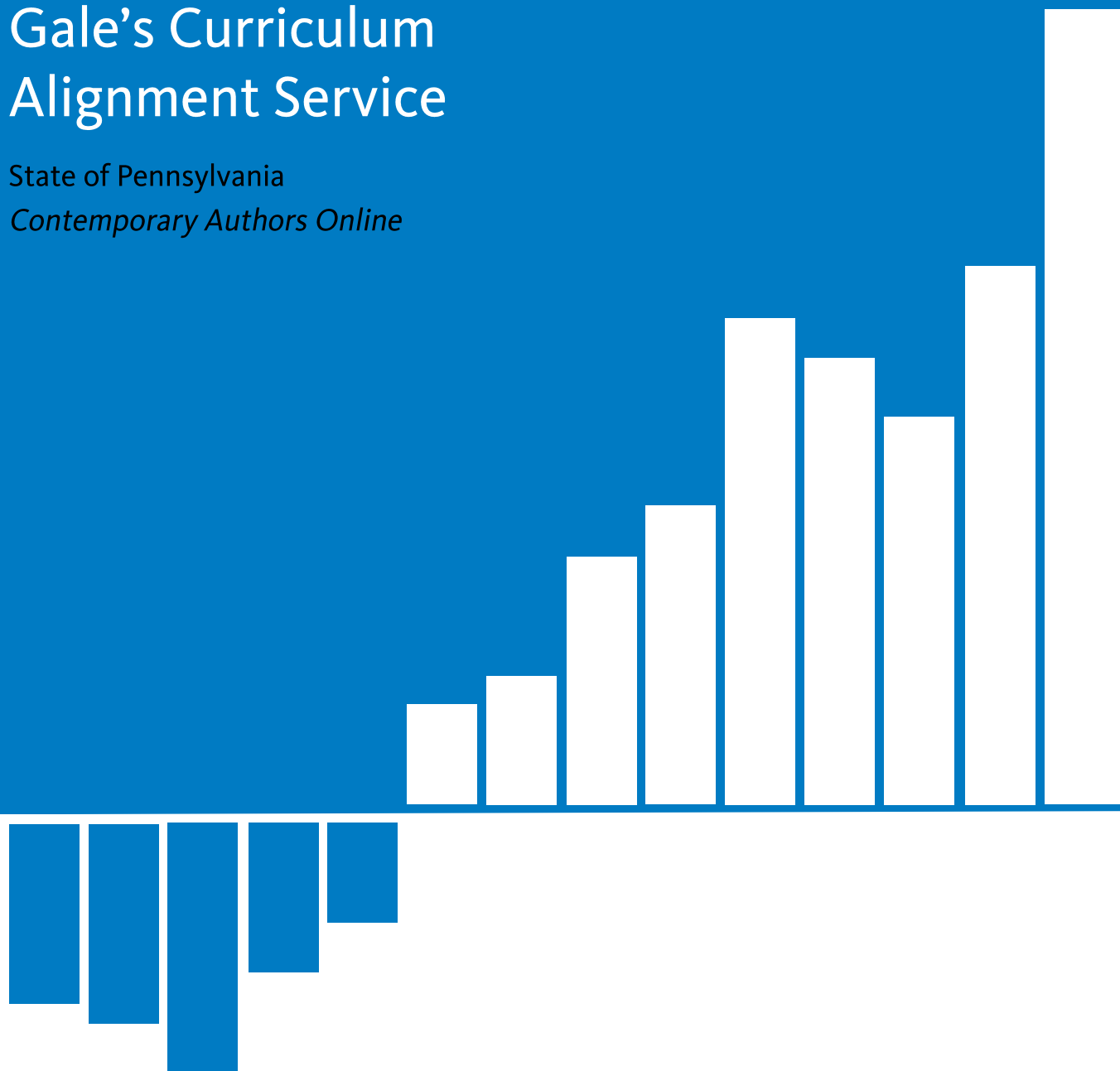


Gale's Curriculum Alignment Service

State of Pennsylvania

Contemporary Authors Online



CONTEMPORARY AUTHORS ONLINE

PENNSYLVANIA CORE STANDARDS English Language Arts, Grades 6 – 12

About *Contemporary Authors Online*

Contemporary Authors Online offers students continuous access to deep and current biographical and bibliographical data on more than 145,000 of today's most influential novelists, poets, playwrights, nonfiction writers, journalists and scriptwriters. The lives, interests, and personal details of today's most important and emerging writers are available in an easy-to-read format, along with continuously updated information on the most active authors in the database. Students can digest important information quickly and easily while gaining unique insight into their favorite authors.

About the Pennsylvania Core Standards

The new Pennsylvania Core Standards set a benchmark of at least 75 percent nonfiction reading for high school students, which means that more nonfiction text will be incorporated into the curriculum. Teachers are asked to develop more strategies for teaching reading with nonfiction text, building knowledge through content-rich informational text. Students are now being asked to demonstrate reading, writing, and speaking grounded in evidence from informational text in addition to literary works. *Contemporary Authors Online* offers students the opportunity to research their favorite authors and works in order to achieve regular practice with complex text and its academic language.

Using *Contemporary Authors Online* to Support PA Core Standards

Contemporary Authors Online provides a wide range of content and levels of complexity. It includes in-depth biographical material of all the literary greats of the 20th century whose works are popular in today's high school and college curricula, as well as updated material on 21st century authors. Teachers will find *Contemporary Authors Online* to be an invaluable companion to the Pennsylvania ELA Core Standards for citing evidence, analyzing content, and studying source materials to work on reading, writing, and speaking standards. Altogether, these resources will assist students in the use of language to intelligently evaluate and discuss works of literature.

STANDARD 1.2

READING INFORMATIONAL TEXT

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

KEY IDEAS AND DETAILS: TEXT ANALYSIS

CC.1.2.6.A

Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.2.7.A

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.8.A

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.9–10.A

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.

CC.1.2.11–12.A

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

Contemporary Authors Online provides students with a wide range of informational text that can be used for analysis of the central ideas; studying the development of the ideas; and for student summation. Students can search on an author and find full biographical information, along with an expertly written essay that is ideal for students to use to study the development of one or more central ideas throughout the essay. For example, students will find information on Flannery O'Connor and the discussion of themes in her short stories.

CRAFT AND STRUCTURE: POINT OF VIEW

CC.1.2.6.B

Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

CC.1.2.7.B

Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.B

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.9–10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.2.11–12.B

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

Contemporary Authors Online includes expertly written biographical essays on 20th and 21st century authors, in which the writers develop broad themes and provide in-depth critical discussions of authors and their works. Students will find factual information interwoven with material drawn from various critical sources. Students can analyze the effectiveness of specific evidence used to support conclusions, and can also develop their own inferences and conclusions about the author's point of view by drawing generalizations supported by the text. For example, students will find information on Richard Peck and his views on adolescent issues for analysis.

CRAFT AND STRUCTURE: TEXT STRUCTURE

CC. 1.2.6.E

Analyze the author's structure through the use of paragraphs, chapters, or sections.

CC. 1.2.7.E

Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

CC. 1.2.8.E

Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.

CC. 1.2.9 – 10.E

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CC. 1.2.11 – 12.E

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Contemporary Authors Online is an excellent tool for analyzing the structure of informational text. Each biography includes an in-depth essay that demonstrates skilled use of language and can be used to identify how the key ideas are developed. Students can analyze simple overview summaries, or do a more complexly developed textual analysis of the “Sidelights” essay, which draws from a variety of critical sources in establishing its point of view. A top-notch example is the essay on Malcolm Little, later known as Malcolm X.

CRAFT AND STRUCTURE: VOCABULARY

CC.1.2.6.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

CC.1.2.7.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

CC. 1.2.8.F

Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

CC. 1.2.9 – 10.F

Analyze how words and phrases shape meaning and tone in texts.

CC. 1.2.11 – 12.F

Evaluate how words and phrases shape meaning and tone in texts.

Contemporary Authors Online provides a wide array of informational texts with which students can practice and expand their skills with beginning,

intermediate, and advanced vocabularies. Students can determine meanings of words and phrases (CC.1.2.6.F - CC.1.2.7.F), and interpret figurative, connotative, and technical meanings within context. Students can independently build vocabulary skills as well as analyze the influence of word choice and language styles upon the meaning and tone of the content (CC.1.2.7.F - CC. 1.2.12.F).

VOCABULARY ACQUISITION AND USE

CC.1.2.6.J - CC.1.2.8.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.9–10.J

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11–12.J

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.6.K - CC.1.2.12.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Using *Contemporary Authors Online*, students will have the opportunity to expand their vocabulary knowledge with a plethora of resources with a range of vocabulary from beginning through advanced. The biographical essays demonstrate skilled use of language, and students can search for favorite authors and practice their vocabulary skills on a wide range of texts. As an example, students reading the essay about Isaac Asimov can clarify meanings or learn new words from context such as this: “He was a skilled raconteur as well, who enlivened his writing with incidents from his own life.”

RANGE OF READING

CC.1.2.6.L - CC.1.2.12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Contemporary Authors Online helps students master the above standards by providing expertly written essays that demonstrate skilled use of language. Students at different levels can search for favorite authors in this easy-to-use resource, and read and analyze selected essays. Younger readers will appreciate learning about author Laurence Pringle, while older readers will benefit from reading about Sebastian Junger, the author of *The Perfect Storm*.

STANDARD 1.4 WRITING

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

INFORMATIVE / EXPLANATORY

CC.1.4.6.A - CC.1.4.12.A

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

The wide range of content from *Contemporary Authors Online* provides students with resources to use in writing informative/explanatory texts, supporting their own writing by selecting and incorporating relevant examples, facts, and details.

INFORMATIVE / EXPLANATORY CONTENT

CC.1.4.6.C - CC.1.4.8.C

Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9–10.C - CC.1.4.12.C

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

With *Contemporary Authors Online*, students will be able to find and choose relevant information about an author and integrate this new information with their own knowledge as they develop and analyze a topic. As students work on their writing craft, they can identify and incorporate appropriate facts and examples from a selected essay as well as practice properly citing textual evidence.

OPINIONS / ARGUMENTATIVE CONTENT

CC.1.4.6.I

Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

CC.1.4.7.I

Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.I

Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.9–10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.

CC.1.4.11–12.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

The wide range of essays in *Contemporary Authors Online* incorporate a variety of perspectives on each author, providing students with intriguing or controversial topics for use in writing opinions and arguments. Students will have the source materials to support claims in an analysis of texts, using valid reasoning and citing relevant evidence.

RESPONSE TO LITERATURE

CC.1.4.6.S - CC.1.4.12.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

The essays on a wide array of 20th- and 21st-century authors in *Contemporary Authors Online* provide students with material to support analysis, reflection, and research using informational texts. The biographical essays, incorporating various critical points of view, offer students examples from which to practice strategies for researching and selecting information; choosing sources; and evaluating and citing evidence. For example, students who are fans of Suzanne Collins will be able to research and analyze the role Greek tales played in inspiring *The Hunger Games*.

CONDUCTING RESEARCH

CC.1.4.6.V

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CC.1.4.7.V

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CC.1.4.8.V

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.1.4.9–10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11–12.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Contemporary Authors Online provides informational texts in the form of expertly written biographical essays that students can use for qualifying their research questions; locating relevant information; and choosing and synthesizing information from multiple points of view presented in the essays. For example, the essay on Mohandas Karamchand Gandhi (Mahatma Gandhi) will allow students to broaden their inquiry beyond the life of Gandhi to his philosophy of nonviolent resistance that has since been adopted around the globe.

CREDIBILITY, RELIABILITY AND VALIDITY OF SOURCES

CC.1.4.6.W

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CC.1.4.7.W

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.1.4.8.W

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.1.4.9–10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.11–12.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Contemporary Authors Online is an excellent starting point for research on contemporary authors, providing personal and career information; awards; full bibliographies; and detailed essays that incorporate multiple points of view. Students can evaluate the usefulness of information; select relevant content; practice summarizing or paraphrasing from text using appropriate citations; or appropriately integrate ideas into their own text.

STANDARD 1.5

SPEAKING AND LISTENING

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PRESENTATION OF KNOWLEDGE AND IDEAS: PURPOSE, AUDIENCE, AND TASK

CC.1.5.6.D - CC.1.5.6.D

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.9–10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.11–12.D

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Contemporary Authors Online is an excellent source for student research on contemporary authors for use in written or oral presentations. The content provides factual details on contemporary authors along with essays that incorporate multiple points of view, for student use in gathering information and developing presentations supported by evidence.

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learn more about this new service.**



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