



**East Stroudsburg Area School District**  
**KEYSTONE REMEDIATION**



<b>Unit Title/Skill Set:</b> Unit 1: Vocabulary	<b>Course Time Prior to Keystone/PSSA:</b> % of time
<b>Overview:</b> This unit includes... <ul style="list-style-type: none"> <li>• a study of academic vocabulary, and how to apply common assessment terms while reading and responding to fiction and non-fiction text.</li> <li>• An analysis of how prefixes and suffixes (affixes) change word meanings.</li> <li>• Strategies for using context clues to decode, determine and clarify unfamiliar, multiple-meaning, or ambiguous words.</li> <li>• Strategies for drawing conclusions about word connotations.</li> </ul>	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/eloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/eloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a> : WIDA
<b>Unit Essential Questions:</b> <a href="#">Click here to enter text.</a> <ul style="list-style-type: none"> <li>• What is the relationship between common assessment terms and advanced-level student responses.</li> <li>• In what ways do various prefixes and suffixes change the meaning of root words?</li> <li>• How can reading comprehension improve while using context clues when determining and clarifying unfamiliar, multiple-meaning, or ambiguous words?</li> <li>• How will determining word connotations improve reading for meaning?</li> </ul>	<b>Enrichment:</b> Enter how you will provide enrichment here <ul style="list-style-type: none"> <li>• Student choice from extension menu</li> <li>• Inclusion of student-selected words providing difficulty or interest to individual students.</li> </ul>
<b>PA &amp; National Content Standard(s):</b> <i>State found at <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>:</i> <b>COMMON CORE – ENGLISH II/ GRADE 11:</b> <i>See comprehensive list at end of unit.</i>  <b>Keystone Content Module Standards:</b> <i>See comprehensive list at end of unit.</i>	<b>Remediation:</b> Enter how you will provide remediation here <ul style="list-style-type: none"> <li>• One-on-one assistance when needed</li> <li>• Student choice from extension menu (additional practice activities).</li> <li>• Inclusion of student-selected words providing difficulty or interest to individual students.</li> </ul>
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at <a href="http://www.corestandards.org/">www.corestandards.org/</a></i> <i>ISTE found at <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a></i> <i>Career Education and Work found at <a href="http://www.pacareerstandards.com/">www.pacareerstandards.com/</a></i>	<b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.



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<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills)	<b>Key Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
<p><i>Applicable Keystone Anchors and Common Core Standards are listed at the end of this unit</i></p>	<ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Context clues</li> <li>• Word connotations</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and extend knowledge of academic vocabulary terms.</li> <li>• Use knowledge of root words, prefixes, and suffixes to decode and understand new words.</li> <li>• Practice identifying and applying knowledge of Academic vocabulary, prefixes, suffixes and root words to unknown words utilizing various test-taking formats.</li> <li>• Practice and extend word knowledge through word sorts; working with analogies; completing various writing activities incorporating assigned words; drawing pictures to represent word meanings; creating webs and lists to identify word parts; creating and using flash cards as a study aid; and searching for words in everyday documents (ie. Newspapers, magazines, online articles, etc.); and keeping individual and classroom lists of words found in other academic classes or reading selections using the word parts that have been studied.</li> </ul>	<p><u>ACADEMIC:</u> Included but not limited to the following:</p> <ul style="list-style-type: none"> <li>• Acquire</li> <li>• Argue</li> <li>• Analysis</li> <li>• Analyze</li> <li>• Assess</li> <li>• Assumption</li> <li>• Categorize</li> <li>• Characterize</li> <li>• Choose</li> <li>• Cite evidence</li> <li>• Clarify</li> <li>• Classify</li> <li>• Compare</li> <li>• Compose</li> <li>• Comprehend</li> <li>• Conclude</li> <li>• Conclusions</li> <li>• Construct</li> <li>• Contrast</li> <li>• Create</li> </ul>	<p><u>RESOURCES:</u></p> <ul style="list-style-type: none"> <li>• Academic Vocabulary (see Key Vocabulary)</li> <li>• Differentiated Instruction Vocabulary Activities (See appendix for an example (Vocabulary Extension Menu))</li> <li>• Keystone Anchor Checklist (see appendix).</li> </ul> <p><u>INSTRUCTIONAL ACTIVITIES:</u></p> <ul style="list-style-type: none"> <li>• Peer interviews</li> <li>• Teacher Think Aloud</li> <li>• Whole group, small group, partner, and independent practice activities using Word Sorts; Analogies; playing</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Classwork Activities</li> <li>• Differentiated Instruction Activity Chart activities (extension menu)</li> <li>• Cumulative Vocabulary Test</li> </ul>



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			<ul style="list-style-type: none"><li>• Debate</li><li>• Decide</li><li>• Delineate</li><li>• Demonstrate</li><li>• Describe</li><li>• Design</li><li>• Detail</li><li>• Determine</li><li>• Devise</li><li>• Differentiate</li><li>• Discuss</li><li>• Distinguish</li><li>• Evaluate</li><li>• Examine</li><li>• Explain</li><li>• Formulate</li><li>• Generate</li><li>• Identify</li><li>• Illustrate</li><li>• Imply relevant</li><li>• Infer</li><li>• Inference</li><li>• Interpret</li><li>• Irrelevant</li><li>• Judge</li><li>• Justify</li><li>• Locate</li><li>• Make</li></ul>	<p>word games such as “concentration”, using flash cards;</p> <ul style="list-style-type: none"><li>• Application by writing short stories and news headlines using words containing assigned word parts.</li><li>• Drawing pictures of words to aide with visualizing meanings.</li><li>• Creating a web for an assigned number of words. The web includes word parts, definition, sentence, part of speech, and a picture representing word meaning.</li><li>• Creating a list of the word, word parts, definition, part of speech and a sentence.</li><li>• Classroom word wall displaying various</li></ul>	
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			<p>connections</p> <ul style="list-style-type: none"> <li>• Outline</li> <li>• Predict</li> <li>• Produce</li> <li>• Propose</li> <li>• Rate</li> <li>• Read</li> <li>• Reason</li> <li>• Recommend</li> <li>• Relate</li> <li>• Relevance</li> <li>• Respond</li> <li>• Restate</li> <li>• Select</li> <li>• Suggest</li> <li>• Summarize</li> <li>• Support</li> <li>• Synthesis</li> <li>• Synthesize</li> <li>• Translate</li> <li>• Validity</li> <li>• Verify</li> </ul> <p>Include future academic vocabulary added by PDE as Keystone Assessments</p>	<p>academic vocabulary words as they are studied.</p> <p><a href="http://www.teach-nology.com/ideas/subjects/reading/vocab.html">http://www.teach-nology.com/ideas/subjects/reading/vocab.html</a></p> <p><a href="http://www.vocabulary.com/">http://www.vocabulary.com/</a></p> <p><a href="http://www.overnightvocabulary.com/word.php">http://www.overnightvocabulary.com/word.php</a></p> <p><a href="http://www.merriam-webster.com/game/index.htm">http://www.merriam-webster.com/game/index.htm</a></p> <p><a href="http://www.discoverededucation.com/free-puzzlemaker/?CFID=532948&amp;CFTOKEN=52770111">http://www.discoverededucation.com/free-puzzlemaker/?CFID=532948&amp;CFTOKEN=52770111</a></p> <p><a href="http://www.acronymfinder.com/">http://www.acronymfinder.com/</a></p> <p><a href="http://www.takeourword.com/">http://www.takeourword.com/</a></p>	
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			<p>evolve.</p> <p><i>Additional supplemental resources can be found in department resource binder for the Keystone Remediation course.</i></p>	<p><a href="http://www.worddetective.com/">http://www.worddetective.com/</a></p> <p><a href="http://ineedapencil.com/">http://ineedapencil.com/</a></p> <p><a href="http://freerice.com/#/english-vocabulary/1492">http://freerice.com/#/english-vocabulary/1492</a></p> <p><a href="http://www.vocabulary.co.il/">http://www.vocabulary.co.il/</a></p> <p><a href="http://www.quizlet.com">http://www.quizlet.com</a></p> <p>New &amp; updated resources available on departmental page</p>	
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**COMMON CORE STANDARDS – ENGLISH II/ GRADE 11**

**FICTION**

**1.3.11-12.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.



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**1.3.9-10.J** - 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.

**NONFICTION**

**1.2.11-12.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.

**1.2.11-12.J** - 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.

**KEYSTONE ANCHORS & ELIGIBLE CONTENT**

**FICTION**

***L.F.1 Reading for Meaning – Fiction***

**L.F.1.2 - Use appropriate strategies to determine and clarify meaning of vocabulary in literature.**

**1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.

**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.

**1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

**1.2.4** Draw conclusions about connotations of words.

**NONFICTION**

***L.N.1 - Reading for Meaning - Nonfiction***

**L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.**

**1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.

**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.



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- 1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- 1.2.4 Draw conclusions about connotations of words.



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<b>Unit Title/Skill Set:</b> Unit 2/ Reading For Meaning - Fiction	<b>Course Time Prior to Keystone/PSSA:</b> % of time
<b>Overview:</b> This unit includes lessons on reading, identifying, interpreting, comprehending, analyzing, applying, evaluating, and synthesizing information communicated in a variety of fiction text including narrative, poetry, drama, and historical fiction.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a> : WIDA Grades 3-5 Can Do
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you use appropriate strategies to support, compare, analyze and evaluate interpretations of literary forms and elements?</li> <li>• What are various before, during, and after reading strategies that aide with comprehending a variety of fictional text and responding with higher-level application and analysis skills? How do you apply these strategies?</li> </ul>	<b>Enrichment:</b> <ul style="list-style-type: none"> <li>• Leveled reading selections (when possible)</li> <li>• One-on-one assistance provided as needed</li> <li>• Peer coaching (partner and small-group reading and response opportunities)</li> </ul>
<b>PA &amp; National Content Standard(s):</b> <i>State found at <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>: <b>COMMON CORE – ENGLISH II/ GRADE 11:</b> See comprehensive list at end of unit.</i>  <b>Keystone Content Module Standards:</b> <i>See comprehensive list at end of unit.</i>	<b>Remediation:</b> <ul style="list-style-type: none"> <li>• Reteach as needed</li> <li>• One-on-one assistance provided as needed</li> <li>• Peer coaching (partner and small-group reading and response opportunities)</li> <li>• Leveled reading selections (when possible)</li> </ul>
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at <a href="http://www.corestandards.org/">www.corestandards.org/</a>          ISTE found at <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a>          Career Education and Work found at <a href="http://www.pacareerstandards.com/">www.pacareerstandards.com/</a></i>	<b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.





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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Key Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p><i>Applicable Keystone Anchors and Common Core Standards are listed at the end of this unit</i></p>	<ul style="list-style-type: none"> <li>• Analyze Author’s Purpose</li> <li>• Read and understand vocabulary in context</li> <li>• Use comprehension strategies while reading</li> <li>• Support interpretations of literature.</li> <li>• Compare, analyze and evaluate literary forms</li> <li>• Compare, analyze, and evaluate literary elements</li> <li>• Interpret and analyze the significance of literary fiction.</li> <li>• Identify and analyze literary devices and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze author’s intended purpose.</li> <li>• Students will question, predict, summarize, visualize, connect and react while reading.</li> <li>• Make inferences</li> <li>• Draw conclusions</li> <li>• Cite evidence from text to support generalizations.</li> <li>• Analyze how literary form relates to and/or influences meaning of text.</li> <li>• Compare and contrast fiction from literary nonfiction.</li> <li>• Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</li> <li>• Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</li> <li>• Explain, interpret, compare, describe, analyze, and/or evaluate the following:               <ul style="list-style-type: none"> <li>○ Character</li> <li>○ Setting</li> <li>○ Plot</li> <li>○ Theme</li> <li>○ Tone</li> <li>○ Style</li> <li>○ Mood</li> </ul> </li> </ul>	<p><b>Identify</b> – find/locate  <b>Analyze</b> – break into parts/explore/examine  <b>Interpret</b> – make meaning  <b>Evaluate</b> – weigh the evidence in comparison to the author’s conclusions  <b>Explicit</b> – facts and examples  <b>Synthesize</b> – make new meaning from the parts  <b>Inference</b> – draw a conclusion based on what was found in the text to support your assumption(s)  <b>Making Connections</b> – connecting one idea from the text to another idea in the text and/or</p>	<p><u>RESOURCES:</u>  <i>Texts and Lessons for Teaching Literature</i>, by Harvey “Smokey” Daniels and Nancy Steineke, ©2013.   <i>Common Core Coach, World Literature, Level 1, Grade Level HS.</i> By Triumph Learning. ©2013.   <i>Measuring Up to the Pennsylvania Academic Standards: Final Level</i>, by People’s Publishing Group, ©2007.   <i>Pennsylvania PSSA Coach: Assessment Anchors.</i> Triumph Learning, ©2007.   <u>INSTRUCTIONAL</u></p>	<p>Observations (see <i>Texts and Lessons for Teaching Literature</i>, pg. 16 for sample chart)          Projects          Group presentations          Metacognitive Log          Student work samples          Teacher-generated tests and quizzes.          Study Island          USA Test Prep</p> <p>Include Formative, summative, diagnostic, and/or benchmark assessments</p>



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		<ul style="list-style-type: none"> <li>○ Point of view</li> <li>• Read and respond to a variety of literary genres using higher-level thinking skills.</li> <li>• Identify, explain, interpret, describe, and/or analyze the effects of the following:             <ul style="list-style-type: none"> <li>○ Personification</li> <li>○ Simile</li> <li>○ Metaphor</li> <li>○ Hyperbole</li> <li>○ Forshadowing</li> <li>○ Satire</li> <li>○ Flashback</li> <li>○ Imagery</li> <li>○ Allegory</li> <li>○ Symbolism</li> <li>○ Dialect</li> <li>○ allusion</li> <li>○ Irony</li> </ul> </li> <li>• Identify, explain and analyze the structure of poems and sound devices</li> <li>• Identify and analyze stage directions, monologue, dialogue, soliloquy, and dialect in a script.</li> </ul>	<p>using prior knowledge</p> <p><b>Rhetoric</b>- author’s use of words to communicate</p> <p><b>Point of View – Perspective:</b></p> <p style="padding-left: 40px;"><i>Nonfiction</i></p> <p>– author’s perspective or reader’s perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker’s perspective</p> <p><b>Tone</b> – the author’s attitude</p> <p><b>Account(s) of Subject</b> – character/person/topic</p> <p><b>Delineate</b> – outline</p> <p><b>Argument</b> – author’s main position</p> <p><b>Specific Claims</b> – exact support /evidence author uses</p> <p><b>Assess the Validity of reasoning</b> - weighing the accuracy of the</p>	<p><u>ACTIVITIES:</u></p> <p><b>Regularly apply strategies outlined in Chapter 2 from <i>Texts and Lessons for Teaching Literature</i>, as this course is based on those concepts and teaching methodologies.</b></p> <p>(see pages iii-vi, in <i>Texts and Lessons for Teaching Literature</i> for description (and resources) of various instructional strategies listed below)</p> <ul style="list-style-type: none"> <li>• Think, Pair, Share</li> <li>• Think alouds</li> <li>• Writing prompts</li> <li>• Text annotation/ Talk to the Text</li> <li>• Connecting</li> <li>• Questioning</li> </ul>	
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			<p>support and evidence</p> <p><b>Themes/Concepts</b> – main idea</p> <p><b>Domain Specific Language</b> – content area language</p>	<p>(QAR)</p> <ul style="list-style-type: none"><li>• Predicting</li><li>• Summarizing (25 word summary, Golden Line)</li><li>• Visualizing</li><li>• Clarifying</li><li>• Inferring</li><li>• Shared Inquiry</li><li>• Word Wall Activities</li><li>• Graphic Organizers</li><li>• Any other teacher-generated activities</li></ul> <p><i>Additional supplemental resources can be found in department resource binder for the Keystone Remediation course.</i></p>	
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**COMMON CORE STANDARDS – ENGLISH II/ GRADE 11**

**FICTION**

- 1.3.11-12.A** - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- 1.3.11-12.B** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- 1.3.11-12.C** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- 1.3.11-12.D** - Evaluate how an author's point of view or purpose shapes the content and style of a text.
- 1.3.11-12.E** - Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
- 1.3.11-12.F** - Evaluate how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- 1.3.11-12.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.
- 1.3.9-10.J** - 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.
- 1.3.11-12.K** - Read and comprehend literary fiction on grade level, reading independently and proficiently.

**KEYSTONE ANCHORS & ELIGIBLE CONTENT**

**FICTION**

***L.F.1 Reading for Meaning – Fiction***

- L.F.1.1 - Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.**
- 1.1.1** Identify and/or analyze the author's intended purpose of a text.
  - 1.1.2** Explain, describe, and/or analyze examples of text that support the author's intended purpose.
  - 1.1.3** Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2 - Use appropriate strategies to determine and clarify meaning of vocabulary in literature.**
- 1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.



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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.

1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

1.2.4 Draw conclusions about connotations of words.

**L.F.1.3 - Use appropriate strategies to comprehend literature during the reading process.**

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.

1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

**L.F.2 - Analyzing and Interpreting Literature – Fiction**

**L.F.2.1 - Use appropriate strategies to make and support interpretations of literature.**

2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

2.1.2 Cite evidence from a text to support generalizations.

**L.F.2.2 - Use appropriate strategies to compare, analyze, and evaluate literary forms.**

2.2.1 Analyze how literary form relates to and/or influences meaning of text.

2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

2.2.3 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

**L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.**

2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate **character** (may also be called narrator or speaker) in a variety of fiction:

- the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
- the relationship between characters and other components of a text
- the development of complex characters and their roles and functions within a text.

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)

2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate **plot** (may also be called action) in a variety of fiction:

- 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



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**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.

**2.3.5** Explain, interpret, compare, describe, analyze, and/or evaluate **tone, style, and/or mood** in a variety of fiction:

- 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.

**2.3.6** Explain, interpret, compare, describe, analyze, and/or evaluate **point of view** in a variety of fiction:

- 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

**L.F.2.5 - Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.**

**2.5.1** 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.

**2.5.2** Identify, explain, and analyze the structure of poems and sound devices.

**2.5.3** Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.



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<b>Unit Title/Skill Set:</b> Unit 3/ Reading for Meaning - Nonfiction	<b>Course Time Prior to Keystone/PSSA:</b> % of time
<b>Overview:</b>  This unit includes lessons on reading, identifying, interpreting, comprehending, analyzing, applying, evaluating, and synthesizing information communicated in a variety of non-fiction text including textbooks, journals, news articles, primary source documents, charts, graphs, diagrams and literary nonfiction.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/es/">http://www.esasd.net/es/</a> : WIDA Grades 3-5 Can Do
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you compare and evaluate the characteristics that distinguish fiction from literary nonfiction?</li> <li>• What are various before, during, and after reading strategies that aide with comprehending a variety of nonfiction text and responding with higher-level application and analysis skills? How do you apply these strategies?</li> <li>• How do you determine essential and nonessential information from nonfiction text?</li> </ul>	<b>Enrichment:</b> <ul style="list-style-type: none"> <li>• Leveled reading selections (when possible)</li> <li>• One-on-one assistance provided as needed</li> <li>• Peer coaching (partner and small-group reading opportunities)</li> <li>• Reciprocal teaching</li> <li>• Online web-quests</li> </ul>
<b>PA &amp; National Content Standard(s):</b> <i>State found at <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>: <b>COMMON CORE – ENGLISH II/ GRADE 11:</b> See comprehensive list at end of unit.</i>  <b>Keystone Content Module Standards:</b> <i>See comprehensive list at end of unit.</i>	<b>Remediation:</b> <ul style="list-style-type: none"> <li>• Reteach as needed</li> <li>• One-on-one assistance provided as needed</li> <li>• Peer coaching (partner and small-group reading opportunities)</li> <li>• Leveled reading selections (when possible)</li> <li>• Reciprocal teaching</li> </ul>
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at <a href="http://www.corestandards.org/">www.corestandards.org/</a>          ISTE found at <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a>          Career Education and Work found at <a href="http://www.pacareerstandards.com/">www.pacareerstandards.com/</a></i>	<b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.





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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Key Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p><i>Applicable Keystone Anchors and Common Core Standards are listed at the end of this unit</i></p>	<ul style="list-style-type: none"> <li>• Analyze Author’s Purpose</li> <li>• Read and understand vocabulary in context</li> <li>• Use comprehension strategies while reading</li> <li>• Support interpretations of literature.</li> <li>• Compare, analyze and evaluate literary forms</li> <li>• Compare, analyze, and evaluate literary elements</li> <li>• Identify and analyze text organization and structure.</li> <li>• Identify and analyze essential and nonessential information.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze author’s intended purpose.</li> <li>• Students will question, predict, summarize, visualize, connect and react while reading.</li> <li>• Make inferences</li> <li>• Draw conclusions</li> <li>• Cite evidence from text to support generalizations.</li> <li>• Compare and contrast fiction from literary nonfiction.</li> <li>• Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</li> <li>• Read and respond to a variety of literary genres using higher-level thinking skills.</li> <li>• Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</li> <li>• Explain, interpret, or analyze the effect of text organization.</li> </ul>	<p><b>Identify</b> – find/locate  <b>Analyze</b> – break into parts/explore/examine  <b>Interpret</b> – make meaning  <b>Evaluate</b> – weigh the evidence in comparison to the author’s conclusions  <b>Explicit</b> – facts and examples  <b>Synthesize</b> – make new meaning from the parts  <b>Inference</b> – draw a conclusion based on what was found in the text to support your assumption(s)  <b>Making Connections</b> – connecting one idea from the text to another idea in the text and/or using prior</p>	<p><u>RESOURCES:</u>  <i>Texts and Lessons for Teaching Literature</i>, by Harvey “Smokey” Daniels and Nancy Steineke, ©2013.</p> <p><i>Common Core Coach, World Literature, Level 1, Grade Level HS.</i> By Triumph Learning. ©2013.</p> <p><i>Measuring Up to the Pennsylvania Academic Standards: Final Level</i>, by People’s Publishing Group, ©2007.</p> <p><i>Pennsylvania PSSA Coach: Assessment Anchors.</i> Triumph Learning, ©2007.</p> <p>Keystone Anchor Checklist for teachers (see appendix).</p> <p>Online Newspaper articles</p> <p>Article-of-the-Week activities:  <a href="http://www.kellygallagher.org/resources/articles.html">http://www.kellygallagher.org/resources/articles.html</a></p>	<p>Observations (see <i>Texts and Lessons for Teaching Literature</i>, pg. 16 for sample chart)</p> <p>Projects</p> <p>Group presentations</p> <p>Metacognitive Log</p> <p>Student work samples</p> <p>Teacher-generated tests and quizzes.</p> <p>Study Island</p> <p>USA Test Prep</p> <p>Include Formative, summative, diagnostic, and/or benchmark assessments</p>





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		<ul style="list-style-type: none"> <li>• Make connections between text, graphics and charts.</li> <li>• Analyze and evaluate how graphics and charts clarify, simplify, and organize complex text.</li> <li>• Differentiate between fact and opinion.</li> <li>• Analyze the use of facts and opinions in text.</li> <li>• Distinguish essential from nonessential information.</li> <li>• Analyze effectiveness of bias and propaganda techniques.</li> <li>• Analyze author’s defense of a claim to make a point or construct an argument.</li> </ul>	<p>knowledge  <b>Rhetoric</b>- author’s use of words to communicate  <b>Point of View – Perspective:</b>  <i>Nonfiction</i>  – author’s perspective or reader’s perspective  <i>Fiction –</i>  narrator or speaker’s perspective  <b>Tone</b> – the author’s attitude  <b>Account(s) of Subject</b> – character/person/topic  <b>Delineate</b> – outline  <b>Argument</b> – author’s main position  <b>Specific Claims</b> – exact support /evidence author uses  <b>Assess the Validity of reasoning</b> - weighing the accuracy of the support and</p>	<p>Historical websites</p> <p><u>INSTRUCTIONAL ACTIVITIES</u>  <b>Regularly apply strategies outlined in Chapter 2 from <i>Texts and Lessons for Teaching Literature</i>, as this course is based on those concepts and teaching methodologies.</b></p> <p>(see pages iii-vi, in <i>Texts and Lessons for Teaching Literature</i> for description (and resources) of various instructional strategies listed below)</p> <ul style="list-style-type: none"> <li>• Think, Pair, Share</li> <li>• Think alouds</li> <li>• Writing prompts</li> <li>• Text annotation/ Talk to the Text</li> <li>• Connecting</li> <li>• Questioning (QAR)</li> <li>• Predicting</li> <li>• Summarizing (25 word summary, Golden Line)</li> <li>• Visualizing</li> <li>• Clarifying</li> <li>• Inferring</li> <li>• Shared Inquiry</li> <li>• Word Wall Activities</li> </ul>	
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			<p>evidence  <b>Themes/Concepts</b>          – main idea</p> <ul style="list-style-type: none"> <li>• <b>Domain Specific Language</b> – content area language</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Literature Circles</li> <li>• Reciprocal Questioning</li> <li>• Give One, Get One</li> <li>• Writing Reflections</li> <li>• Jigsaw</li> <li>• Sequence of events (timelines)</li> <li>• Getting the Gist</li> <li>• Individual Summaries</li> <li>• Teacher-generated activities</li> <li>• Save the Last Word</li> </ul> <p><i>Additional supplemental resources can be found in department resource binder for the Keystone Remediation course.</i></p>	
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**COMMON CORE STANDARDS – ENGLISH II/ GRADE 11**

**NONFICTION**

**1.2.11-12.A** - Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

**1.2.11-12.B** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

**1.2.11-12.C** - Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

**1.2.11-12.D** - Evaluate how an author’s point of view or purpose shapes the content and style of a text.



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- 1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 1.2.11-12.F - Evaluate how words and phrases shape meaning and tone in texts.
- 1.2.11-12.J - 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.
- 1.2.11-12.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.
- 1.2.11-12.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

#### **KEYSTONE ANCHORS & ELIGIBLE CONTENT**

##### **NONFICTION**

##### ***L.N.1 - Reading for Meaning - Nonfiction***

##### **L.N.1.1 - Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.**

1.1.1 Identify and/or analyze the author's intended purpose of a text.

1.1.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose.

1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.

##### **L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.**

1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

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.

1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

1.2.4 Draw conclusions about connotations of words.

##### **L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.**

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.

1.3.2 Summarize the key details and events of nonfictional text, in part or as a whole.



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1.3.3 Analyze the interrelationships of idea and events in text to determine how one idea or event may interact and influence another.

#### L.N.2 *Analyzing and Interpreting Literature - Nonfiction*

##### L.N.2.1 Use appropriate strategies to make and support interpretations of literature.

2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

2.1.2 Cite evidence from a text to support generalizations.

##### L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

2.2.1 Analyze how literary form relates to and/or influences meaning of text.

2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

##### L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character (may also be called narrator or speaker, or subject of a biography) in a variety of nonfiction:

- 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.

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)

2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot (may also be called action) in a variety of nonfiction:

- 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

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.

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



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- how diction, syntax, figurative language, sentence variety, etc., determine the author's style.
- 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
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.**
- 2.4.1** Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- 2.4.2** Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of direction.
- 2.4.3** Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts
- 2.4.4** Make connections between a text and the content of graphics and charts.
- 2.4.5** Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.**
- 2.5.1** Differentiate between fact and opinion.
- 2.5.2** Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- 2.5.3** Distinguish essential from nonessential information.
- 2.5.4** Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- 2.5.5** Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- 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.



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<b>Unit Title/Skill Set:</b> Unit 4: Test Taking Strategies	<b>Course Time Prior to Keystone/PSSA:</b> % of time
<b>Overview:</b> This unit lays the foundation for students to approach test-taking situations with strategies that will lead to student success when interpreting test directions and questions, approaching various assessment formats, as well as identifying and applying most frequently used words in test directions.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a> : WIDA Grades 3-5 Can Do
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the different types of strategies for understanding, analyzing and answering test questions that will be encountered during various types of assessments?</li> <li>• How do you use the state holistic scoring guides to completely answer constructed response questions?</li> </ul>	<b>Enrichment:</b> Enter how you will provide enrichment here <ul style="list-style-type: none"> <li>• Extra practice on free test preparation websites (appendix)</li> <li>• Leveled practice materials (when available)</li> <li>• Study Island and other online test taking resources</li> </ul>
<b>PA &amp; National Content Standard(s):</b> <i>State found at <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>: <u>COMMON CORE – ENGLISH II/ GRADE 11:</u> See comprehensive list at end of unit.</i>  <b>Keystone Content Module Standards:</b> <i>See comprehensive list at end of unit.</i>	<b>Remediation:</b> Enter how you will provide remediation here <ul style="list-style-type: none"> <li>• Extra practice on free test preparation websites (appendix)</li> <li>• Leveled practice materials (when available)</li> <li>• Study Island and other online test taking resources</li> </ul>
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at <a href="http://www.corestandards.org/">www.corestandards.org/</a>          ISTE found at <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a>          Career Education and Work found at <a href="http://www.pacareerstandards.com/">www.pacareerstandards.com/</a></i>	<b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.



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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Key Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p><i>Applicable Keystone Anchors and Common Core Standards are listed at the end of this unit</i></p>	<ul style="list-style-type: none"> <li>• Test-taking strategies               <ul style="list-style-type: none"> <li>○ General</li> <li>○ Multiple-choice questions</li> <li>○ Constructed response questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Standardized Test – General Skills:               <ul style="list-style-type: none"> <li>○ Read all instructions carefully and</li> <li>○ Underline key words in instructions.</li> <li>○ Identify each task required to completely answer the question.</li> <li>○ Answer questions that can be easily completed first, then use remaining time to answer more difficult questions.</li> <li>○ When stuck on a question, move on to the next one. Be sure to revisit skipped questions.</li> <li>○ Evaluate validity of obvious answers that seem too easy.</li> <li>○ Incorporate positive statements to self during test to remain on task. (See appendix for “How to Reduce Test Anxiety” handout).</li> <li>○ Know when to get help from a teacher.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Acquire</li> <li>• Argue</li> <li>• Analysis</li> <li>• Analyze</li> <li>• Assess</li> <li>• Assumption</li> <li>• Categorize</li> <li>• Characterize</li> <li>• Choose</li> <li>• Cite evidence</li> <li>• Clarify</li> <li>• Classify</li> <li>• Compare</li> <li>• Compose</li> <li>• Comprehend</li> <li>• Conclude</li> <li>• Conclusions</li> <li>• Construct</li> <li>• Contrast</li> <li>• Create</li> <li>• Debate</li> <li>• Decide</li> <li>• Delineate</li> <li>• Demonstrate</li> </ul>	<p><u>RESOURCES:</u>            SAS portal (released items, links to instructional lessons and strategies, etc.)</p> <p><i>Common Core Coach, World Literature, Level 1, Grade Level HS.</i> By Triumph Learning. ©2013.</p> <p><i>Measuring Up to the Pennsylvania Academic Standards: Final Level,</i> by People’s Publishing Group, ©2007.</p> <p><i>Pennsylvania PSSA Coach: Assessment Anchors.</i> Triumph Learning, ©2007.</p> <p>Keystone Anchor Checklist (see appendix)</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Classroom Activities</li> <li>• Differentiated Instruction</li> <li>• Teacher-generated tests and quizzes.</li> <li>• Released items from SAS portal</li> <li>• Student work samples</li> <li>• Study Island</li> <li>• USA Test Prep website</li> <li>• Practice activities from Resources</li> <li>• CDT testing</li> </ul> <p>Include formative, summative, diagnostic, and/or benchmark assessments.</p>





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		<ul style="list-style-type: none"> <li>○ Read test questions carefully.</li> <li>○ Note wording in questions that are extreme or definitive (i.e. all, always, never, best...).</li> <li>○ Use various strategies when guessing.</li> <li>○ Annotate reading passage prior to answering questions.</li> <li>• Multiple-Choice Questions             <ul style="list-style-type: none"> <li>○ Eliminate obvious wrong answers and note qualifying words (i.e. always, never, ...).</li> <li>○ Do not over analyze question.</li> <li>○ Read every answer.</li> <li>○ Look for clues (i.e. grammar, tenses, content-specific vocabulary...).</li> <li>○ Work backwards, read answers then questions, or, when applicable, read questions, then passage, then questions again.</li> <li>○ Choose the best alternative when guessing or if there are two answers that are very similar.</li> </ul> </li> <li>• Constructed-response questions             <ul style="list-style-type: none"> <li>○ Organize your thoughts using graphic organizers such as t-charts, outlines, brainstorm lists, etc. to gather thoughts prior to writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe</li> <li>• Design</li> <li>• Detail</li> <li>• Determine</li> <li>• Devise</li> <li>• Differentiate</li> <li>• Discuss</li> <li>• Distinguish</li> <li>• Evaluate</li> <li>• Examine</li> <li>• Explain</li> <li>• Formulate</li> <li>• Generate</li> <li>• Identify</li> <li>• Illustrate</li> <li>• Imply relevant</li> <li>• Infer</li> <li>• Inference</li> <li>• Interpret</li> <li>• Irrelevant</li> <li>• Judge</li> <li>• Justify</li> <li>• Locate</li> <li>• Make connections</li> <li>• Outline</li> <li>• Predict</li> <li>• Produce</li> <li>• Propose</li> <li>• Rate</li> <li>• Read</li> </ul>	<p><u>INSTRUCTIONAL ACTIVITIES:</u></p> <ul style="list-style-type: none"> <li>• Writing prompts</li> <li>• Text annotation/ Talk to the Text</li> <li>• Graphic Organizers</li> <li>• Any other teacher-generated activities</li> <li>• CDT testing</li> </ul> <p><u>SUPPLEMENTAL RESOURCES:</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.testtakingtips.com">www.testtakingtips.com</a></li> <li>• “General Test Taking Strategies” handout (see appendix)</li> <li>• “Test Prep Websites for High School Students” handout (see appendix)</li> </ul>	
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		<ul style="list-style-type: none"> <li>○ Read all questions.</li> <li>○ Break down and answer ALL parts of question.</li> <li>○ Answer the easiest questions first.</li> <li>○ Write neatly.</li> <li>○ Write rough draft on scrap paper prior to writing final copy in test booklet.</li> <li>○ Pay attention to key words that give direction to how questions should be answered.</li> <li>○ Write only in space provided.</li> <li>○ Score individual student and sample open-ended constructed response essays using PDE Scoring Guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>● Reason</li> <li>● Recommend</li> <li>● Relate</li> <li>● Relevance</li> <li>● Respond</li> <li>● Restate</li> <li>● Select</li> <li>● Suggest</li> <li>● Summarize</li> <li>● Support</li> <li>● Synthesis</li> <li>● Synthesize</li> <li>● Translate</li> <li>● Validity</li> <li>● Verify</li> </ul>	<p><i>Additional supplemental resources can be found in department resource binder for the Keystone Remediation course.</i></p>	
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**COMMON CORE STANDARDS – ENGLISH II/ GRADE 11**

**FICTION**

**1.3.11-12.B** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

**1.3.9-10.J** - 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.



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**NONFICTION**

**1.2.11-12.B** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

**1.2.11-12.J** - 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.

**KEYSTONE ANCHORS & ELIGIBLE CONTENT**

**FICTION**

**L.F.1 – Reading for Meaning-Fiction**

**L.F.1.3 – Use appropriate strategies to comprehend literature during the reading process**

**1.3.1** Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

**1.3.2** Summarize the key details and events of a fictional text, in part or as a whole.

**L.F.2 - *Analyzing and Interpreting Literature – Fiction***

**L.F.2.1 - Use appropriate strategies to make and support interpretations of literature.**

**2.1.1** Make inferences and/or draw conclusions based on analysis of a text.

**2.1.2** Cite evidence from a text to support generalizations.

**NONFICTION**

**L.N.1 - *Reading for Meaning - Nonfiction***

**L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.**

**1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

**1.2.4** Draw conclusions about connotations of words.

**L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.**

**1.3.2** Summarize the key details and events of nonfictional text, in part or as a whole.

**L.N.2 *Analyzing and Interpreting Literature - Nonfiction***

**L.N.2.1 Use appropriate strategies to make and support interpretations of literature.**

**2.1.2** Cite evidence from a text to support generalizations.

**L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.**



**East Stroudsburg Area School District**  
**KEYSTONE REMEDIATION**



2.5.1 Differentiate between fact and opinion.

2.5.3 Distinguish essential from nonessential information.

## ESSAY TEST PREPARATION

### Preparation

Essay or subjective exams may include either short answer questions or long general questions. These exams have no one specific answer per student. They are usually scored on an opinion basis, although there will be certain facts and understanding expected in the answer. The main reason students fail essay tests is not because they cannot write, but because they fail to answer the questions fully and specifically, and because their answer is not well organized.

Essay exams require recall learning. Carefully figure out the major content areas to learn. If you are not caught up, this is not a time to read everything in a frantic manner. Focus on the key source for the test: notes or textbook, or whatever you think will be most heavily covered on the test. It's better to understand and know a few things very well than to have a large quantity of unorganized, poorly learned material. These suggestions may help:

1. List all topics sure to be a part included on the test. List important subtopics for each.
2. Skim all the materials to be covered, checking those to be more intensively studied.
3. Write down all the key topics covered in class and in your reading up until the test date (probably about 5 or 6 topics at mid-quarter and 9 or 10 at finals).
4. Read or reread all materials not understood; use a specific purpose when reading.
5. Develop a pool of information for each topic. Answering words like "who," "what," "where located," "how works," "key characteristics," "cause-effect," and "examples" for each topic will help to cover the critical information.
6. Finally, take 2-3 blue books to class and a mechanical pencil that won't need sharpening. If the instructor specifies ink, take a pen with erasable ink.

### Taking the Essay Test

1. Read all the directions and questions.
  - Note the number of items, point distribution, range of difficulty, and time available.
  - Jot down any immediate answers that come to your mind - lists, outlines, etc. Jot down any other key information you might forget.
2. Analyze the test question and divide it into its main parts and subparts, and quickly construct a rough outline.
  - Note the instructional words included in the question, e.g., compare or contrast.
  - Use the outline as a "map" to answer the essay question. If you don't have time to finish the whole test, this outline may give you some points. More importantly, the outline helps you to stay focused.
3. Make your answer as specific as possible.



- If you know the answer, write only what you are asked.
  - Avoid generalities.
4. Use part of the test question in your test answer at the beginning of the paragraph. This signals to the reader that you are answering this part of the essay here! This will earn you points.
  5. Include an introductory statement at the beginning and a summary paragraph at the end.
  6. Review your answers. Your essay is written under the intensity of a deadline, but it is graded under much more relaxed conditions. Allow sufficient time to check for spelling, grammar, omitted words, incorrect dates, etc. This is when you will be glad you wrote in pencil.

### A Glossary of Essay Test Words

**ANALYZE:** When asked to analyze, separate (a thing, idea, etc.) into its parts to find out their nature, proportion, function, interrelationship, etc.

**COMMENT:** When asked to comment, you are asked to explore the impact and meaning of something; give a note in explanation, criticism, or illustration of something written or said; remark or make an observation made in criticism or as an expression of opinion

**COMPARE:** Examine qualities or characteristics in order to discover resemblances. The term compare is usually stated as compare with, and it implies that you are to emphasize similarities, although differences may be mentioned.

**CONTRAST:** Tell how two or more topics are different from associated things, qualities, or events, etc.

**CRITICIZE, INTERPRET, and REVIEW:** Express your judgement with respect to the correctness or merits of the factors under consideration. Give the results of your own analysis and discuss the limitations and good points or contributions of the plan or work in question.

**DEFINE:** Definitions call for concise, clear, authoritative meanings. Details are not required, but boundaries or limitations of the definition should be cited. Keep in mind the class to which a thing belongs and whatever differentiates the particular object from all others in the class.

**DIAGRAM, and ILLUSTRATE:** Present a drawing chart, plan, or graphic representation in your answer. You may be expected to label the diagram or add a brief explanation or description.

**DISCUSS:** Examine, analyze carefully, and present detailed considerations pro and con regarding the problems or items



involved. Often found in essays.

**EVALUATE:** Present a careful appraisal of the problem, stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations

**EXPLAIN, RELATE:** Clarify and interpret the material you present. State the "how" or "why," reconcile differences in opinion or experimental results, and state causes if possible. In brief, tell how it all happened.

**JUSTIFY, PROVE:** To justify your answer, provide factual evidence or logical reasons. In such an answer, evidence should be presented in convincing form. Establish your answer with certainty by evaluating and citing experimental evidence or by logical reasoning.

**LIST, ENUMERATE:** Present an itemized series or tabulation. Be concise.

**OUTLINE:** Give main points and essential supplementary materials, omitting minor details, and present the information in a systematic arrangement or classification.

**SUMMARIZE:** Give the main points or facts in condensed form. Omit details, illustrations and examples.

**TRACE:** Give a description of progress, historical sequence, or development from the point of origin. Such narratives may call for probing or deductions.

**Bibliography:**

Ellis, David B. *Becoming a Master Student*. College Survival, Inc.

*Examination Skills and Techniques*. Lincoln, Nebraska: Cliff Notes, Inc., 1968.

Millman, Jason and Walter Pauk. *How to Take Tests*. New York: McGraw-Hill, 1969.

Pauk, Walter. *How to Study in College*. (2<sup>nd</sup> ed.), Houghton-Mifflin Co.





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# HOW TO REDUCE TEST ANXIETY

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## RELAXATION TECHNIQUES

There are both short-term and long-term relaxation response techniques that help control emotional (somatic) and worry (cognitive) test anxiety. Once these procedures are learned, the relaxation response will take the place of an anxiety response.

### *☛ THE TENSING AND DIFFERENTIAL RELAXATION METHOD*

1. Put your feet flat on the floor.
2. With your hands, grab underneath the chair.
3. Push down with your feet and pull up on your chair at the same time for about five seconds.
4. Relax for five to ten seconds.
5. Repeat the procedure two or three times.
6. Relax all your muscles except the ones that are actually used to take the test.

### *☛ THE PALMING METHOD*

1. Close and cover your eyes using the center of the palms of your hands.
2. Prevent your hands from touching your eyes by resting the lower parts of your palms on your cheekbones and placing your fingers on your forehead. Your eyeballs must not be touched, rubbed or handled in any way.
3. Think of some real or imaginary relaxing scene. Mentally visualize this scene. Picture the scene as if you were actually there, looking through your own eyes.
4. Visualize this relaxing scene for one to two minutes.

### *☛ DEEP BREATHING*

1. Sit straight up in your chair in a good posture position.
2. Slowly inhale through your nose.
3. As you inhale, first fill the lower section of your lungs and work your way up to the upper part of your lungs.
4. Hold your breath for a few seconds.
5. Exhale slowly through your mouth.
6. Wait a few seconds and repeat the cycle.

# LONG-TERM RELAXATION TECHNIQUES

The cue-controlled relaxation response technique is the best long-term relaxation technique. It is presented on side two of the audiocassette *How To Reduce Test Anxiety* (Nolting, 1986). Cue-controlled relaxation means you can induce your own relaxation based on repeating certain cue words to yourself. In essence, you are taught to relax and then silently repeat cue words, such as "I am relaxed." After enough practice you can relax during tests.

## NEGATIVE SELF-TALK

Negative self-talk (cognitive anxiety) is defined as the negative statements you tell yourself before and during tests. Negative self-talk causes students to lose confidence and to give up on tests. Students need to change their negative self-talk to positive self-talk without making unrealistic statements.

During tests, positive self-talk can build confidence and decrease your test anxiety. Using positive self-talk before a test can help reduce your test anxiety and improve your grades.

### ☛ *EXAMPLES OF NEGATIVE SELF-TALK:*

- "No matter what I do, I will not pass the course."
- "I am no good at math, so why should I try?"
- "I cannot remember the answers or I have forgotten how to do the problems. I am going to fail this test."
- "I failed this course last semester, and I am going to flunk out again this semester."

### ☛ *EXAMPLES OF POSITIVE SELF-TALK*

- "I failed the course last semester, but I can now use my study/ math skills to pass this course."
- "I went blank on the last test, but I now know how to reduce test anxiety."
- "I know that with hard work, I will pass math."
- "I prepared for this test and will do the best I can."
- "I feel good about my self and my abilities. I am not going to worry about that difficult problem. I'm going to use all my test time and check for careless errors. Even if I don't get the grade I want on this test, it is not the end of the world."

### REFERENCE:

Paul D. Nolting, Ph.D., *Math Study Skills Workbook, Your Guide to Reducing Test Anxiety and Improving Study Strategies*, 2000 by Houghton Mifflin Company.

Adapted from: [http://www.wvup.edu/Academics/more\\_test\\_anxiety\\_tips.htm](http://www.wvup.edu/Academics/more_test_anxiety_tips.htm)



## Keystone Exams: Literature Anchor Checklist (rev. 02/13)

TEACHER:		COURSE:				
Anchor	Anchor Descriptor	Introduced	Practiced	Assessed	Reviewed	Keystone Prep
<b>MODULE 1 – FICTION</b>						
<b>L.F.1</b>	<b><i>Reading for Meaning – Fiction</i></b>					
<b>L.F.1.1</b>	<b>Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.</b>					
Eligible Content	<b>1.1.1</b> Identify and/or analyze the author’s intended purpose of a text.					
Eligible Content	<b>1.1.2</b> Explain, describe, and/or analyze examples of text that support the author’s intended purpose.					
Eligible Content	<b>1.1.3</b> Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.					
<b>L.F.1.2</b>	<b>Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</b>					
Eligible Content	<b>1.2.1</b> Identify and/or apply a synonym or antonym of a word used in a text.					
Eligible Content	<b>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.					
Eligible Content	<b>1.2.3</b> Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.					
Eligible Content	<b>1.2.4</b> Draw conclusions about connotations of words.					
<b>L.F.1.3</b>	<b>Use appropriate strategies to comprehend literature during the reading process.</b>					
Eligible Content	<b>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.					
Eligible Content	<b>1.3.2</b> Summarize the key details and events of a fictional text, in part or as a whole.					
<b>L.F.2</b>	<b><i>Analyzing and Interpreting Literature – Fiction</i></b>					
<b>L.F.2.1</b>	<b>Use appropriate strategies to make and support interpretations of literature.</b>					
Eligible Content	<b>2.1.1</b> Make inferences and/or draw conclusions based on analysis of a text.					
Eligible Content	<b>2.1.2</b> Cite evidence from a text to support generalizations.					
<b>L.F.2.2</b>	<b>Use appropriate strategies to compare, analyze, and evaluate literary forms.</b>					
Eligible Content	<b>2.2.1</b> Analyze how literary form relates to and/or influences meaning of text.					
Eligible Content	<b>2.2.2</b> Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.					
Eligible Content	<b>2.2.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.					
Eligible Content	<b>2.2.3</b> Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.					

Anchor	Anchor Descriptor	Introduced	Practiced	Assessed	Reviewed	Keystone Prep
<b>L.F.2.3</b>	<b>Use appropriate strategies to compare, analyze, and evaluate literary elements.</b>					
Eligible Content	<p><b>2.3.1</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b><u>character</u></b> (may also be called narrator or speaker) in a variety of fiction:</p> <ul style="list-style-type: none"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text.</li> </ul>					
Eligible Content	<p><b>2.3.2</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b><u>setting</u></b> in a variety of fiction:</p> <ul style="list-style-type: none"> <li>the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>					
Eligible Content	<p><b>2.3.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b><u>plot</u></b> (may also be called action) in a variety of fiction:</p> <ul style="list-style-type: none"> <li>elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution).</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>					
Eligible Content	<p><b>2.3.4</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b><u>theme</u></b> in a variety of fiction:</p> <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period.</li> </ul>					
Eligible Content	<p><b>2.3.5</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b><u>tone, style, and/or mood</u></b> in a variety of fiction:</p> <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <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> </ul>					

Anchor	Anchor Descriptor	Introduced	Practiced	Assessed	Reviewed	Keystone Prep
Eligible Content	<b>2.3.6</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>point of view</b> 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>					
<b>L.F.2.4</b>	<b>Use appropriate strategies to interpret and analyze the universal significance of literary fiction.</b>					
Eligible Content	<b>2.4.1</b> Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.					
<b>L.F.2.5</b>	<b>Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.</b>					
Eligible Content	<b>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.					
Eligible Content	<b>2.5.2</b> Identify, explain, and analyze the structure of poems and sound devices.					
Eligible Content	<b>2.5.3</b> Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.					
<b>MODULE 2 - NONFICTION</b>						
<b>L.N.1</b>	<b><i>Reading for Meaning - Nonfiction</i></b>					
<b>L.N.1.1</b>	<b>Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.</b>					
Eligible Content	<b>1.1.1</b> Identify and/or analyze the author's intended purpose of a text.					
Eligible Content	<b>1.1.2</b> Explain, describe, and/or analyze examples of text that support the author's intended purpose.					
Eligible Content	<b>1.1.3</b> Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.					
Eligible Content	<b>1.1.4</b> Explain how an author's use of key words or phrases in text informs and influences the reader.					
<b>L.N.1.2</b>	<b>Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</b>					
Eligible Content	<b>1.2.1</b> Identify and/or apply a synonym or antonym of a word used in a text.					
Eligible Content	<b>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.					
Eligible Content	<b>1.2.3</b> Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.					
Eligible Content	<b>1.2.4</b> Draw conclusions about connotations of words.					

Anchor	Anchor Descriptor	Introduced	Practiced	Assessed	Reviewed	Keystone Prep
<b>L.N.1.3</b>	<b>Use appropriate strategies to comprehend literature during the reading process.</b>					
Eligible Content	<b>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.					
Eligible Content	<b>1.3.2</b> Summarize the key details and events of nonfictional text, in part or as a whole.					
Eligible Content	<b>1.3.3</b> Analyze the interrelationships of idea and events in text to determine how one idea or event may interact and influence another.					
<b>L.N.2</b>	<b><i>Analyzing and Interpreting Literature - Nonfiction</i></b>					
<b>L.N.2.1</b>	<b>Use appropriate strategies to make and support interpretations of literature.</b>					
Eligible Content	<b>2.1.1</b> Make inferences and/or draw conclusions based on analysis of a text.					
Eligible Content	<b>2.1.2</b> Cite evidence from a text to support generalizations.					
<b>L.N.2.2</b>	<b>Use appropriate strategies to compare, analyze, and evaluate literary forms.</b>					
Eligible Content	<b>2.2.1</b> Analyze how literary form relates to and/or influences meaning of text.					
Eligible Content	<b>2.2.2</b> Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.					
Eligible Content	<b>2.2.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.					
<b>L.N.2.3</b>	<b>Use appropriate strategies to compare, analyze, and evaluate literary elements.</b>					
Eligible Content	<b>2.3.1</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>character</b> (may also be called narrator or speaker, or subject of a biography) in a variety of nonfiction: <ul style="list-style-type: none"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text.</li> </ul>					
Eligible Content	<b>2.3.2</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>setting</b> in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>					
Eligible Content	<b>2.3.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>plot</b> (may also be called action) in a variety of nonfiction: <ul style="list-style-type: none"> <li>elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution).</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>					

Anchor	Anchor Descriptor	Introduced	Practiced	Assessed	Reviewed	Keystone Prep
Eligible Content	<p><b>2.3.4</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>theme</b> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period.</li> </ul>					
Eligible Content	<p><b>2.3.5</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>tone, style, and/or mood</b> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <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> </ul>					
Eligible Content	<p><b>2.3.6</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>point of view</b> in a variety of nonfiction:</p> <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>					
<b>L.N.2.4</b>	<b>Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.</b>					
Eligible Content	<b>2.4.1</b> Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.					
Eligible Content	<b>2.4.2</b> Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of direction.					
Eligible Content	<b>2.4.3</b> Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts					
Eligible Content	<b>2.4.4</b> Make connections between a text and the content of graphics and charts.					
Eligible Content	<b>2.4.5</b> Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.					
<b>L.N.2.5</b>	<b>Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.</b>					
Eligible Content	<b>2.5.1</b> Differentiate between fact and opinion.					
Eligible Content	<b>2.5.2</b> Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.					

<b>Anchor</b>	<b>Anchor Descriptor</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Assessed</b>	<b>Reviewed</b>	<b>Keystone Prep</b>
Eligible Content	<b>2.5.3</b> Distinguish essential from nonessential information.					
Eligible Content	<b>2.5.4</b> Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.					
Eligible Content	<b>2.5.5</b> Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.					
Eligible Content	<b>2.5.6</b> Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.					

## Resource Index: Keystone Remediation Course (rev. 5/13)

Anchor	Anchor Descriptor	Texts and Lessons – Literature	PSSA Coach – Grade 11	PSSA Coach – Grade 10	Meas. Up!	Common Core Coach World Lit 1	Other
<b>MODULE 1 – FICTION</b>							
<b>L.F.1</b>	<b><i>Reading for Meaning – Fiction</i></b>						
<b>L.F.1.1</b>	<b>Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.</b>						
Eligible Content	<b>1.1.1</b> Identify and/or analyze the author’s intended purpose of a text.	26-28; 180-186	109-113	84-86			
Eligible Content	<b>1.1.2</b> Explain, describe, and/or analyze examples of text that support the author’s intended purpose.	59-65; 156-162; 180-186	109-113	84-86			
Eligible Content	<b>1.1.3</b> Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	89-102; 173-179					
<b>L.F.1.2</b>	<b>Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</b>						
Eligible Content	<b>1.2.1</b> Identify and/or apply a synonym or antonym of a word used in a text.		52-60				
Eligible Content	<b>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.		46-51	38-40			
Eligible Content	<b>1.2.3</b> Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	163-168; 187-195; 207-216	61-72	44-54			
Eligible Content	<b>1.2.4</b> Draw conclusions about connotations of words.	22-25; 37-42; 103-107; 189-195					
<b>L.F.1.3</b>	<b>Use appropriate strategies to comprehend literature during the reading process.</b>						
Eligible Content	<b>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.	89-102; 126-130; 163-168; 260-266	73-82	56-57			
Eligible Content	<b>1.3.2</b> Summarize the key details and events of a fictional text, in part or as a whole.	83-88; 112-116; 141-148; 196-202	95-99	68-69			
<b>L.F.2</b>	<b><i>Analyzing and Interpreting Literature – Fiction</i></b>						
<b>L.F.2.1</b>	<b>Use appropriate strategies to make and support interpretations of literature.</b>						
Eligible Content	<b>2.1.1</b> Make inferences and/or draw conclusions based on analysis of a text.	29-32; 33-36; 37-42; 56-58; 126-130; 141-148; 156-162	83-86	58-59			
Eligible Content	<b>2.1.2</b> Cite evidence from a text to support generalizations.	112-116; 180-186					

<b>L.F.2.2</b>	<b>Use appropriate strategies to compare, analyze, and evaluate literary forms.</b>						
Eligible Content	<b>2.2.1</b> Analyze how literary form relates to and/or influences meaning of text.	73-76; 108-111; 121-125		84-86	151-156		
Eligible Content	<b>2.2.2</b> Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.			72-73	119-120		
Eligible Content	<b>2.2.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	77-82; 224-228; 237-243; 244-249					
Eligible Content	<b>2.2.4</b> Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	150-152; 260-266	196-207		201-209 210-220 232-242		
<b>L.F.2.3</b>	<b>Use appropriate strategies to compare, analyze, and evaluate literary elements.</b>						
Eligible Content	<b>2.3.1</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>character</b> (may also be called narrator or speaker) in a variety of fiction: <ul style="list-style-type: none"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text.</li> </ul>	51-55; 56-58; 66-72; 89-102; 131-136; 173-179; 237-243	151-158	106-107	122-143;		
Eligible Content	<b>2.3.2</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>setting</b> in a variety of fiction: <ul style="list-style-type: none"> <li>the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>	131-136	159-160	108-110	122-131; 138-143; 157-160		
Eligible Content	<b>2.3.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>plot</b> (may also be called action) in a variety of fiction: <ul style="list-style-type: none"> <li>elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution).</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>	89-102; 131-136	149-150	104-105	122-131; 138-143; 144-150;		
Eligible Content	<b>2.3.4</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>theme</b> in a variety of fiction: <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period.</li> </ul>	43-46; 77-82; 83-88; 207-216	161-162	111-113	122-131; 138-143; 162-174		
Eligible Content	<b>2.3.5</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>tone, style, and/or mood</b> in a variety of fiction:	59-65; 73-76;	173-176 178-181	121-122	122-131; 138-		



	<ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <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> </ul>	89-102; 153-156; 237-243			143; 175-180 221-227		
Eligible Content	<b>2.3.6</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>point of view</b> 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>	18-20; 22-25; 29-32; 66-72; 117-120; 153-157	169-172	118-120	122-131; 138-143; 168-174		
<b>L.F.2.4</b>	<b>Use appropriate strategies to interpret and analyze the universal significance of literary fiction.</b>						
Eligible Content	<b>2.4.1</b> Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	196-202 224-228 173-179			157-160 252-259		
<b>L.F.2.5</b>	<b>Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.</b>						
Eligible Content	<b>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.	47-50 169-172	127-148; 163-164	87-102; 116-117; 126-127	151-156; 157-160; 201-209 228-233		
Eligible Content	<b>2.5.2</b> Identify, explain, and analyze the structure of poems and sound devices.	47-50; 83-88; 137-140; 203-206; 229-231	196-200	128-129	201-209 211-220 228-233 234-242		
Eligible Content	<b>2.5.3</b> Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.		201-208		181-189		
<b>MODULE 2 - NONFICTION</b>							
<b>L.N.1</b>	<b><i>Reading for Meaning - Nonfiction</i></b>						
<b>L.N.1.1</b>	<b>Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.</b>						
Eligible Content	<b>1.1.1</b> Identify and/or analyze the author's intended purpose of a text.	267-278	109-113	84-86	4-11; 35-45		
Eligible Content	<b>1.1.2</b> Explain, describe, and/or analyze examples of text that support the author's intended purpose.	244-249	109-113	84-86	4-11; 35-45		
Eligible Content	<b>1.1.3</b> Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.	267-278			35-45		
Eligible Content	<b>1.1.4</b> Explain how an author's use of key words or phrases in text informs and influences the		182-185				

	reader.						
<b>L.N.1.2</b>	<b>Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</b>						
Eligible Content	<b>1.2.1</b> Identify and/or apply a synonym or antonym of a word used in a text.		52-60				
Eligible Content	<b>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.		46-51	38-40	10-11		
Eligible Content	<b>1.2.3</b> Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.		61-72	44-54	10-11		
Eligible Content	<b>1.2.4</b> Draw conclusions about connotations of words.	244-249; 267-278					
<b>L.N.1.3</b>	<b>Use appropriate strategies to comprehend literature during the reading process.</b>						
Eligible Content	<b>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.	229-231; 250-259	73-82	56-57			
Eligible Content	<b>1.3.2</b> Summarize the key details and events of nonfictional text, in part or as a whole.	244-249	95-99	68-69			
Eligible Content	<b>1.3.3</b> Analyze the interrelationships of idea and events in text to determine how one idea or event may interact and influence another.	232-236; 267-278					
<b>L.N.2</b>	<b>Analyzing and Interpreting Literature - Nonfiction</b>						
<b>L.N.2.1</b>	<b>Use appropriate strategies to make and support interpretations of literature.</b>						
Eligible Content	<b>2.1.1</b> Make inferences and/or draw conclusions based on analysis of a text.		83-86	58-59	29-34; 57-71;		
Eligible Content	<b>2.1.2</b> Cite evidence from a text to support generalizations.						
<b>L.N.2.2</b>	<b>Use appropriate strategies to compare, analyze, and evaluate literary forms.</b>						
Eligible Content	<b>2.2.1</b> Analyze how literary form relates to and/or influences meaning of text.	108-111	109-113	84-86	35-45		
Eligible Content	<b>2.2.2</b> Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.			72-73			
Eligible Content	<b>2.2.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	77-82; 229-231 232-236 267-278	103-105		4-11		
<b>L.N.2.3</b>	<b>Use appropriate strategies to compare, analyze, and evaluate literary elements.</b>						
Eligible Content	<b>2.3.1</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>character</b> (may also be called narrator or speaker, or subject of a biography) in a variety of nonfiction: <ul style="list-style-type: none"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text.</li> </ul>	77-82; 117-120; 232-236	151-158	106-107			
Eligible Content	<b>2.3.2</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>setting</b> in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between setting and other components of a text (character, plot,</li> </ul>		159-168	108-110	157-161		

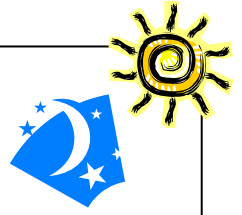
	and other key literary elements)						
Eligible Content	<p><b>2.3.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>plot</b> (may also be called action) in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution).</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>		149-150	104-105			
Eligible Content	<p><b>2.3.4</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>theme</b> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period.</li> </ul>	77-82; 250-259	161-162	111-113			
Eligible Content	<p><b>2.3.5</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>tone, style, and/or mood</b> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <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> </ul>	250-259	173-185	121-122	175-180		
Eligible Content	<p><b>2.3.6</b> Explain, interpret, compare, describe, analyze, and/or evaluate <b>point of view</b> in a variety of nonfiction:</p> <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>	77-82; 117-120; 232-236	169-172; 103-105	118-120			
<b>L.N.2.4</b>	<b>Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.</b>						
Eligible Content	<b>2.4.1</b> Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	224-228; 232-236			72-85; 101-108		
Eligible Content	<b>2.4.2</b> Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of direction.						
Eligible Content	<b>2.4.3</b> Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts		117-126	74-76	4-11; 35-46 57-71; 86-100		
Eligible Content	<b>2.4.4</b> Make connections between a text and the content of graphics and charts.	224-228; 250-259	117-126	74-76	57-71; 86-100;		

Eligible Content	<b>2.4.5</b> Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.		<b>117-126</b>		<b>57-71; 86-100</b>		
<b>L.N.2.5</b>	<b>Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.</b>						
Eligible Content	<b>2.5.1</b> Differentiate between fact and opinion.		<b>100-102</b>	<b>70-71</b>	<b>12-15</b>		
Eligible Content	<b>2.5.2</b> Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.		<b>100-102</b>	<b>70-71</b>	<b>12-15; 29-33</b>		
Eligible Content	<b>2.5.3</b> Distinguish essential from nonessential information.				<b>4-11; 16-22</b>		
Eligible Content	<b>2.5.4</b> Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.		<b>87-94</b>	<b>60-61</b>	<b>23-28 273-278</b>		
Eligible Content	<b>2.5.5</b> Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.		<b>87-94</b>	<b>60-61</b>	<b>4-11; 23-28</b>		
Eligible Content	<b>2.5.6</b> Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.	<b>267-278</b>	<b>114-116</b>				

# General Test-Taking Strategies

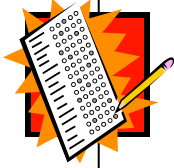
## Approaching the Test

- Be prepared.
- Get a good night's sleep
- Have a healthy breakfast
- Dress in comfortable clothes
- Go to school on time
- Approach the test with a positive attitude.
- Think of a test as a way to show what you have learned.



## Filling out the Answer Sheet for Standardized Tests

- Listen carefully to directions.
- Fill in the answer spaces completely and avoid unnecessary stray marks. Since the answer sheets are often corrected by an automatic scanning machine, filling in the circles completely is very important.
- Periodically check the number of the test question with the number on your answer sheet. Be sure they're the same.



## Testing Format

### Multiple-Choice Questions

- Read the entire question. Sometimes the correct answer is the last choice listed.
- Eliminate the answers that you know are incorrect, then make your best guess.
- If you have only two answers to choose from, you increase your chances of being successful.
- Skip those questions you don't know and return to them later. Do not waste time on one question.
- Usually your first answer is correct. Only change an answer if you are sure that the change is correct.



### Essay Questions

- Use a graphic organizer or web to help you organize information and see relationships. This can be done on a piece of scrap paper before you write your answer. Doing this will save you time in the long run.
- Look for clue words to help you decide what information you must provide.
  - o Explain – often means to tell about a process.
  - o Compare and Contrast – means to tell how two or more things are alike and different.
  - o Analyze – means to break something into parts.
  - o Describe – means to present details in an order.

## Following Directions

- Listen and read directions carefully.
- Watch for signal words such as *first*, *next*, *following*, and other sequence words or clues.
- Focus on verb commands that tell you what to do.
- Be sure you know what is expected before beginning the test.
- Go over your answers if there is time.



Adapted from: Abbamont, G. W. & Brescher, A. (1997). Test smart!: Ready-to use test-taking strategies and activities for grades 5–12. San Francisco, CA: John Wiley & Sons, Inc.

# Test-Prep Websites for High School Students

(They're free!)

[http://www.collegeboard.com/student/testing/sat/prep\\_one/prep\\_one.html](http://www.collegeboard.com/student/testing/sat/prep_one/prep_one.html) - Know what to expect on SAT test day by reviewing practice questions, taking a practice test, answering the SAT question of the day and more.

<http://highschoolace.com/ace/ace.cfm> - Contains test practice activities, a subject guide, games and reference sites for all subjects. It is iPad compatible and addresses SAT vocabulary, Biology, Algebra, foreign languages, and other subject area topics.

[www.ineedapencil.com](http://www.ineedapencil.com) – Practice for the SAT or other standardized tests with this site. Includes online lessons, practice questions, score projections, digital notes and more!

<http://khanacademy.org> – Contains a comprehensive SAT prep section as well as tutorials in science, math, finance, and other subject areas. It's worth a look!

<http://www.esasd.net> - **Learning Express Library** has practice tests for just about anything you can think of – even tests for different professions! To access it go to our district website, STUDENTS, Library Portal, East Stroudsburg HS South. Click the “College and Career” link on the left side of the page. Choose the bottom link to enter Learning Express Library. Each student sets up their own account and can access it from anywhere. Mrs. Wilson (our librarian) can assist with this site.

<http://www.number2.com> - Create an account and access a customized course that includes user-friendly tutorials, practice sessions that adjust to your individual ability level, a vocabulary builder, and more. Great for preparing for the SAT.

<http://periodicvideos.com> – Contains online videos about each element on the Periodic Table of Elements.

<http://www.studyisland.com> – The East Stroudsburg Area School District has purchased a license which gives you access to this site as long as you are a student in East Stroudsburg. See your math or English teacher for your username and password.

<http://www.testprepreview.com> - Increase your chances of passing the SAT by utilizing this site's SAT practice questions, SAT study guide, and SAT flash cards. The site also offers a section about battling test anxiety.

[www.vocabsushi.com](http://www.vocabsushi.com) – Take a pre-test and play various types of games to practice vocabulary for the SAT or other standardized tests. Download a free app for your iPhone or iPod Touch, get customized vocabulary lists, chart your progress, read interesting articles which use your vocabulary words, and more...

<http://www.vocabulary.com> - Build your vocabulary skills and prepare for tests like the PSAT and SAT while challenging yourself to learn new words each day.

<http://www.hippocampus.org> - Visit this site to view math, science and social studies presentations, see worked examples, experience interactive simulations, and practice for standardized tests.

<http://www.bbc.co.uk/schools/gcsebitesize/maths/> - Experience some math practice lessons and tests, then practice what you've learned through games.

<http://themathpage.com> - Developed by a community college in New York, entire math courses are offered via an interactive format. Includes algebra, trigonometry, geometry and more! An iPhone/ iPad app is available for a small fee.

# Vocabulary Extension Menu

**DIRECTIONS:** Complete one activity from each row. You choose the activity.

<b>Study Aids</b>	<p style="text-align: center;"><b><u>Memory (Concentration)</u></b></p> <p>Make two sets of vocabulary cards. Choose 10 vocabulary words. Write the word on one card and the definition on another. Repeat with the remaining vocabulary words. Mix up the cards from Set #1. Lay them face down on a table or flat surface. Turn over two cards at a time. If the cards match, keep them. If they don't, turn them back over and try again. The game is over when the cards are gone.</p>	<p style="text-align: center;"><b><u>Word Sort</u></b></p> <p>Write each vocabulary word on a card or small piece of paper. Figure out at least one way you could sort the vocabulary words into categories (prefixes or suffixes, similar meanings, parts of speech etc.). Challenge yourself by seeing how many different ways your vocabulary words can be sorted.</p>	<p style="text-align: center;"><b><u>Flash Cards</u></b></p> <p>Make a flash card for each of your vocabulary words. Follow the directions below:</p> <p><b><u>FRONT OF CARD:</u></b> vocabulary word &amp; picture  <b><u>BACK OF CARD:</u></b> definition &amp; sentence created by you.</p> <p>Study the words until you learn their meanings.</p>												
<b>Dig Deeper</b>	<p style="text-align: center;"><b><u>Picture It!</u></b></p> <p>Choose 5 vocabulary words whose meanings you will draw or find a picture for. Label a sheet of art paper with one vocabulary word and draw a picture which illustrates the meaning of the word. On the bottom, write a caption that relates to the picture and underline the vocabulary word.</p>	<p style="text-align: center;"><b><u>Web It!</u></b></p> <p>Choose 5 vocabulary words. Create a separate web for each word.</p> <div style="text-align: center;"> <p>Definition                      Sentence:</p> <pre> graph TD     Word --- Definition     Word --- Sentence     Word --- Picture     Word --- Synonyms     Word --- Antonyms     Word --- PartOfSpeech[Part of Speech]             </pre> </div>	<p style="text-align: center;"><b><u>List It!</u></b></p> <p>Draw 4 columns on a piece of paper. Rewrite 5 of your vocabulary words in ABC order. Next to each word, write the dictionary definition and part of speech. Write one sentence for each word.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td></td> <td style="text-align: center;">part of</td> <td></td> </tr> <tr> <td style="text-align: center;">word</td> <td style="text-align: center;">definition</td> <td style="text-align: center;">speech</td> <td style="text-align: center;">sentence</td> </tr> <tr> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> </tr> </table>			part of		word	definition	speech	sentence				
		part of													
word	definition	speech	sentence												
<b>Get Creative</b>	<p style="text-align: center;"><b><u>Riddle It!</u></b></p> <p>Choose 10 vocabulary words. Write one riddle for each word.</p> <p>Example:  <i>I am a color which symbolizes wealth. I am often seen on the robes of queens and kings. I am also on petals of flowers. What am I? (Answer: purple)</i></p>	<p style="text-align: center;"><b><u>Headlines</u></b></p> <p>Choose 10 vocabulary words. Create one newspaper headline for each word. If time remains, write a newspaper story to go with one of the headlines you just created.</p>	<p style="text-align: center;"><b><u>Write It!</u></b></p> <p>Choose 10 vocabulary words. Create a story using all 10 words. Underline the vocabulary words in the text.</p> <p>Alternative: Instead of creating a story, write song lyrics or a poem.</p>												

This was my thinking...

<b>Study Aids</b>	<b><u>Memory (Concentration)</u></b>	<b><u>Word Sort</u></b>	<b><u>Flash Cards</u></b>
	Traditional Manipulative	Most effective research-based practice Manipulative	Traditional Manipulative
	<b><u>Picture It!</u></b>	<b><u>Web It!</u></b>	<b><u>List It!</u></b>
<b>Dig Deeper</b>	Artistic Visual	Traditional For the student who prefers webbing ideas. Visual	Traditional For the student who thinks in a linear fashion.
	<b><u>Riddle It!</u></b>	<b><u>Headlines</u></b>	<b><u>Write It!</u></b>
<b>Get Creative</b>	Higher-level thinking skills Creative	Higher-level thinking skills Creative	Higher-level thinking skills Traditional or creative (depends on students' choice)