

**USD 203 Piper Curriculum
Reading and Writing**

AP Literature and Composition
Grade(s): 11, 12
Credit(s): 1 Honors
Prerequisite(s): Eng. 3 or Equiv.

Standard	Benchmark	Knowledge Base Indicators
1--READING	The student reads and comprehends text across the curriculum.	
	1--Alphabetic Skills	The student uses skills in alphabetic to construct meaning from text.
	2--Fluency	The student reads fluently.
		1.2.1. Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.
	3--Vocabulary	The student expands vocabulary.
		1.3.1. Determines the meaning of words or phrases using context clues from sentences or paragraphs. ▲
		1.3.2. Locates and uses the references available in the classroom, school, and public libraries that are appropriate to the task.
		1.3.3. Determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes and suffixes to understand complex words, including words in science, mathematics, and social studies. ▲
		1.3.4. Identifies, interprets, and analyzes the use of figurative language including similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, personification, and symbolism. ▲
		1.3.5. Discriminates between connotative and denotative meanings and interprets the connotative power of words.
	4--Comprehension	The student comprehends a variety of text (narrative, expository, technical, and persuasive.)
		1.4.1. Identifies characteristics of narrative, expository, technical, and persuasive texts.
		1.4.2. Understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts.▲
		1.4.3. Uses prior knowledge, content, text type and features to make, revise, and confirm predictions.
		1.4.4. Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during and after reading the text.
		1.4.5. Uses information from the text to make inferences and draw conclusions. ▲
		1.4.6. Analyzes how text structure helps support comprehension of text. ▲▲
		1.4.7. Compares and contrasts varying aspects in one or more appropriate-level texts. ▲
		1.4.8. Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
		1.4.9. Uses paraphrasing and organizational skills to summarize information from appropriate-level narrative, expository, persuasive, and technical texts in logical or sequential order, clearly preserving the author's intent. ▲▲
		1.4.10. Identifies the topic, main ideas, supporting details, and themes in text across the content areas and from a variety of sources in appropriate-level texts. ▲
		1.4.11. Analyzes and evaluates how an author's style and use of literary devices work together to achieve his or her purpose for writing text. ▲▲
		1.4.12. Establishes purposes for both assigned and self-selected reading.
		1.4.13. Follows directions explained in technical text.
		1.4.14. Identifies the author's position in a persuasive text and describes techniques the author uses to support that position and evaluates the effectiveness of these techniques and the credibility of the information provided.▲

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		1.4.15. Distinguishes between fact and opinion, and recognizes propaganda, bias, and stereotypes in various types of appropriate-level texts. ▲ ▲
2--LITERATURE	The student responds to a variety of text.	
	1--Literary Concepts	The student uses literary concepts to interpret and respond to text.
		2.1.1. Identifies and describes different types of characters and analyzes the development of characters. ▲
		2.1.2. Analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text. ▲
		2.1.3. Analyzes and evaluates how the author uses various plot elements to advance the plot and make connections between events. ▲
		2.1.4. Analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.
		2.1.5. Identifies, analyzes, and evaluates the use of literary devices in a text. ▲
	2--Significance & Contributions	The student understands the significance of literature and its contributions to various cultures.
		2.2.1. Recognizes ways that literature from different cultures presents similar themes differently across genres.
		2.2.2. Compares and contrast works of literature that deal with similar topics and problems.
		2.2.3. Evaluates distinctive and shared characteristics of cultures through a variety of texts.
3--WRITING	The student writes effectively for a variety of audiences, purposes and contexts.	
	1--Writing as a Tool	The student uses writing as a tool for learning throughout the curriculum.
		3.1.1. Uses the writing process in various formats such as notes, outlines, lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, essays, critical analysis of current events and reaction papers in all content areas.
	2--Writing Process	The student uses a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.
		3.2.1. Generates ideas by using strategies, which may include recalling, brainstorming, free writing, outlining, and clustering.
		3.2.2. Writes successive versions after rereading, adding new information and reorganizing for sequence.
		3.2.3. Proofreads and edits revisions for grammar, spelling, usage and format.
		3.2.4. Uses a style manual such as Modern Language Association, American Psychological Association, or other acceptable style manuals.
		3.2.5. Publishes a legible final copy.
	3--Ideas	The student uses ideas that are well-developed, clear and interesting.
		3.3.1. Selects topics that are original and appropriate for the task.

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		3.3.2. Uses strategies for generating ideas such as brain storming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources.
		3.3.3. Writes using knowledge or experience.
		3.3.4. Provides details that focus the reader's attention on important information.
		3.3.5. Develops the topic in an enlightening and purposeful way that makes a point or tells a story.
	4--Organization	The student uses organization that enhances the reader's understanding.
		3.4.1. Writes a cohesive piece that is appropriate for a specific type of writing with a clear introduction that draws in the reader, supports main ideas and details and contains a conclusion.
		3.4.2. Uses transitions to connect ideas within the between paragraphs.
		3.4.3. Uses sequence that is logical and effective within each paragraph as well as within the entire written piece.
	5--Voice	The student uses authentic and appropriate voice.
		3.5.1. Uses vocabulary and language forms to convey mood and personality.
		3.5.2. Conveys individual personality to the reader.
		3.5.3. Uses a voice appropriate for purpose and audience.
	6--Word Choice	The student uses effective word choice.
		3.6.1 Chooses words that are specific, accurate, and easy to understand.
		3.6.2. Uses language that is appropriate for the type of writing and for the audience.
		3.6.3. Uses action verbs that energize the writing and precise nouns and modifiers that create images in the reader's mind.
		3.6.4. Uses cliché's and jargon sparingly, only for effect.
	7--Fluency	The student uses clear and fluent sentences.
		3.7.1. Constructs sentences for clarity and meaning.
		3.7.2. Uses rhythm to emphasize meaning.
		3.7.3. Writes sentences that vary in length and in structure.
		3.7.4. Uses fragments only for style.
		3.7.5. Uses dialogue that is natural.
	8--Conventions	The student uses standard American English conventions.
		3.8.1. Writes paragraphs to reinforce the organizational structure of the text. .
		3.8.2. Uses grammar and usage that contribute to clarity and style.
		3.8.3. Uses accurate punctuation to guide the reader through the text.
		3.8.4. Uses correct spelling.
		3.8.5. Edits to polish for publication.
	9--Modes	The student uses a variety of modes of writing for different purposes and audiences.

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		3.9.1. Writes descriptive pieces which may include character sketches and descriptions of time, place, occasion, and object.
		3.9.2. Writes narrative pieces.
		3.9.3. Writes expository pieces.
		3.9.4. Writes persuasive pieces.
		3.9.5. Writes technical pieces.
4--RESEARCH	The student applies reading and writing skills to demonstrate learning	
	1--Effective Practices	The student uses effective research practices.
		4.1.1. Generates relevant, investigating, and researchable questions in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis and evaluation levels of questioning.
		4.1.2. Locates appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and internet.
		4.1.3. Verifies the accuracy, relevance, and completeness of information.
		4.1.4. Analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and themes.
		4.1.5. Presents organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.
		4.1.6. Analyzes, organizes, and converts information into different forms.
		4.1.7. Documents sources of information using standard format.
		4.1.8. Uses a manual or form such as MLA or APA.
	2--Ethical Practices	The student uses ethical research practices.
		4.2.1. Analyzes and understands implications and consequences of plagiarism.
		4.2.2. Expresses information in own words using appropriate organization and grammar, word choice, and tone sufficient to the audience.
		4.2.3. Cites references for all sources of information including summarized and paraphrased ideas from other authors.
		4.2.4. Constructs a bibliography with author, title, publisher, year, website name and address, and copyright date.
		A. Uses district reading comprehension strategies.
		1. Making Connections
		2. Determining Importance (Purpose for Reading)
		3. Identifying Text Structures (Within N-E-P-T Text)
		4. Questioning
		5. Using Sensory Images

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Standard	Benchmark	Knowledge Base Indicators
		6. Inferring
		7. Synthesizing/Summarizing
		8. Monitoring Own Comprehension (Fix-Up Strategies)