



The School District of Palm Beach County



Benchmarks (Next Generation Standards [2007])	Reporting Category and Suggested Pacing	Student Target	Suggested Topics
FIRST QUARTER INTRO TO DEBATE, CONGRESSIONAL DEBATE, EXTEMPORANEOUS SPEAKING, DUO INTERPRETATION, DECLAMATION			
	August 18 – October 17	I Can...	



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READING

LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.910.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

LAFS.910.RL.2.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LAFS.910.RL.2.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LAFS.910.RL.3.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

LAFS.910.RL.3.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RI.1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Reading Process – Reading Comprehension

- I can examine the author's purpose (e.g., to inform, entertain, persuade, etc.) and view point and evaluate their impact on meaning.
- I can determine the main idea or essential message in a text through inferring, paraphrasing, summarizing, and by identifying relevant details and facts.
- I can identify cause-and-effect relationships in a text.
- I can identify similarities and differences (e.g., characters, actions, settings, etc.) in multiple texts.
- I can read text with accuracy and adjust reading rate based on purpose (e.g., for pleasure, information, task completion, etc.), difficulty, form, and style.
- I can examine a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, lists, etc.) and features to describe their impact on the meaning.
- I can examine and evaluate similar themes or topics by different authors across various fiction and nonfiction texts.
- I can use strategies to repair comprehension (e.g., rereading, checking context clues, note-making, using graphic organizers, questioning, etc.).

What are Debate, Forensic Arts, and Public Speaking?

- Background on Debate Events (Student Congress, Public Forum Debate, Lincoln Douglas Debate, Policy Debate)
- Background on Individual Events (Duo Interpretation, Dramatic Performance, Oral Interpretation, Declamation)
- Background on Public Speaking Events (Original Oratory, Extemporaneous Speaking)
- Tournament Travel
- Salesmanship

Congressional Debate

- The Federal Congress
- The Constitution & The Bill of Rights
- Developing Pro/Con Arguments
- Speech Structure
- Role of the Presiding Officer
- Parliamentary Procedure
- Body Language
- Cross-Examination
- Research Skills
- MLA Citations
- Politics of Lobbying
- Format for Legislation
- Clash/Flowing

Extemporaneous Speaking

- Event Rules
- Key Terms
- International vs. Domestic Umbrella Areas
- Speech Format
- Researching
- MLA Citations
- Introductory Quotes, Analogies, Scenarios, and Tales
- Memorization
- Body Language
- Content Structure

Duo Interpretation of Literature

- Event Rules
- Key Terms
- Choosing a Script
- Cutting a Script
- Writing an Introduction



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WRITING

LAFS.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.910.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Writing Applications – Creative

- I can write in a variety of styles.

Writing Applications – Informative

- I can record information (e.g., observations, notes, lists, charts, labels, legends, etc.) and ideas related to a topic from primary and secondary sources.
- I can generate ideas through a variety of sources (e.g., brainstorming, prior knowledge, graphic organizers, discussion, printed materials, etc.).

Writing Process – Persuasive

- I can write position papers backed by theory, statistics, facts and rationale.
- I can effectively refute opposing positions.
- I can incorporate various oral presentation styles to enhance a position.

Writing Process – Prewriting/Drafting/Revising/Editing for Language Conventions

- I can draft writing using a prewriting plan that addresses purpose and audience as well as includes a thesis statement with supporting details.
- I can use graphic organizers, charts, or outlines to plan writing in an organized sequence, developing a personal style.
- I can write a draft by sequencing and organizing ideas in a logical manner that reflects the purpose.

- writing an introduction
- Character Analysis
- Character Differentiation
- Memorization
- Teambuilding
- Warmups and Breathing Techniques
- Blocking and Tech
- Vocal Delivery and Analysis
- **Oratorical Declamation**
 - Event Rules
 - Key Terms
 - Choosing a Speech
 - Cutting a Speech
 - Writing an Introduction
 - Speaker Persona
 - Memorization



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VOCABULARY

LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

LAFS.910.L.3.6 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.

Reading Process – Vocabulary Development

- I can listen to, read, and discuss a variety of texts.
- I can use context clues to determine the meanings of unknown words.
- I can determine the meaning of a word with multiple meanings (i.e., homographs) in text.
- I can recognize the relationship between words/phrases.
- I can tell the difference between the dictionary definition of a word and the emotions associated with a word.
- I can use new vocabulary that is introduced and taught directly.



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LITERATURE

LAFS.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text.

LAFS.910.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).

LAFS.910.2.1.3 The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).

LAFS.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.

LAFS.910.2.1.5 The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

LAFS.910.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.

LAFS.910.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

LAFS.910.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

LAFS.910.2.1.9 The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts.

Literary Analysis – Fiction

- I can use information from fiction texts to identify main idea and supporting details.
- I can identify and examine characteristics of variety of fiction texts.
- I can examine and compare distinguishing features of various works of literature including genre (e.g., poetry, fiction, drama, etc.), literary devices, and theme.
- I can identify and examine a common theme in more than one literary genre.
- I can examine and compare a variety of literary works and recognize their literary elements.
- I can examine and describe the literary elements as well as different elements of figurative language used in a literature selection.
- I can create a multi-genre response to the reading of multiple literary works explaining and examining literary elements, figurative language, and the author's use of literary devices (e.g., foreshadowing, flashback, etc.).
- I can describe how literary devices (e.g., sound, figurative language, etc.), structure, and graphic elements convey mood and meaning in poetry.
- I can examine, explain, and evaluate language



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COMMUNICATION

LAFS.910.5.1.1 The student will use fluent and legible handwriting skills.

LAFS.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation).

LAFS.910.5.2.2 The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).

LAFS.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

LAFS.910.5.2.4 The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message.

LAFS.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

Communication – Penmanship

- I can take accurate and comprehensive notes on presentations.
- I can use legible handwriting.

Communication – Listening and Speaking

- I can organize and present persuasive arguments in response to previously delivered commentaries.
- I can effectively use appropriate body language, facial expressions, gestures, and vocal variety to enhance oral communication.
- I can organize oral presentations into an effective introduction, body and conclusion.
- I can research a variety of media to support argumentative positions.



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INFORMATION AND MEDIA LITERACY

LAFS.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.

LAFS.910.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources.

LAFS.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

LAFS.910.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas.

LAFS.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

LAFS.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

LAFS.910.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.

LAFS.910.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Information and Media Literacy – Informational Text

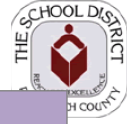
Information and Media Literacy – Research Process

Information and Media Literacy – Media Literacy

- I can appropriately comprehend and explain supplemental textual features.
- I can write informative position papers.
- I can understand the difference between opinionated arguments and factual basis in the media.
- I can categorize, combine, and evaluate information from two or more resources, confirming its legitimacy and dependability, to form a hypothesis and accurately cite the source from which the material was taken.
- I can write a topic-focused report that includes an introduction, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used.
- I can use appropriate available technologies to enhance communication and achieve a purpose.



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Benchmarks (Next Generation Standards [2007])	Reporting Category and Suggested Pacing	Student Target	Suggested Topics
SECOND QUARTER LINCOLN DOUGLAS DEBATE, PUBLIC FORUM DEBATE			
	October 20 – December 19	I Can...	



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READING

LAFS.910.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LAFS.910.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.

LAFS.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LAFS.910.1.7.4 The student will identify cause-and-effect relationships in text.

LAFS.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

LAFS.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

LAFS.910.1.7.7 The student will compare and contrast elements in multiple texts.

LAFS.910.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Reading Process – Reading Comprehension

- I can examine the author's purpose (e.g., to inform, entertain, persuade, etc.) and view point and evaluate their impact on meaning.
- I can determine the main idea or essential message in a text through inferring, paraphrasing, summarizing, and by identifying relevant details and facts.
- I can identify cause-and-effect relationships in a text.
- I can identify similarities and differences (e.g., characters, actions, settings, etc.) in multiple texts.
- I can read text with accuracy and adjust reading rate based on purpose (e.g., for pleasure, information, task completion, etc.), difficulty, form, and style.
- I can examine a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, lists, etc.) and features to describe their impact on the meaning.
- I can examine and evaluate similar themes or topics by different authors across various fiction and nonfiction texts.
- I can use strategies to repair comprehension (e.g., rereading, checking context clues, note-making, using graphic organizers, questioning, etc.).

Lincoln Douglas Debate

- Key Terms and Jargon
- Barbara Dale McCall
- Philosophers (Locke, Hobbes, Kant, Rousseau, Mill, Rawls, Maslow)
- Flowing
- Cross Examination
- Case Writing – Developing Affirmative and Negative Arguments
- Researching
- MLA Citations
- Judge Adaptation

Public Forum Debate

- Key Terms and Jargon
- Roles and Responsibilities of 1st and 2nd Speaker Positions
- Flowing
- Developing Pro/Con Arguments
- Crossfire vs. Cross Examination
- Case Writing
- Researching
- MLA Citations
- Judge Adaptation
- Teambuilding



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WRITING

LAFS.910.4.1.1 The student will write in a variety of expressive and reflective forms that use a range or appropriate strategies and specific narrative techniques, employ literary devices, and sensory descriptions.

LAFS.910.4.2.1 The student will write in a variety of informational and/or expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions, etc.).

LAFS.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information.

LAFS.910.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs.

LAFS.910.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments.

LAFS.910.4.3.2 The student will include persuasive techniques.

LAFS.910.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.

LAFS.910.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.

LAFS.910.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LAFS.910.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.

LAFS.910.3.2.2 The student will draft writing by

Writing Applications – Creative

Writing Applications – Informative

Writing Process – Persuasive

Writing Process – Prewriting/Drafting/Revising/Editing for Language Conventions

- I can write in a variety of styles.

- I can record information (e.g., observations, notes, lists, charts, labels, legends, etc.) and ideas related to a topic from primary and secondary sources.
- I can generate ideas through a variety of sources (e.g., brainstorming, prior knowledge, graphic organizers, discussion, printed materials, etc.).

- I can write position papers backed by theory, statistics, facts and rationale.
- I can effectively refute opposing positions.
- I can incorporate various oral presentation styles to enhance a position.

- I can draft writing using a prewriting plan that addresses purpose and audience as well as includes a thesis statement with supporting details.
- I can use graphic organizers, charts, or outlines to plan writing in an organized sequence, developing a personal style.
- I can write a draft by sequencing and organizing ideas in a logical manner that reflects the purpose



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VOCABULARY

LAFS.910.1.6.1 The student will use new vocabulary that is introduced and taught directly.

LAFS.910.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.

LAFS.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

LAFS.910.1.6.5 The student will relate new vocabulary to familiar words.

LAFS.910.1.6.6 The student will distinguish denotative and connotative meanings of words.

LAFS.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings.

LAFS.910.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

LAFS.910.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.

LAFS.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

Reading Process – Vocabulary Development

- I can listen to, read, and discuss a variety of texts.
- I can use context clues to determine the meanings of unknown words.
- I can determine the meaning of a word with multiple meanings (i.e., homographs) in text.
- I can recognize the relationship between words/phrases.
- I can tell the difference between the dictionary definition of a word and the emotions associated with a word.
- I can use new vocabulary that is introduced and taught directly.



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LITERATURE

LAFS.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text.

LAFS.910.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).

LAFS.910.2.1.3 The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).

LAFS.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.

LAFS.910.2.1.5 The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

LAFS.910.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.

LAFS.910.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

LAFS.910.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

LAFS.910.2.1.9 The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts.

Literary Analysis – Fiction

- I can use information from fiction texts to identify main idea and supporting details.
- I can identify and examine characteristics of variety of fiction texts.
- I can examine and compare distinguishing features of various works of literature including genre (e.g., poetry, fiction, drama, etc.), literary devices, and theme.
- I can identify and examine a common theme in more than one literary genre.
- I can examine and compare a variety of literary works and recognize their literary elements.
- I can examine and describe the literary elements as well as different elements of figurative language used in a literature selection.
- I can create a multi-genre response to the reading of multiple literary works explaining and examining literary elements, figurative language, and the author's use of literary devices (e.g., foreshadowing, flashback, etc.).
- I can describe how literary devices (e.g., sound, figurative language, etc.), structure, and graphic elements convey mood and meaning in poetry.
- I can examine, explain, and evaluate language



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COMMUNICATION

LAFS.910.5.1.1 The student will use fluent and legible handwriting skills.

LAFS.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation).

LAFS.910.5.2.2 The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).

LAFS.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

LAFS.910.5.2.4 The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message.

LAFS.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

Communication – Penmanship

- I can take accurate and comprehensive notes on presentations.
- I can use legible handwriting.

Communication – Listening and Speaking

- I can organize and present persuasive arguments in response to previously delivered commentaries.
- I can effectively use appropriate body language, facial expressions, gestures, and vocal variety to enhance oral communication.
- I can organize oral presentations into an effective introduction, body and conclusion.
- I can research a variety of media to support argumentative positions.



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INFORMATION AND MEDIA LITERACY

LAFS.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.

LAFS.910.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources.

LAFS.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

LAFS.910.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas.

LAFS.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

LAFS.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

LAFS.910.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.

LAFS.910.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Information and Media Literacy – Informational Text

Information and Media Literacy – Research Process

Information and Media Literacy – Media Literacy

- I can appropriately comprehend and explain supplemental textual features.
- I can write informative position papers.
- I can understand the difference between opinionated arguments and factual basis in the media.
- I can categorize, combine, and evaluate information from two or more resources, confirming its legitimacy and dependability, to form a hypothesis and accurately cite the source from which the material was taken.
- I can write a topic-focused report that includes an introduction, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used.
- I can use appropriate available technologies to enhance communication and achieve a purpose.



The School District of Palm Beach County



Benchmarks (Next Generation Standards [2007])	Reporting Category and Suggested Pacing	Student Target	Suggested Topics
THIRD QUARTER ORAL INTERPRETATION, DRAMATIC PERFORMANCE, ORIGINAL ORATORY			
	January 6 – March 13	I Can...	



The School District of Palm Beach County



READING

LAFS.910.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LAFS.910.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.

LAFS.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LAFS.910.1.7.4 The student will identify cause-and-effect relationships in text.

LAFS.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

LAFS.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

LAFS.910.1.7.7 The student will compare and contrast elements in multiple texts.

LAFS.910.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Reading Process – Reading Comprehension

- I can examine the author's purpose (e.g., to inform, entertain, persuade, etc.) and view point and evaluate their impact on meaning.
- I can determine the main idea or essential message in a text through inferring, paraphrasing, summarizing, and by identifying relevant details and facts.
- I can identify cause-and-effect relationships in a text.
- I can identify similarities and differences (e.g., characters, actions, settings, etc.) in multiple texts.
- I can read text with accuracy and adjust reading rate based on purpose (e.g., for pleasure, information, task completion, etc.), difficulty, form, and style.
- I can examine a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, lists, etc.) and features to describe their impact on the meaning.
- I can examine and evaluate similar themes or topics by different authors across various fiction and nonfiction texts.
- I can use strategies to repair comprehension (e.g., rereading, checking context clues, note-making, using graphic organizers, questioning, etc.).

Oral Interpretation of Literature

- Event Rules
- Key Terms
- What is Prose?
- What is Poetry?
- Choosing Scripts
- Cutting Scripts
- Writing Introductions
- Character Analysis
- Character Differentiation
- "Memorization"
- Blocking and Tech
- Vocal Delivery and Analysis

Dramatic Performance

- Event Rules
- Key Terms
- Choosing a Script
- Cutting a Script
- Writing an Introduction
- Character Analysis
- Character Morphs
- Memorization
- Blocking and Tech
- Vocal Delivery and Analysis

Original Oratory

- Event Rules
- Key Terms
- Topic Selection
- Speech Structure
- Researching
- MLA Citations
- Memorization
- Body Language



The School District of Palm Beach County



WRITING

LAFS.910.4.1.1 The student will write in a variety of expressive and reflective forms that use a range or appropriate strategies and specific narrative techniques, employ literary devices, and sensory descriptions.

LAFS.910.4.2.1 The student will write in a variety of informational and/or expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions, etc.).

LAFS.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information.

LAFS.910.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs.

LAFS.910.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments.

LAFS.910.4.3.2 The student will include persuasive techniques.

LAFS.910.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.

LAFS.910.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.

LAFS.910.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LAFS.910.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.

LAFS.910.3.2.2 The student will draft writing by

Writing Applications – Creative

Writing Applications – Informative

Writing Process – Persuasive

Writing Process – Prewriting/Drafting/Revising/Editing for Language Conventions

- I can write in a variety of styles.
- I can record information (e.g., observations, notes, lists, charts, labels, legends, etc.) and ideas related to a topic from primary and secondary sources.
- I can generate ideas through a variety of sources (e.g., brainstorming, prior knowledge, graphic organizers, discussion, printed materials, etc.).
- I can write position papers backed by theory, statistics, facts and rationale.
- I can effectively refute opposing positions.
- I can incorporate various oral presentation styles to enhance a position.
- I can draft writing using a prewriting plan that addresses purpose and audience as well as includes a thesis statement with supporting details.
- I can use graphic organizers, charts, or outlines to plan writing in an organized sequence, developing a personal style.
- I can write a draft by sequencing and organizing ideas in a logical manner that reflects the purpose



The School District of Palm Beach County



VOCABULARY

LAFS.910.1.6.1 The student will use new vocabulary that is introduced and taught directly.

LAFS.910.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.

LAFS.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

LAFS.910.1.6.5 The student will relate new vocabulary to familiar words.

LAFS.910.1.6.6 The student will distinguish denotative and connotative meanings of words.

LAFS.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings.

LAFS.910.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

LAFS.910.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.

LAFS.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

Reading Process – Vocabulary Development

- I can listen to, read, and discuss a variety of texts.
- I can use context clues to determine the meanings of unknown words.
- I can determine the meaning of a word with multiple meanings (i.e., homographs) in text.
- I can recognize the relationship between words/phrases.
- I can tell the difference between the dictionary definition of a word and the emotions associated with a word.
- I can use new vocabulary that is introduced and taught directly.



The School District of Palm Beach County



LITERATURE

LAFS.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text.

LAFS.910.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).

LAFS.910.2.1.3 The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).

LAFS.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.

LAFS.910.2.1.5 The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

LAFS.910.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.

LAFS.910.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

LAFS.910.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

LAFS.910.2.1.9 The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts.

Literary Analysis – Fiction

- I can use information from fiction texts to identify main idea and supporting details.
- I can identify and examine characteristics of variety of fiction texts.
- I can examine and compare distinguishing features of various works of literature including genre (e.g., poetry, fiction, drama, etc.), literary devices, and theme.
- I can identify and examine a common theme in more than one literary genre.
- I can examine and compare a variety of literary works and recognize their literary elements.
- I can examine and describe the literary elements as well as different elements of figurative language used in a literature selection.
- I can create a multi-genre response to the reading of multiple literary works explaining and examining literary elements, figurative language, and the author's use of literary devices (e.g., foreshadowing, flashback, etc.).
- I can describe how literary devices (e.g., sound, figurative language, etc.), structure, and graphic elements convey mood and meaning in poetry.
- I can examine, explain, and evaluate language



The School District of Palm Beach County



COMMUNICATION

LAFS.910.5.1.1 The student will use fluent and legible handwriting skills.

LAFS.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation).

LAFS.910.5.2.2 The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).

LAFS.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

LAFS.910.5.2.4 The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message.

LAFS.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

Communication – Penmanship

- I can take accurate and comprehensive notes on presentations.
- I can use legible handwriting.

Communication – Listening and Speaking

- I can organize and present persuasive arguments in response to previously delivered commentaries.
- I can effectively use appropriate body language, facial expressions, gestures, and vocal variety to enhance oral communication.
- I can organize oral presentations into an effective introduction, body and conclusion.
- I can research a variety of media to support argumentative positions.



The School District of Palm Beach County



INFORMATION AND MEDIA LITERACY

LAFS.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.

LAFS.910.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources.

LAFS.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

LAFS.910.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas.

LAFS.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

LAFS.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

LAFS.910.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.

LAFS.910.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Information and Media Literacy – Informational Text

Information and Media Literacy – Research Process

Information and Media Literacy – Media Literacy

- I can appropriately comprehend and explain supplemental textual features.
- I can write informative position papers.
- I can understand the difference between opinionated arguments and factual basis in the media.
- I can categorize, combine, and evaluate information from two or more resources, confirming its legitimacy and dependability, to form a hypothesis and accurately cite the source from which the material was taken.
- I can write a topic-focused report that includes an introduction, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used.
- I can use appropriate available technologies to enhance communication and achieve a purpose.



The School District of Palm Beach County



Benchmarks (Next Generation Standards [2007])	Reporting Category and Suggested Pacing	Student Target	Suggested Topics
FOURTH QUARTER SUPPLEMENTAL AND CONSOLATION EVENTS			
	March 24 – June 5	I Can...	



The School District of Palm Beach County



READING

LAFS.910.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LAFS.910.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.

LAFS.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LAFS.910.1.7.4 The student will identify cause-and-effect relationships in text.

LAFS.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

LAFS.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

LAFS.910.1.7.7 The student will compare and contrast elements in multiple texts.

LAFS.910.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Reading Process – Reading Comprehension

- I can examine the author's purpose (e.g., to inform, entertain, persuade, etc.) and view point and evaluate their impact on meaning.
- I can determine the main idea or essential message in a text through inferring, paraphrasing, summarizing, and by identifying relevant details and facts.
- I can identify cause-and-effect relationships in a text.
- I can identify similarities and differences (e.g., characters, actions, settings, etc.) in multiple texts.
- I can read text with accuracy and adjust reading rate based on purpose (e.g., for pleasure, information, task completion, etc.), difficulty, form, and style.
- I can examine a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, lists, etc.) and features to describe their impact on the meaning.
- I can examine and evaluate similar themes or topics by different authors across various fiction and nonfiction texts.
- I can use strategies to repair comprehension (e.g., rereading, checking context clues, note-making, using graphic organizers, questioning, etc.).

Spontaneous Argumentation

- Event Rules
- Key Terms
- Speech Format
- Outlining
- Flowing
- Cross Examination
- Body Language

Impromptu

- Event Rules
- Topic Areas
- Speech Format
- Body Language

Extemporaneous Duo

- Event Rules
- Topic Areas
- Creating an Introduction
- Character Differentiation
- Memorization
- Blocking and Tech
- Teambuilding

Storytelling

- Event Rules
- Key Terms
- Choosing a Script
- Cutting a Script
- Writing an Introduction
- Character Analysis
- Blocking and Tech
- Memorization

Group Interpretation

- Event Rules
- Key Terms
- Choosing a Script
- Cutting a Script
- Writing an Introduction
- Character Analysis
- Character Differentiation
- Blocking and Tech
- "Memorization"
- Teambuilding



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WRITING

LAFS.910.4.1.1 The student will write in a variety of expressive and reflective forms that use a range or appropriate strategies and specific narrative techniques, employ literary devices, and sensory descriptions.

LAFS.910.4.2.1 The student will write in a variety of informational and/or expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions, etc.).

LAFS.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information.

LAFS.910.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs.

LAFS.910.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments.

LAFS.910.4.3.2 The student will include persuasive techniques.

LAFS.910.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.

LAFS.910.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.

LAFS.910.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LAFS.910.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.

LAFS.910.3.2.2 The student will draft writing by

Writing Applications – Creative

Writing Applications – Informative

Writing Process – Persuasive

Writing Process – Prewriting/Drafting/Revising/Editing for Language Conventions

- I can write in a variety of styles.
- I can record information (e.g., observations, notes, lists, charts, labels, legends, etc.) and ideas related to a topic from primary and secondary sources.
- I can generate ideas through a variety of sources (e.g., brainstorming, prior knowledge, graphic organizers, discussion, printed materials, etc.).
- I can write position papers backed by theory, statistics, facts and rationale.
- I can effectively refute opposing positions.
- I can incorporate various oral presentation styles to enhance a position.
- I can draft writing using a prewriting plan that addresses purpose and audience as well as includes a thesis statement with supporting details.
- I can use graphic organizers, charts, or outlines to plan writing in an organized sequence, developing a personal style.
- I can write a draft by sequencing and organizing ideas in a logical manner that reflects the purpose



The School District of Palm Beach County



VOCABULARY

LAFS.910.1.6.1 The student will use new vocabulary that is introduced and taught directly.

LAFS.910.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.

LAFS.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

LAFS.910.1.6.5 The student will relate new vocabulary to familiar words.

LAFS.910.1.6.6 The student will distinguish denotative and connotative meanings of words.

LAFS.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings.

LAFS.910.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

LAFS.910.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.

LAFS.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

Reading Process – Vocabulary Development

- I can listen to, read, and discuss a variety of texts.
- I can use context clues to determine the meanings of unknown words.
- I can determine the meaning of a word with multiple meanings (i.e., homographs) in text.
- I can recognize the relationship between words/phrases.
- I can tell the difference between the dictionary definition of a word and the emotions associated with a word.
- I can use new vocabulary that is introduced and taught directly.



LITERATURE

LAFS.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text.

LAFS.910.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).

LAFS.910.2.1.3 The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).

LAFS.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.

LAFS.910.2.1.5 The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

LAFS.910.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.

LAFS.910.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

LAFS.910.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

LAFS.910.2.1.9 The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts.

Literary Analysis – Fiction

- I can use information from fiction texts to identify main idea and supporting details.
- I can identify and examine characteristics of variety of fiction texts.
- I can examine and compare distinguishing features of various works of literature including genre (e.g., poetry, fiction, drama, etc.), literary devices, and theme.
- I can identify and examine a common theme in more than one literary genre.
- I can examine and compare a variety of literary works and recognize their literary elements.
- I can examine and describe the literary elements as well as different elements of figurative language used in a literature selection.
- I can create a multi-genre response to the reading of multiple literary works explaining and examining literary elements, figurative language, and the author's use of literary devices (e.g., foreshadowing, flashback, etc.).
- I can describe how literary devices (e.g., sound, figurative language, etc.), structure, and graphic elements convey mood and meaning in poetry.
- I can examine, explain, and evaluate language



The School District of Palm Beach County



COMMUNICATION

LAFS.910.5.1.1 The student will use fluent and legible handwriting skills.

LAFS.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation).

LAFS.910.5.2.2 The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).

LAFS.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

LAFS.910.5.2.4 The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message.

LAFS.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

Communication – Penmanship

- I can take accurate and comprehensive notes on presentations.
- I can use legible handwriting.

Communication – Listening and Speaking

- I can organize and present persuasive arguments in response to previously delivered commentaries.
- I can effectively use appropriate body language, facial expressions, gestures, and vocal variety to enhance oral communication.
- I can organize oral presentations into an effective introduction, body and conclusion.
- I can research a variety of media to support argumentative positions.



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INFORMATION AND MEDIA LITERACY

LAFS.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.

LAFS.910.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources.

LAFS.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

LAFS.910.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas.

LAFS.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

LAFS.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

LAFS.910.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.

LAFS.910.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Information and Media Literacy – Informational Text

Information and Media Literacy – Research Process

Information and Media Literacy – Media Literacy

- I can appropriately comprehend and explain supplemental textual features.
- I can write informative position papers.
- I can understand the difference between opinionated arguments and factual basis in the media.
- I can categorize, combine, and evaluate information from two or more resources, confirming its legitimacy and dependability, to form a hypothesis and accurately cite the source from which the material was taken.
- I can write a topic-focused report that includes an introduction, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used.
- I can use appropriate available technologies to enhance communication and achieve a purpose.