

ELA High School Grade Band Summary

At this level, it is expected that students will be critical consumers of text and other media and demonstrate independence as readers and writers and engage in collaborative discussions while expressing themselves clearly.

Texts shift to a larger proportion of informational text – including moving from seminal U.S. documents of historical and literary significance to foundational U.S. and world documents of historical, political, and literary significance. Students have an awareness of author’s effectiveness, explicit and implicit assumptions and beliefs, purpose, style, and the progression over the course of a text.

As writers, students exhibit a sharp distinct focus, identifying topic, task, and audience. Writing addresses specific tasks, purposes, perspectives, and intended audience. Both informational and argumentative writing reflect research and evidence to create a clear and coherent message.

Upon graduation, students possess the knowledge and skills needed for success in college and careers.

Craft and Structure, and Integration of Knowledge and Ideas—Literature Text

- Analyze author’s purpose.
- Analyze author’s use of elements and techniques of fiction.
- Analyze author’s use of genres.
- Determine author’s use of word meanings.
- Determine author’s use of figurative language.
- Compare characteristics or elements of fiction.
- Compare connections between texts.
- Analyze works for significance.

Craft and Structure, and Integration of Knowledge and Ideas—Informational Text

- Analyze author’s purpose.
- Analyze author’s use of elements and techniques of nonfiction.
- Analyze author’s use of genres.
- Determine author’s use of word meanings.
- Determine author’s use of figurative language.
- Compare characteristics or elements of nonfiction.
- Evaluate claims.
- Compare connections between texts.
- Make connections between text and graphics.

Vocabulary Acquisition and Use

- Demonstrate understanding of vocabulary in text by using context, word parts, or word relationships.

PA Core Instructional Shifts in ELA/Literacy

1. Balancing informational and literary text
2. Knowledge in the disciplines
3. Staircase of complexity
4. Text based answers
5. Writing from sources
6. Academic vocabulary

Diagnostic Category Skills List

Key Ideas and Details—Literature Text

- Identify main idea.
- Summarize.
- Make inferences.
- Cite evidence to support generalizations.
- Evaluate elements of fiction.

Key Ideas and Details—Informational Text

- Identify main idea.
- Summarize.
- Analyze relationships between ideas.
- Make inferences.
- Cite evidence to support generalizations.
- Evaluate elements of literary nonfiction.
- Distinguish between essential and nonessential information.



Additional Materials and Resources can be found at:

<http://www.pdesas.org/>

or

<https://pa.drctdirect.com/>

CLASSROOM DIAGNOSTIC TOOLS

ELA: Literature High School Grade Band Summary and Diagnostic Category Skills List

The English Language Arts summary for high school describes the performance in English Language Arts that students in grades 9–12 are expected to demonstrate. The PA Core Instructional Shifts in ELA/Literacy represent the most significant shifts for student learning and thinking about assessment found in the PA Core Standards. The Diagnostic Category Skills List provides descriptions of skills that students can be expected to demonstrate within each Diagnostic Category while taking the Classroom Diagnostic Tools for Literature. While this list does not include every possible skill that students may encounter within the CDT, it does provide a representative sample for each diagnostic category.



SAS Standards
Aligned
System