

## **High School English Appendix:**

**A – PA Academic Standards for Reading, Writing, Speaking,  
and Listening – Grade 11**

**B – PSSA Reading Assessment Anchors Checklist – Grade 11**

**C – PSSA Writing Rubrics:**

- **Informational Writing**
- **Persuasive Writing**
- **Conventions of Language**

**D – PSSA Reading Rubric**

**E – PSSA Assessment Anchor Glossary**

## Appendix A

### PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11

#### 1.1.11 Learning to Read Independently

- A. Locate various texts, media and traditional resources for assigned and independent projects before reading.
- B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
- D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.
- F. Understand the meaning of and apply key vocabulary across the various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
  - Make, and support with evidence, assertions about texts.
  - Compare and contrast texts using themes, settings, characters and ideas.
  - Make extensions to related ideas, topics or information.
  - Assess the validity of the document based on context.
  - Analyze the positions, arguments and evidence in public documents.
  - Evaluate the author's strategies.
  - Critique public documents to identify strategies common in public discourse.
- H. Demonstrate fluency and comprehension in reading.
  - Read familiar materials aloud with accuracy.
  - Self-correct mistakes.
  - Use appropriate rhythm, flow, meter and pronunciation.
  - Read a variety of genres and types of text.
  - Demonstrate comprehension (Standard 1.1.11.G.).

**(Recommend: 25 books/year)**

#### 1.2.11 Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents in all academic areas.
  - Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.
  - Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.
  - Use teacher and student established criteria for making decisions and drawing conclusions.
  - Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.
- B. Use and understand a variety of media and evaluate the quality of material produced.
  - Select appropriate electronic media for research and evaluate the quality of the information received.
  - Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.
  - Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).

**Produce work in at least one literary genre that follows the conventions of the genre.**

### 1.3.11 Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
- C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
  - Sound techniques (e.g. rhyme rhythm, meter, and alliteration).
  - Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).
  - Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).
- D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).
- E. Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- F. Read and respond to nonfiction and fiction including poetry and drama.

### 1.4.11 Types of Writing

- A. Write short stories, poems and plays.
  - **Apply** varying organizational methods.
  - Use relevant illustrations.
  - Utilize dialogue.
  - Apply literary conflict.
  - Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).
  - Include literary elements (Standard 1.3.11.B.) .
  - Use literary devices (Standard 1.3.11.C.).
- B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
  - Include a variety of methods to develop the main idea.
  - Use precise language and specific detail.
  - Include cause and effect.
  - Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).
  - Use primary and secondary sources.
- C. Write persuasive pieces.
  - Include a clearly stated position or opinion.
  - Include convincing, elaborated and properly cited evidence.
  - Develop reader interest.
  - Anticipate and counter reader concerns and arguments.
  - Include a variety of methods to advance the argument or position.
- D. Maintain a written record of activities, course work, experience, honors and interests.
- E. Write a personal resume—.

### 1.5.11 Quality of Writing

- A. Write with a sharp, distinct focus.
  - Identify topic, task and audience.
  - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
  - Gather, determine validity and reliability of, analyze and organize information.
  - Employ the most effective format for purpose and audience.

- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- C. Write with controlled and/or subtle organization.
  - Sustain a logical order throughout the piece.
  - Include an effective introduction and conclusion.
- D. Write with a command of the stylistic aspects of composition.
  - Use different types and lengths of sentences.
  - Use precise language.
- E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- F. Edit writing using the conventions of language.
  - Spell all words correctly.
  - Use capital letters correctly.
  - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
  - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
  - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

**Present and/or defend written work for publication when appropriate.**

### **1.6.11 Speaking and Listening**

- A. Listen to others.
  - Ask clarifying questions.
  - Synthesize information, ideas and opinions to determine relevancy.
  - Take notes.
- B. Listen to selections of literature (fiction and/or nonfiction).
  - Relate them to previous knowledge.
  - Predict solutions to identified problems.
  - Summarize and reflect on what has been heard.
  - Identify and define new words and concepts.
  - Analyze and synthesize the selections relating them to other selections heard or read.
- C. Speak using skills appropriate to formal speech situations.
  - Use a variety of sentence structures to add interest to a presentation.
  - Pace the presentation according to audience and purpose.
  - Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.
- D. Contribute to discussions.
  - Ask relevant, clarifying questions.
  - Respond with relevant information or opinions to questions asked.
  - Listen to and acknowledge the contributions of others.
  - Adjust tone and involvement to encourage equitable participation.
  - Facilitate total group participation.
  - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
  - Paraphrase and summarize as needed.
- E. Participate in small and large group discussions and presentations.
  - Initiate everyday conversation.
  - Select and present an oral reading on an assigned topic.
  - Conduct interviews.
  - Participate in a formal interview (e.g., for a job, college).

- Organize and participate in informal debate around a specific topic.
  - Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).
- F. Use media for learning purposes.
- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
  - Evaluate the role of media in focusing attention and forming opinions.
  - Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.

### **1.7.11 Characteristics and Functions of the English Language**

- A. Describe the influence of historical events on the English language.
- B. Analyze when differences in language are a source of negative or positive stereotypes among groups.
- C. Explain and evaluate the role and influence of the English language within and across countries.

### **1.8.11 Research**

- A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
  - Determine valid resources for researching the topic, including primary and secondary sources.
  - Evaluate the importance and quality of the sources.
  - Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
  - Use tables of contents, indices, key words, cross-references and appendices.
  - Use traditional and electronic search tools.
- C. Organize, summarize and present the main ideas from research.
  - Take notes relevant to the research topic.
  - Develop a thesis statement based on research.
  - Anticipate readers' problems or misunderstandings.
  - Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
  - Use formatting techniques (e.g., headings, graphics) to aid reader understanding.

**APPENDIX B**

**11th Grade Reading Assessment Anchors Checklist 2007**

**TEACHER:**

**COURSE;**

**Reporting Category A: Comprehension and Reading Skills - FICTION**

<b>Anchor</b>	<b>ANCHOR DESCRIPTOR</b>					
<b>R 11 A.1</b>	<b><i>Understand fiction appropriate to grade level.</i></b>	<b>Introduced</b>	<b>Practiced</b>	<b>Assessed</b>	<b>Reviewed</b>	<b>PSSA PREP</b>
<b>A.1.1</b>	<b>Identify and apply the meaning of vocabulary</b>					
Eligible Content	<b>1.1.1</b> Identify and/or apply meaning of multiple-meaning words in text.					
Eligible Content	<b>1.1.2</b> Identify and/or apply a synonym or antonym of a word in text.					
<b>A.1.2</b>	<b>Identify and apply word recognition skills.</b>					
Eligible Content	<b>1.2.1</b> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.					
Eligible Content	<b>1.2.2</b> Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples in the text.					
<b>A.1.3.</b>	<b>Make inferences, draw conclusions, and make generalizations based on text.</b>					
Eligible Content	<b>1.3.1</b> Make inferences and/or draw conclusions based on information from text.					
Eligible Content	<b>1.3.2</b> Cite evidence from text to support generalizations.					
<b>A.1.4</b>	<b>Identify and explain main ideas and relevant details.</b>					
Eligible Content	<b>1.4.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from text.					
<b>A.1.5</b>	<b>Summarize a fictional text as a whole.</b>					
Eligible Content	<b>1.5.1</b> Summarize the key details and events of a fictional text as a whole.					
<b>A.1.6</b>	<b>Identify, describe, and analyze genre of text.</b>					
Eligible Content	<b>1.6.1</b> Identify and/or analyze intended purpose of text.					
Eligible Content	<b>1.6.2</b> Describe and/or analyze examples of text that support its intended purpose.					

Reporting Category A: Comprehension and Reading Skills - NON-FICTION						
R 11 A.2	<b><i>Understand nonfiction appropriate to grade level.</i></b>	Introduced	Practiced	Assessed	Reviewed	PSSA PREP
A.2.1	<b>Identify and apply the meaning of vocabulary in nonfiction.</b>					
Eligible Content	2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.					
Eligible Content	2.1.2 Identify and/or apply meaning of content-specific words used in text.					
A.2.2	<b>Identify and apply word recognition skills.</b>					
Eligible Content	2.2.1 Identify and apply how the meaning of a word is changed when an affix is added, identify the meaning of a word from the text with an affix.					
Eligible Content	2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues in explanator sentences or through the use of examples in text.					
A.2.3	<b>Make inferences, draw conclusions, and make generalizations based on text.</b>					
Eligible Content	2.3.1 Make inferences and/or draw conclusions based on information from text.					
Eligible Content	2.3.2 Cite evidence from text to support generalizations.					
A.2.4	<b>Identify and explain main ideas and relevant details.</b>					
Eligible Content	2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.					
A.2.5	<b>Summarize a nonfictional text as a whole.</b>					
Eligible Content	2.5.1 Summarize the major points, processes, and/or events of a nonfictional text as a whole.					
A.2.6	<b>Identify, describe, and analyze genre of text.</b>					
Eligible Content	2.6.1 Identify and/or describe intended purpose of text.					
Eligible Content	2.6.2 Describe and/or analyze examples of text that support its intended purpose.					

**11th Grade Reading Assessment Anchors Checklist 2007**

TEACHER:

COURSE:

**Reporting Category B: Interpretation and Analysis of Fictional and Nonfictional Text**

ANCHOR	ANCHOR DESCRIPTOR	Introduced	Practiced	Assessed	Reviewed	PSSA PREP
R11.B.1	<b><i>Interpret, compare, describe, analyze, and evaluate components within and between text.</i></b>					
B.1.1	Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.					
Eligible Content	1.1.1 Interpret, compare, describe, analyze, and/or evaluate the relationships among the following within or between fiction and literary nonfiction:					
Character	Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Interpret, compare, describe, analyze, and / or evaluate the relationship between characters and other components of text.					
Setting	Interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text.					
Plot (Action)	Interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution). Interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot and other components of the text.					
Theme	Interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text.					
Tone, Style, Mood	Interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text.					
Symbolism	Interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.					
B.1.2						
	Make connections between text.					
Eligible Content						
	1.2.1 Interpret, compare, describe, analyze, and/or evaluate connections between text.					
R11.B.2	<b><i>Identify, interpret, describe, and analyze literary devices in fictional and literary nonfictional text.</i></b>					
B.2.1	Identify, interpret, compare, describe, and analyze figurative language and literary structures in fiction and literary nonfiction.					
Eligible Content	2.1.1 Identify, interpret, compare, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text. Identify, interpret, describe, and/or analyze the author's purpose and/or effectiveness at using figurative language in text.					
Eligible Content	2.1.2 Identify, interpret, describe, and/or analyze the author's purpose and/or effectiveness at using figurative language in text.					





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## APPENDIX C

### WRITING

#### PSSA INFORMATIONAL SCORING GUIDELINE

4	FOCUS	Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.
	CONTENT DEVELOPMENT	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.
	ORGANIZATION	Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.
	STYLE	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.
3	FOCUS	Clear controlling point made about a single topic with general awareness of task and audience.
	CONTENT DEVELOPMENT	Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficient elaboration with clearly presented information supported with well-chosen details.
	ORGANIZATION	Organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.
	STYLE	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.
2	FOCUS	Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience.
	CONTENT DEVELOPMENT	Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information. May be an extended list.
	ORGANIZATION	Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.
	STYLE	Limited control of language and sentence structures that creates interference with tone.
1	FOCUS	Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience.
	CONTENT DEVELOPMENT	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support. May be a bare list.
	ORGANIZATION	Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.
	STYLE	Minimal control of language and sentence structures that creates an inconsistent tone.

## APPENDIX C

### WRITING PSSA PERSUASIVE SCORING GUIDELINE

4	FOCUS	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.
	CONTENT DEVELOPMENT	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.
	ORGANIZATION	Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.
	STYLE	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.
3	FOCUS	Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.
	CONTENT DEVELOPMENT	Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.
	ORGANIZATION	Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.
	STYLE	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.
2	FOCUS	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.
	CONTENT DEVELOPMENT	Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.
	ORGANIZATION	Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.
	STYLE	Limited control of language and sentence structures that creates interference with tone.
1	FOCUS	Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.
	CONTENT DEVELOPMENT	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.
	ORGANIZATION	Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.
	STYLE	Minimal control of language and sentence structures that creates an inconsistent tone.

## WRITING

### PSSA CONVENTIONS SCORING GUIDELINE

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- | Thorough control of sentence formation.
  - | Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning.
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3

- | Adequate control of sentence formation.
  - | Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present may interfere with meaning.
- 

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- | Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented
  - | Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning.
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- | Minimal control of sentence formation. Many sentences are awkward and fragmented.
  - | Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.
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## APPENDIX D

### READING

#### ***GENERAL DESCRIPTION OF SCORING GUIDELINES FOR READING***

##### **3 Points**

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

##### **2 Points**

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

##### **1 Point**

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

##### **0 Points**

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

Categories within zero reported separately:

BLK (blank) .....No response or written refusal to respond or too brief to determine response

OT .....Off task/topic

LOE .....Response in a language other than English

IL .....Illegible

**Appendix E**  
**PSSA Assessment Anchor Glossary**

### **III. GLOSSARY**

**Alliteration:** The repetition of initial consonant sounds in neighboring words.

**Allusion:** An implied or indirect reference in literature to a familiar person, place or event.

**Analysis:** The process or result of identifying the parts of a whole and their relationships to one another.

**Antonym:** A word that is the opposite of another word.

**Characterization:** The method an author uses to reveal characters and their various personalities.

**Compare:** Place together characters, situations or ideas to show common or differing features in literary selections.

**Context clues:** Information from the reading that identifies a word or group of words.

**Conventions of language:** Mechanics, usage and sentence completeness.

**Evaluate:** Examine and judge carefully.

**Figurative language:** Language that cannot be taken literally since it was written to create a special effect or feeling.

**Fluency:** The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading.

**Focus:** The center of interest or attention.

**Genre:** A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

**Graphic organizer:** A diagram or pictorial device that shows relationships.

**Homophone:** One of two or more words pronounced alike, but different in spelling or meaning (e.g., hair/hare, scale (fish)/scale (musical)).

**Hyperbole:** An exaggeration or overstatement (e.g., *I was so embarrassed I could have died.*).

**Idiomatic language:** An expression peculiar to itself grammatically or that cannot be understood if taken literally (e.g., *Let's get on the ball.*).

**Irony:** The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

**Literary conflict:** The struggle that grows out of the interplay of the two opposing forces in a plot.

**Literary elements:** The essential techniques used in literature (e.g., characterization, setting, plot, theme).

**Literary devices:** Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration).

**Literary structures:** The author's method of organizing text (e.g., foreshadowing, flashbacks).

**Metaphor:** The comparison of two unlike things in which no words of comparison (*like* or *as*) are used (e.g., *That new kid in class is really a squirrel.*).

**Meter:** The repetition of stressed and unstressed syllables in a line of poetry.

**Narrative:** A story, actual or fictional, expressed orally or in writing.

**Paraphrase:** Restate text or passage in other words, often to clarify meaning or show understanding.

**Pattern book:** A book with a predictable language structure and often written with predictable text; also known as predictable book.

**Personification:** An object or abstract idea given human qualities or human form (e.g., *Flowers danced about the lawn.*).

**Phonics:** The relationship between letters and sounds fundamental in beginning reading.

**Point of view:** The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told.

**Public document:** A document that focuses on civic issues or matters of public policy at the community level and beyond.

**Reading critically:** Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgement of validity or worth of what is read, based on sound criteria.

**Reading rate:** The speed at which a person reads, usually silently.

**Research:** A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem.

**Satire:** A literary tone used to ridicule or make fun of human vice or weakness.

**Self-monitor:** Know when what one is reading or writing is not making sense; adjust strategies for comprehension.

**Semantics:** The study of meaning in language.

**Simile:** A comparison of two unlike things in which a word of comparison (*like* or *as*) is used (e.g., *She eats like a bird.*).

**Sources:**

**Primary:** Text and/or artifacts that tell or show a first-hand account of an event; original works used when researching.

**Secondary:** Text and/or artifacts used when researching that are derived from something original.

**Subject area:** An organized body of knowledge; a discipline; a content area.

**Style:** How an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme.

**Synonym:** One of two or more words in a language that have highly similar meanings (e.g., sorrow, grief, sadness).

**Syntax:** The pattern or structure of word order in sentences, clauses and phrases.

**Theme:** A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.

**Thesis:** The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.

**Tone:** The attitude of the author toward the audience and characters (e.g., serious or humorous).

**Voice:** The fluency, rhythm and liveliness in writing that makes it unique to the writer.

## **Appendix F**

### **ISTE Standards**

#### **1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

#### **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

#### **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

#### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

## **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

## **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.