key Ideas and Details** |
| Grades 11 and 12 |
| 1. Analyzes the development of and the relationship between two or more central ideas of a text.
2. Provides an objective summary of the text.
3. Cites explicit and implicit textual evidence to support analysis of a text.
4. Analyzes the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.
 |
| **1.2.11-12 Craft and Structure** |
| 1. Evaluates how an author’s point of view or purpose shapes the content and style of a text.
2. Analyzes and evaluates the effectiveness of an author’s argument, including whether the points are clear, convincing, and engaging.
3. Evaluates how words and phrases shape meaning and tone in text.
 |
| **1.2.11-12 Integration of Knowledge and Ideas** |
| 1. Solves a problem or answers a question *(i.e. Is the U.S. Postal Service obsolete?)* by integrating and evaluating multiple sources of information presented in different media or formats, such as video, charts, and images.
2. Analyzes seminal texts based upon reasoning, premises, purposes, and arguments.
3. Analyzes foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
 |
| **1.2.11-12 Vocabulary Acquisition and Use** |
| 1. Acquires and uses general academic and domain-specific words and phrases.
2. Demonstrates independence in comprehending vocabulary through various strategies.
 |
| **1.3 Reading Literature: Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and synthesis among ideas and between texts with a focus on textual evidence.** |
| **1.3.9 and 1.3.10 Key Ideas and Details** |
| 1.3.9 (Grade 9) | 1.3.10 (Grade 10) |
| 1. Identifies and defines elements of a short story, novel, poem, and drama: plot, character, setting, point-of-view (types of narration), and theme.
2. Recognizes figures of speech and literary devices.
3. Identifies moral dilemmas in text to encourage moral decision making.
4. Understands and applies tenets of Christian humanism.
 | 1. Identifies and define elements of a short story, novel, poem, and drama: plot, character, setting, point-of-view (types of narration), and theme.
2. Recognizes figures of speech and literary devices.
3. Identifies moral dilemmas in text to encourage moral decision making.
4. Understands and applies tenets of Christian humanism.
5. Examines historical, social, artistic, and religious influences on literature of a particular period.
 |
| **1.3.9 and 1.3.10 Craft and Structure** |
| 1.3.9 (Grade 9) | * + 1. (Grade 10)
 |
| 1. Analyzes methods of characterization both direct and indirect.
2. Interprets and analyzes figures of speech, poetic structure, and sound devices.
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direct and indirect.1. Interprets and analyzes figures of speech, poetic structure, and sound devices.
2. Demonstrates an understanding of the author’s purpose.
3. Interprets multiple layers of meaning (literal and figurative).
4. Analyzes the impact the point-of-view has on the meaning of text.
5. Analyzes how complex characters advance the plot or develop the theme.
6. Analyzes the impact the imagery has on the meaning of the text.
 |
| **1.3.9-10 Integration of Knowledge and Ideas** |
| 1. Analyzes how different mediums interpret the original work. (Films, visual art, recordings, live productions, etc.)
2. Connects works of literature to other content areas including theology, social studies, the arts and technology.
3. Discusses seminal texts and evaluates reasoning, argument, and public advocacy found within them. (Public documents, speeches, addresses, etc.)
 |
| **1.3.9-10 Vocabulary Acquisition and Use** |
| 1. Determines or clarify the meaning of unknown and multiple-meaning words.
2. Acquires and uses grade-appropriate general academic and domain-specific words and phrases
3. Demonstrates independence in comprehending vocabulary through various strategies.
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| **1.3 Reading Literature: Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and synthesis among ideas and between texts with a focus on textual evidence.** |
| **1.3.11-12 Key Ideas and Details** |
| Grades 11 and 12 |
| 1. Demonstrates knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature.
2. Analyzes cultural impact on the work.
3. Recognizes and distinguishes between explicit and inferred meanings (irony, satire, understatement, etc.).
4. Cites strong and thorough textual evidence to support analysis of those meanings.
5. Identifies moral dilemmas in text to encourage moral decision making.
6. Understands and applies tenets of Christian humanism.
 |
| **1.3.11-12 Craft and Structure** |
| 1. Analyzes literary techniques the author uses to develop the work.
2. Evaluates how multiple themes relate in a complex work.
3. Evaluates thematic relationships between works.
4. Demonstrates how two or more texts from the same period treat similar themes or topics.
5. Evaluates how the narrative point-of-view shapes the content and style of a text.
6. Identifies and evaluates how the use of figurative language contributes to the meaning of the text as a whole.
7. Evaluates how words and phrases shape meaning and tone in texts.
 |
| **1.3.11-12 Integration of Knowledge and Ideas** |
| 1. Analyzes how different mediums interpret the original work. (Films, visual art, recordings, live productions, etc.)
2. Connects works of literature to other content areas including theology, social studies, the arts and technology.
3. Discusses seminal texts and evaluates reasoning, argument, and public advocacy found within them. (Public documents, speeches, addresses, etc.)
 |
| **1.3.11-12 Vocabulary Acquisition and Use** |
| 1. Determines or clarifies the meaning of unknown and multiple-meaning words.
2. Acquires and uses grade-appropriate general academic and domain-specific words and phrases
3. Demonstrates independence in comprehending vocabulary through various strategies.
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| **1.4 Secondary Writing****Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate text.** |
| **1.4.9-10 Familiarity with Research Skills** |
| 1. Reader’s guide, card catalogue, Dewey Decimal System, where applicable.
2. Uses computer research skills including pertinent web sites and search engines.
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| **1.4.9-10 Development of the Five Paragraph Essay** |
| 1. Provides a detailed look at the process of writing the essay.
2. Constructs a thesis driven five paragraph essay.
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| **1.4.9-10 Narrative Essay** |
| 1. Establishes context and selects necessary details about people, places, relationships and prior events that put the incident in perspective.
2. Establishes order of events to ensure a basic framework and understanding.
3. Includes sensory details and describes specific actions to bring the incident to life.
 |
| **1.4.9-10 Literary Analysis** |
| 1. Includes, but is not limited to, short story, poems, novels, plays and dramas.
2. Includes the writer’s interpretation, analysis, opinion and/or feelings about the piece of literature.
3. Evaluates use of literary elements, figurative language, theme, narrative development and meaning.
 |
| **1.4.9-10 Argumentative Essay** |
| 1. Generates arguments to support a precise claim.
2. Identifies strengths and limitations of alternate or opposing claims, anticipating reader’s prior knowledge.
 |
| **1.4.9-10 Expository Essay** |
| 1. Examines and conveys complex concepts, ideas and information accurately.
2. Writes with distinct focus by identifying topic, task and audience.
3. Includes evidence in support of a thesis: facts, definitions, quotations, examples, concrete details, etc.
4. Includes visual aids to organize and record information on charts, data tables, maps and graphs, when appropriate.
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| **1.4 Secondary Writing****Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate text.** |
| **1.4.11-12 Familiarity with Research Skills** |
| 1. Reader’s guide, card catalogue, Dewey Decimal System, where applicable.
2. Uses computer research skills included pertinent web sites and search engines.
3. Evaluates sources suitable for research.
 |
| **1.4.11-12 Research Paper** |
| 1. Identifies a topic or question to be answered.
2. Locates and evaluates information about the topic or question.
3. Narrows and focuses a thesis about the topic.
4. Incorporates evidence in support of a thesis/claim.
5. Integrates information from multiple sources.
6. Utilizes direct quotations, paraphrases and other evidence.
7. Cites sources using MLA documentation.
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| **1.4.11-12 Argument and Persuasion** |
| 1. Achieves a defendable thesis statement.
2. Presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals of a fair and reasonable argument.
3. Attributes sources of information when appropriate.
4. Uses logical organization and progression of ideas.
5. Addresses biases and opposing viewpoints.
6. Develops logical conclusions, supported by facts.
 |
| **1.4.11-12 Literary Analysis** |
| 1. Includes the writer’s interpretation, analysis, opinion, and/or feelings about

 the piece of literature.1. Evaluates use of literary elements, figurative language, theme, literary forms, narrative

development and meaning. |
| **1.4.11-12 Personal Essay: College Application (\*Can be used in 11th or 12th grade)** |
| 1. Reflects the author’s personal experiences or observations and will be used in conjunction

with the college application. T. Clearly defines audience and purpose. U. Maintains informed use of specific evidence from writer’s experience or observations,  including any personal research. |
| **\*1.4.11-12 Essay Writing: Methods of Development – The following methods of development are suggested for essay writing.** |
| * Cause and Effect
* Classification
* Compare and Contrast
* Criterion based evaluation (standards of judgment)
* Definition
* Description
* Narration
* Process Analysis
 |
| * 1. **Secondary Writing - Components: Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.**
 |
| **1.4. 9-12 Ideas and Content** |
| 1. Writes with an identifiable purpose and for a specific audience.
2. Maintains a clear, narrow focus to support the topic.
3. Provides sufficient, relevant, and carefully selected details for support.
4. Demonstrates a thorough, balanced explanation of the topic.
5. Includes ideas and details that show original perspective and insight.
 |
| **1.4.9-12 Organization** |
| 1. Includes a strong beginning or introduction that draws in the reader and includes a thesis statement or implied thesis.
2. Places details appropriately to support the main idea or thesis.
3. Uses effective transitions among all elements (sentences, paragraph, and ideas)
4. Employs a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.
5. Creates an ending that provides a sense of resolution or closure.
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| **1.4.9-12 Writer’s Voice** |
| 1. Shows awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.
2. Conveys a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.
3. Chooses appropriate voice (e.g., formal, informal, academic discourse) for application.
4. Uses engaging and expressive language that shows a commitment to the topic.
5. Uses language appropriate to purpose, topic, and audience.
 |
| **1.4.9-12 Word Choice** |
| 1. Uses accurate, specific, powerful words and phrases that effectively convey the intended message.
2. Uses vocabulary that is original, varied and natural.
3. Uses words that evoke clear images.
4. Uses literal and figurative language intentionally when appropriate.
5. Uses clichés only when appropriate to purpose.
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| **1.4 Secondary Writing - Conventions: The following topics are to be taught in grade 9 and reviewed in other grades as needed. This section is a priority in grades 9 and 10 since it serves as a foundation for writing and literary analysis.** |
| **1.4.9-12 Mechanics** |
| 1. Capitalization:
* holidays
* place/regional names
* languages
* historical events
* organizations
* academic courses (e.g., algebra/Algebra 1)
* product names
* words used as names (e.g., Grandpa, Aunt Lyn)
* literary titles (book, story, poem, play, song)
* titles (Mr., Mrs., Dr., Ph.D.)
* abbreviations (FBI, NHS)
* proper adjectives (e.g., German shepherd, Chinese restaurant)
1. Punctuation
* Commas: items in a series; greetings and closings of letters; introductory words, phrases and clauses; direct address; interrupters; explanatory elements; independent clauses; modifiers
* Colons: letter salutations, lists and examples
* Semicolons: independent clauses, conjunctive adverbs, expressions in a series
* Hyphens, Dashes, Parentheses, Ellipses, and Brackets
* Quotation Marks: dialogue, titles, exact words from source
* Underlining and Italics: titles, vessels (e.g. ships, spacecrafts, planes, trains), foreign words.
* Apostrophes: possessives and contractions
 |
| **1.4.9-12 Grammar and Usage** |
| 1. Verb Forms and Tenses
2. Voice: Active and Passive
3. Subject/Verb agreement
4. Pronoun/Antecedent agreement
5. Parallel Structure
6. Modifier placement
 |
| * + - 1. **Sentence Fluency**
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| 1. Conciseness
2. Coordination and subordination
3. Variety of sentence patterns and beginnings
4. Action verbs versus linking verbs
5. Word choice
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| **1.5 Speaking and Listening****Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.** |
| **1.5.9-10 Comprehension and Collaboration** |
| Grades 9 and 10 |
| 1. Participates effectively in a range of collaborative discussions, building on others’ ideas and expressing their own ideas clearly and persuasively.
2. Evaluates a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying faulty reasoning or exaggerated or distorted evidence.
3. Integrates and evaluates multiple sources of information in diverse media or formats (e.g., Power Points, videos, audio).
 |
| **1.5.9-10 Presentation of Knowledge and Ideas** |
| 1. Presents information, findings, and supporting evidence clearly, concisely, and logically.
2. Adapts speech to a variety of contexts and tasks.
 |
| **1.5.9-10 Integration of Knowledge and Ideas** |
| 1. Strategically uses digital media in presentations.
 |
| **1.5.9-10 Conventions of Standard English** |
| 1. Demonstrates command of the conventions of standard English when speaking.
 |
| **1.5 Speaking and Listening****Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.** |
| **1.5.11-12 Comprehension and Collaboration** |
| Grades 11 and 12 |
| 1. Participates effectively in a range of collaborative discussions, building on others’ ideas and expressing their own ideas clearly and persuasively.
2. Evaluates and analyzes how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument. (Consider author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.)
3. In order to make informed decisions and solve problems, evaluates the credibility and accuracy of multiple sources of information - noting discrepancies among data - found in diverse media or formats (e.g., Power Points, videos, audio).
4. Integrates credible sources into diverse media or formats to present.
 |
| **1.5.11-12 Presentation of Knowledge and Ideas** |
| 1. Presents information, findings, and supporting evidence clearly, concisely, and logically.
2. Adapts speech to a variety of contexts and tasks.
 |
| **1.5.11-12 Integration of Knowledge and Ideas** |
| 1. Strategically uses digital media in presentations.
 |
| **1.5.11-12 Conventions of Standard English** |
| 1. Demonstrates command of the conventions of Standard English when speaking.
 |

“Whenever we do something together,

something good, something beautiful,

everyone changes.

All of us change in some way

and this does us good.”

Pope Francis