

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.1 Learning to Read Independently</b>			
Purpose for Reading	<p>Identify and describe genre of fiction and nonfiction text.  <b>(R11.A.1.1), (R11.A.1.1.)</b></p> <p>Identify and describe literary concepts such as fiction and nonfiction texts.</p> <p>Concepts: Character Development, Hero, Tone, Plot, Setting, Conflicts, Themes, Characterization, Poetic Form, Author’s Purpose, Point of View, Comparison of Translation, Figurative Language, Allusion, Antagonist, Protagonist, Didactic literature, Foil, Foreshadowing, Idiom, Irony, Parallelism, Climax, Denouement, Position, Falling Action, Point of view, Suspense, Slang, Dialect, Inferences, Fiction, Nonfiction, Cause/Effect, Generalization  <b>(R11.B.2.2) (R11.B.2.2.1) (R11.B.2.2.2)</b></p> <p>Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p>	<p>Teachers will employ a variety of before, during, and after reading strategies to guide independent reading of fiction and nonfiction text.</p> <p><u>Suggested Strategies</u>            Read Independently, Plot diagrams, Comics, Illustrations, Dialectic notebook, Open-ended, Comprehension questions, Questioning, Brainstorming, Storyboard Illustrations, Literature Circles, Written and oral summaries, Creative stories, Found Poems, Connecting to experiences or text, Setting purposes, Writing, Enacting, Constructing, Viewing, Reading Aloud, Taking notes, Journaling, Making associations, Re-reading, Highlighting, Outlining, Venn Diagrams, KWL charts, Independently read and answer comprehension and open -ended questions, Quick writes, Think Pair Share, Plot sketch, Discussion, Oral presentations, Writing, Complete organizer or map, draw, sketch, self-question, view, summarize, evaluate, make inferences and/or draw conclusions based on information from the text.</p> <p>Students will cite evidence from the texts to support generalizations.</p>	<p><b>Assessment</b>            Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals            Active Reading            Standardized test Prep            Formal Assessments            Language Handbook            Words To Own            Daily Oral Grammar</p> <p><b>Textbook:</b> <u>Elements of Literature</u></p> <p><b>Novels:</b>  <u>Huckleberry Finn</u>  <u>The Great Gatsby</u>  <u>Of Mice and Me</u>  <u>I Know Why the Caged Bird Sings</u></p> <p><b>Drama:</b>            “The Crucible”</p>

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 Avon Grove School District  
 Grade 11

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<b>Standard 1.1 Learning to Read Independently</b>			
Purpose for Reading	<p>Analyze the structure of informational materials explaining how authors used these to achieve their purposes.  <b>(R.A.1.6.1 R.A.2.6.1)</b></p> <p>Describe and/or analyze examples of text that support its intended purpose in narrative and poetic text.  <b>(R.A.1.6.2)</b></p>	<p><u>Purpose of text:</u></p> <ul style="list-style-type: none"> <li>• To entertain</li> <li>• To persuade</li> <li>• To inform/explain</li> <li>• To describe</li> <li>• To express an opinion</li> </ul> <p>Review definition and characteristics of narrative and poetic text.</p> <p>Examine a wide variety of narrative fiction and narrative nonfiction and poetic texts.</p> <p>Compare and contrast:</p> <ul style="list-style-type: none"> <li>▪ Similar texts with a different purpose</li> <li>▪ Different texts with a similar purpose            (Example—Compare a story and a poem both written to tell the story of the same event.)</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p> <p><u>Author’s Purpose</u></p> <p>Fiction and nonfiction texts            Drama and poetry</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

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Purpose for Reading	Identify and/or analyze examples of text that support the author’s intended purpose in informational, persuasive biographical, instructional, and editorial/essay text. <b>(R.A.2.6.2)</b>	Review definition and characteristics of informational and persuasive text.  <u>To identify and/or analyze the purpose in informational and persuasive text:</u> <ul style="list-style-type: none"> <li>• Preview selection</li> <li>• Identify organizational pattern</li> <li>• Separate facts/ opinions</li> <li>• Question as you read</li> <li>• Make and verify predictions about author’s purpose</li> </ul>	<b><u>Author’s Purpose</u></b>  Various nonfiction texts such as newspapers, magazines, biographies, speeches, essays, documents, and manuals
	Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.	Familiarize students with the organization and use of the library and other media sources.  For the Junior Research Paper, locate an author’s biographical information in various printed sources in preparation for literary analysis.	<b><u>Resources</u></b> Library media resources such as Power Library and other electronic sources including the card catalog  Reference and biographical books
	Identify and use common organizational structures and graphic features to comprehend information.	Refer to <i>Standard 1.2 – Text Organization</i> <b>(R.B.3.3.1)</b>	

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 Avon Grove School District  
 Grade 11

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Word Recognition	<p>Identify and apply word recognition skills in fiction and nonfiction texts.</p> <p>Use knowledge of root words and words for literary works to recognize, understand the meaning of, and use new words accurately in speaking and writing. <b>(R11.A.1.2)</b></p>	<p>Specific content and strategies are detailed in each section below.</p> <p>Use vocabulary words from the fiction and nonfiction pieces <b>(R.11.A.2.1)</b></p> <p>Discuss the origins, definitions and uses in literature.                      Teach prefixes, suffixes, roots and etymology of words.                      Define and /or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. <b>(R11. A.1.2.)</b></p> <p>Teach mnemonic devices and skills to build student’s personal vocabulary.                      Describe and define how the meaning of the word is related to the part of speech and how it is used in the sentence.</p>	<p><b>Assessment</b></p> <p>Multiple choice                      Short answer                      Essay                      Fill in the blank                      True/false                      Projects                      Study guides                      Web quests                      Power Point                      Paraphrasing                      Modernizing literary themes                      Journals</p> <p>Teach prefix, suffix, and roots and etymology skills for adding vocabulary to build students’ personal lexicons.</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

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<p>Word Recognition</p>	<p>Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from the text. <b>(R.A.1.2.1 and R.A.2.2.1)</b></p> <p>Identify, describe, evaluate, and synthesize the essential ideas in text. Assess those reading strategies that are most effective in learning from a variety of texts. <b>(R.11.A.1.2)</b></p> <p>Make inferences, draw conclusions, and make generalizations based on text. (R11.A.1.3)</p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired. <b>(R.11.A.1.1)</b></p>	<p>Define prefix, suffix, and root.</p> <p>The teacher will use Before, During and After reading strategies. Questioning, Brainstorming, Connecting to experiences or text, elements of the story, setting purposes, writing, enacting, constructing, reading aloud, taking notes, journaling, partner read, make associations, re-read, highlight, outline, discuss, oral presentations, organizer, map, draw, sketch, self-question, view, summarize, evaluate</p> <p>New vocabulary words will be given to the students before the story is read. Identify how the meaning of a word is changed. <b>(R.11.A.1.2.1)</b></p> <p>Students will use dictionaries, thesaurus, texts, and glossaries to establish a reading vocabulary.</p>	<p><b>Resources</b>                      Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, passages, and magazines</p> <p>Locate and use textual support ie. Quotes and/or paraphrasing</p>

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 Avon Grove School District  
 Grade 11

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Word Recognition	<p>Define words or phrases from context clues given in explanatory sentences and/or text examples.</p> <p>Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text.  <b>(R.A.1.2.2 and R.A.2.2.2)</b></p>	<p>Identify context clues: synonyms, antonyms, definitions, examples, explanations, descriptions,</p> <p>Define and identify <u>homonyms</u> – words spelled the same but with different meanings in context.            Example:  <i>Present</i> may mean: gift; now (in the present time); to show</p> <p>Describe and identify how the meaning of a word is related to the part of speech and usage in the sentence.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• Use contextually rich text examples.</li> <li>• Highlight context clues</li> <li>• Complete analogies</li> </ul>	<p><b><u>Assessment</u></b>            Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p> <p><b><u>Resources</u></b>            Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, passages, and magazines.</p>
	Use knowledge of phonics, syllabication, roots and affixes, the dictionary or glossary, and context clues to decode and understand multi-syllable words and content area vocabulary.	<p>Independently identify and apply word recognition strategies when reading fiction and nonfiction text.</p> <ul style="list-style-type: none"> <li>• Recognize word parts and their meanings.</li> <li>• Use context clues.</li> <li>• Use dictionaries and glossaries.</li> <li>• Apply meaning in various contexts and content areas.</li> </ul>	<p><b><u>Assessment:</u></b>            Curriculum based assessments</p> <p>Various reading and decoding strategies</p>

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 Avon Grove School District  
 Grade 11

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Vocabulary Development	<p>Identify and apply the meaning of vocabulary in fiction and nonfiction text.</p> <p>Understand the meaning of and apply key vocabulary across various subject areas.</p> <p>Identify and/or apply the meaning of multiple- meaning words used in text. (R.A.1.1.1)</p> <p>Identify and/or apply the meaning of multiple-meaning words in context. (R.A.2.1.1)</p> <p>Identify and/or apply the meaning of content-specific words used on text. (R.A.2.1.2)</p>	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• LINC Strategy</li> <li>• Vocabulary Chart</li> <li>• “Knowledge of Words” chart</li> <li>• Frayer Four-Square Model</li> <li>• Vocabulary Word Box</li> <li>• Chart—Related Words/Descriptions</li> <li>• It is...It isn't</li> <li>• Dram-A-Word</li> <li>• Analogies</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p> <p><u>Resources</u></p> <p>Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, passages, and magazines</p>
	<p>Identify and/or apply a synonym or antonym of a word used in text. (R.A.1.1.2)</p>	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary Word box</li> <li>• Word Web</li> <li>• Matching Games</li> <li>• See strategies listed for (RA.1.1.1, R.A.2.1.1, R.A.2.1.2)</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p> <p><u>Resources</u></p> <p>Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, passages, and magazines</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

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<b>Vocabulary Development</b>	Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.	Define <u>idiom</u> —an expression whose meaning cannot be taken literally. Example: <i>sitting on pins and needles</i>  Explore meanings and origins of common idioms.  <u>Strategies:</u> <ul style="list-style-type: none"> <li>Identify idioms while reading by highlighting or the use of post-it notes.</li> </ul>	<u>Assessment</u> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals  Curriculum based assessments  Authentic assessment-- products of students' work, application to writing  Informal assessment of application in reading, writing, and speaking activities

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 Avon Grove School District  
 Grade 11

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<p>Comprehension and Interpretation</p>	<p>Identify basic facts and ideas in text using specific strategies.</p> <p>Understand fiction and nonfiction text appropriate to grade level.</p> <p>Make inferences and/or draw conclusions based on information from the text.  <b>(R.A.1.3.1 and R.A.2.3.1)</b></p> <p>Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents  <b>(R.11.B.1.1) (R11.A.1.3.2)</b></p> <p>Make and support with evidence, assertions, about texts.</p> <p>Compare and contrast texts using themes, settings, characters, and ideas.</p> <p>Make extensions to related ideas, topics, or information.</p> <p>Assess the validated of the document based on context.</p> <p>Identify and apply word recognition skills.</p> <p>Analyze the positions, purposes, arguments, and evidence  <b>(R.11.A.2.2) (R11.A.2.6.1)</b></p>	<p><u>Interactive Reading strategies:</u></p> <ul style="list-style-type: none"> <li>Recall genre characteristics.</li> <li>Set a purpose for reading.</li> <li>Predict using graphic and textual clues.</li> <li>Generate essential questions as aids to comprehension.</li> <li>Clarify understanding through rereading and discussion.</li> <li>Summarize and evaluate understanding of the text.</li> </ul> <p><u>Reciprocal Teaching strategies</u>  <u>Reading Apprentice strategies</u></p> <p><u>When making inferences a reader should:</u></p> <ul style="list-style-type: none"> <li>Make inferences before, during, and after reading.</li> <li>Use the Inference Formula: New Information + What I Already Know = Inference.</li> <li>Be aware that <i>authors imply and readers infer</i>.</li> </ul> <p>Teachers will facilitate reading comprehension and interpretation of texts using the following methods:          Discussions – retellings, responding          Enactments – debates, panel discussions, dramatizations, role-play          Writing – answering questions, respond to teacher directed questions, short answer, essays.          Oral presentation – demonstrations          discussions of the concepts, or questions          Viewing –m film, video,          Summarizing          Evaluating what was read.  <u>Reading Apprenticeship strategies</u></p>	<p><u>Assessment</u>          Multiple choice          Short answer          Essay          Fill in the blank          True/false          Projects          Study guides          Web quests          Power Point          Paraphrasing          Modernizing literary themes          Journals</p> <p><u>Resources</u>          Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, and passages</p>

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 Grade 11

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Comprehension and Interpretation	Cite evidence from text to support generalizations. (R.A.1.3.2 and R.A.2.3.2)	<p><u>Evidence:</u>                      Students follow research guidelines to seek printed materials and information to support generalizations.</p> <p>Details—facts, opinions, descriptions, explanations, definitions</p> <ul style="list-style-type: none"> <li>• Examples</li> <li>• Quotes</li> <li>• Text references--page/ paragraph/ sentence</li> </ul> <p><u>How to Track Evidence:</u></p> <ul style="list-style-type: none"> <li>• Underline/highlight</li> <li>• Tag with post-it notes</li> <li>• Create a chart, list, or web</li> </ul>	<p><u>Assessment</u>                      Multiple choice                      Short answer                      Essay                      Fill in the blank                      True/false                      Projects                      Study guides                      Web quests                      Power Point                      Paraphrasing                      Modernizing literary themes                      Journals</p>
	Identify and/or explain stated or implied main ideas and relevant supporting details from text. (R.A.2.4.1 and R.A.2.4.2)	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>• Identify author’s purpose and/or message.</li> <li>• Identify topic sentences.</li> <li>• Locate signal words such as: in summary, in conclusion, therefore.</li> <li>• Check introductory and concluding paragraphs for author’s main points.</li> <li>• Identify titles, subtitles, and headings.</li> <li>• Create an outline identifying main ideas and supporting details.</li> </ul>	<p><u>Assessment</u>                      Multiple choice                      Short answer                      Essay                      Fill in the blank                      True/false                      Projects                      Study guides                      Web quests                      Power Point                      Paraphrasing                      Modernizing literary themes                      Journals</p> <p><u>Resources</u>                      Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, and passages</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

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<b>Standard 1.1 Learning to Read Independently</b>			
<p>Comprehension and Interpretation</p>	<p>Summarize the key details and events of a fictional text as a whole. <b>(R.A.1.5.1)</b></p> <p>Summarize the major points, processes, and events of a nonfiction text as a whole. <b>(R.A.2.5.1)</b></p> <p>Demonstrate after reading an understanding and interpretation of fiction and nonfiction text, including public documents.</p> <p>Make, and support with evidence, assertions about text.</p> <p>Compare and contrast texts using themes, settings, characters and ideas.</p> <p>Make extensions to related ideas, topics, or information.</p> <p>Describe the context of a document.</p> <p>Analyze the positions, arguments, and evidence in public documents.</p> <p>Evaluate the author’s strategies and give examples of text that support the author’s intended purpose.</p> <p>Critique public documents to identify strategies common in public discourse. <b>(R.11.A.2.6.1)</b></p>	<p><u>When summarizing:</u></p> <ul style="list-style-type: none"> <li>• Identify and restate main ideas, main events, key points.</li> <li>• Include only the most important supporting details.</li> <li>• Differentiate between what is important and what is interesting.</li> <li>• Identify appropriate graphic organizers to support summarizing.</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>• 5 important words</li> <li>• 20 word summary</li> <li>• Clear summary</li> <li>• 3-2-1strategy</li> <li>• Use graphic organizers</li> <li>• Table of contents/headings prompts</li> </ul> <p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• Double Entry Journal</li> <li>• Exit Ticket</li> <li>• 4 Door Activity</li> <li>• Venn Diagram</li> <li>• Fish Bone organizer</li> <li>• Response Journal</li> <li>• Flow Chart</li> <li>• Literature circles/discussion groups</li> <li>• Essays</li> <li>• News Article</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice          Short answer          Essay          Fill in the blank          True/false          Projects          Study guides          Web quests          Power Point          Paraphrasing          Modernizing literary themes          Journals</p> <p><u>Resources</u></p> <p>Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, and passages</p> <p>Curriculum based assessments</p> <p>Rubric based assessments of journals, exit tickets, activities/worksheets, written responses to text</p> <p>Formal/informal assessment of participation in discussions and completion of graphic organizers</p>

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 Avon Grove School District  
 Grade 11

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Fluency	<p>Demonstrate fluency and comprehension in reading.</p> <p>Read familiar materials aloud with accuracy.</p> <p>Self-correct mistakes.</p> <p>Use appropriate rhythm, flow, meter, and pronunciation.</p> <p>Read a variety of genres and types of text.</p> <p>Adjust reading rate according to purpose for reading and text structure.</p>	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• Teacher Modeling/Read- Alouds</li> <li>• Timed Readings</li> <li>• Repeated Readings</li> <li>• Readers’ Theatre</li> <li>• Paired Reading</li> <li>• Record a book/story</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p> <p><u>Resources</u></p> <p>Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, and passages</p>
	<p>Develop a lifetime reading habit.</p> <p>Self select texts to include a variety of genres and types for independent reading.</p> <p>Independently read at least 25 books per year.</p> <p>Maintain a reading log that identifies books completed from independent reading.</p>	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• Book Minute</li> <li>• SSR</li> <li>• Mini Book Talks</li> <li>• Literature Circles</li> <li>• Book Club/discussion group</li> <li>• Book review/advertisement</li> </ul>	

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 Avon Grove School District  
 Grade 11

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<b>Standard 1.2 Reading Critically in All Content Areas</b>			
Overview	<p>Read and understand essential content of informational texts and documents in all academic areas.</p> <p>Use and understand a variety of media and evaluate the quality of material produced.</p>	Standard 1.2 is to be addressed by using nonfiction reading strategies as identified below.	<p><u>Nonfiction Texts:</u>            Trade books            Newspapers            Periodicals            Biography/Autobiography            Content area textbooks</p> <p>Assessment Items: Note—Examples provided are formatted the way they appear in the PSSA Reading Test.</p> <p><u>Resources</u>            Textbook, Research Paper instructional packet, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, and passages</p>
Text Organization	<p>Identify, interpret, and/or analyze text organization patterns including sequence, question/answer, comparison/contrast, cause/effect, and problem/solution.  <b>(R.B.3.3.1)</b></p>	<p><u>Text Structure Identification Strategies:</u></p> <ul style="list-style-type: none"> <li>• Survey text.</li> <li>• Read text.</li> <li>• Identify signal words (first, next, finally; because, since, therefore; similar, different, however).</li> <li>• Identify structure of text.</li> </ul>	

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 Avon Grove School District  
 Grade 11

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Purpose	Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy, and thoroughness.	Familiarize students with the direct connection between text structure and author’s purpose.	<b>Assessment:</b> Curriculum based assessments  Formal/informal assessment of discussion and/or writing related to text structure and purpose
Detail	Distinguish between essential and nonessential information across texts. <b>(R.B.3.2)</b>  Identify context that would fit in a specific section of text. <b>(R.B.3.3.2)</b>	<b>Define and identify:</b> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting details (<u>Note:</u> supporting details may be referred to as <i>nonessential information</i> in PSSA test items).</li> </ul> <b>Suggested strategies:</b> <ul style="list-style-type: none"> <li>• Outlining</li> <li>• Highlight main ideas</li> <li>• Identify titles and headings as main ideas and boldfaced items as essential supporting information.</li> </ul> <p>When given a specific detail, students should be able to match the detail with the correct paragraph.</p>	<b>Assessment</b> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals  <b>Resources</b> Textbook, Research Paper instructional packet, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines, and passages

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

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Inference	<p>Draw inferences based on a variety of information sources.</p> <p>Identify main idea and relevant details in given passages. <b>(R.11.A.1.4)</b></p> <p>Identify and/or explain stated or implied main ideas and relevant supporting details from informational, fictional, texts, and documents in all content areas. <b>(R.11A.1.4.1)</b></p>	<p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• Questioning: Why did the author choose to select specific headings, boldface words, italics, charts, photographs, diagrams, illustrations, etc. in the text?</li> <li>• Think Aloud</li> <li>• Talking to the Text</li> <li>• Skim and Scan</li> <li>• Read and highlight topic sentences</li> <li>• Rename chapter and/or passage</li> <li>• Compose essay, poem, story, letter or from a character’s perspective.</li> <li>• Ask questions such as “What do you think the author’s message is?”</li> <li>• “Why did the author write his/her story?”</li> <li>• “What assumptions can be made about the following concepts?”</li> </ul>	<p><u>Assessment:</u></p> <p>PSSA practice materials          Curriculum based assessments</p> <p>Formal and informal assessment of discussion and/or written work related to drawing inferences</p>

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 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.1 Learning to Read Independently</b>			
<p>Comparison, Analysis, and Evaluation</p>	<p>Interpret graphics and charts and make connections between text and the content of graphics and charts. <b>(R.B.3.3.3)</b></p> <p>Select and use graphic organizers that correspond to a given text structure.</p>	<p><u>Purposes of graphics:</u></p> <ul style="list-style-type: none"> <li>• Tables--easy to read</li> <li>• Circle graphs/pie graphs--part to whole</li> <li>• Bar and line graphs--show relationships</li> <li>• Diagrams--visualize written text</li> <li>• Maps--show spatial relationships</li> <li>• Illustrations--support tone and clarify meaning</li> </ul> <p>Provide teacher modeling and guided practice in the use of various graphic organizers that correspond to text structure:</p> <ul style="list-style-type: none"> <li>• Sequencing– flowchart, timeline</li> <li>• Question/answer-- web, map</li> <li>• Comparison/contrast-- Venn diagram</li> <li>• Cause/effect-- fishbone, T-chart, chain</li> <li>• Problem/solution-- web, map</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p> <p>Formal or informal assessment of student’s ability to select and use appropriate graphic organizers.</p> <p><u>Resources</u></p> <p>Textbook, Research Paper instructional packet, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines and passages, as well as various maps and charts.</p> <p>Display commonly used graphic organizers identified with specific text structures for student reference.</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.1 Learning to Read Independently</b>			
<p>Comparison, Analysis, and Evaluation</p>	<p>Identify, interpret, describe, and/or analyze bias and propaganda techniques in nonfiction text.(<b>R.B.3.2.1</b>)</p> <p>Analyze the techniques of particular media messages and their effect on a targeted audience.</p> <p>Compare and analyze how different media offer a unique perspective on the information presented.</p>	<p><u>Propaganda Techniques:</u> (Required):</p> <ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Bandwagon</li> <li>• Red herring</li> <li>• Emotional appeal</li> <li>• Testimonial</li> <li>• Repetition</li> <li>• Sweeping generalization</li> <li>• Circular argument</li> <li>• Use of statistics and facts</li> </ul> <p><u>Analysis process:</u></p> <ul style="list-style-type: none"> <li>• Expose students to various types of electronic and print media.</li> <li>• Identify propaganda techniques and targeted audience.</li> <li>• Discuss and evaluate effect of technique.</li> <li>• Examine a topic as presented by various media.</li> <li>• Determine purpose and targeted audience of specific media.</li> <li>• Consider background and bias</li> <li>• Compare effectiveness.</li> </ul>	<p><u>Assessment:</u> Curriculum based assessments</p> <p>Formal/informal assessment of discussion and written work</p> <p><u>Media and print sources:</u></p> <ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Political speeches</li> <li>• Editorials</li> <li>• Internet text</li> <li>• Newspapers and periodicals</li> <li>• Television and radio</li> </ul> <p><u>Resources</u> Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines and passages, as well as various maps and charts.</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
Overview	Read and understand works of literature.	Read Independently, Plot diagrams, Comics, Illustrations, Dialectic notebook, Open-ended, Comprehension questions Questioning, Brainstorming, Storyboard Illustrations, Literature Circles, Written and oral summaries, Creative stories, Found Poems, Connecting to experiences or text, Setting purposes, Writing, Enacting, Constructing, Viewing, Reading Aloud, Taking notes, Journaling, Making associations, Re-reading, Highlighting, outlining, Venn Diagrams, KWL charts, Independently read and answer comprehension and open ended questions, Quick writes, Think Pair Share, Plot sketch Discussion, Oral presentations, Writing, Complete organizer or map, draw, sketch, self-question, view, summarize, evaluate, make inferences and/or draw conclusions based on information from the text.	Suggested stories, descriptions of strategies, and graphic organizers to support the teaching of each literary element/device.  <u>Fiction texts:</u> Textbook: <u>Elements of Literature</u> <ul style="list-style-type: none"> <li>• Anthology</li> <li>• Novels</li> </ul> <u>Literary nonfiction texts:</u> <ul style="list-style-type: none"> <li>• Autobiography/biography</li> <li>• Personal narratives/anecdotes</li> </ul> PSSA Released Items (see PDE website)  Assessment items: Note--Examples provided are formatted the way questions in these areas will appear on the PSSA Reading Test.

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<p>Literary Elements</p>	<p>Identify, interpret, compare, describe, analyze, and/or evaluate the relationships among literary elements of character, setting, plot, and theme, within fiction or literary nonfiction: <b>(R.B.1.1.1)</b></p> <p>Analyze the use of literary elements by an author including characterization, setting, plot, and theme.</p> <p>Character: may also be the narrator, the speaker or the subject of a biography</p> <p>Interpret compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fiction or literary nonfiction text.</p>	<p><u>Strategies to compare / analyze/ evaluate literary elements:</u></p> <ul style="list-style-type: none"> <li>• Story maps</li> <li>• Literature circles</li> <li>• Venn diagrams</li> <li>• Journaling—Talk to the Text</li> <li>• Reciprocal teaching strategies</li> <li>• Compare/contrast essay</li> </ul> <p><u>Define and identify:</u></p> <p>Protagonist/antagonist</p> <p>Direct Characterization:</p> <ul style="list-style-type: none"> <li>• Physical description</li> <li>• Character’s thoughts, speech, or actions</li> <li>• Other characters’ thoughts, speech, or actions</li> <li>• Direct comments of author</li> </ul> <p>Indirect Characterization:</p> <ul style="list-style-type: none"> <li>• Make inferences based on evidence and details from plot and/or characters’ thoughts and speech.</li> <li>• What does the author imply about the character?</li> </ul> <p>Perspective: position from which a character views events</p> <p>Motive: the reasons, emotions, and goals that drive a character to act a certain way.</p>	<p><u>Assessment</u></p> <p>Multiple choice          Short answer          Essay          Fill in the blank          True/false          Projects          Study guides          Web quests          Power Point          Paraphrasing          Modernizing literary themes          Journals</p> <p><u>Resources</u></p> <p>Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines and passages, as well as various maps and charts</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
Literary Elements	<p><u>Setting:</u>                      Interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.</p>	<p>Setting may include all or some of the following:</p> <ul style="list-style-type: none"> <li>• Geographic location</li> <li>• Historical time period</li> <li>• Season</li> <li>• Time of day</li> <li>• Customs, and/or manners of a society.</li> </ul> <p>Identify the importance of setting in story:</p> <ul style="list-style-type: none"> <li>• Does the setting serve only as background to the story?</li> <li>• Is the setting integral to the story? How? Why?</li> </ul>	<p><u>Assessment</u>                      Multiple choice                      Short answer                      Essay                      Fill in the blank                      True/false                      Projects                      Study guides                      Web quests                      Power Point                      Paraphrasing                      Modernizing literary themes                      Journals</p> <p><u>Resources</u>                      Textbook, periodicals, news sources, PSSA practice materials and other fiction and nonfiction magazines and passages, as well as various maps and charts</p>
	<p><u>Plot</u> (may also be called action):                      Interpret, compare, describe, analyze, and/or evaluate elements of the plot</p>	<p>Define and identify plot elements:</p> <ul style="list-style-type: none"> <li>• Exposition (setting, characters, conflict unfolds).</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> </ul> <p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• Plot diagram</li> <li>• Reciprocal Teaching strategies</li> </ul>	

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
Literary Elements	<p><u>Theme:</u>            Interpret, compare, describe, analyze, and/or evaluate the message about life or human nature that is communicated by a work of fiction or literary nonfiction.</p>	<p>Define theme:            Theme is the main lesson of a passage, the message about life or human nature contained in fiction or literary nonfiction.</p> <p>Identify how the theme is communicated by the author:</p> <ul style="list-style-type: none"> <li>• Directly stated – Theme is expressed in the moral of the story, as in fables, or in a statement made directly by a character or characters.</li> <li>• Implied – The author implies the theme through the words and experiences of the characters. An implied theme may also be revealed by a symbol.</li> </ul>	<p><u>Assessment</u>            Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
Text Connections	Interpret, compare, describe, analyze, and/or evaluate connections between texts.( <b>R.B.1.2.1</b> )	Present texts of various genres with similar themes and/or topics for interpretation, comparison, analysis, and evaluation.  <u>Suggested strategies:</u> <ul style="list-style-type: none"> <li>• Literature circles with jigsaw</li> <li>• Venn Diagrams</li> <li>• Double Entry Journals</li> <li>• Written response</li> <li>• <u>Reading Apprenticeship</u> strategies</li> </ul>	<u>Assessment</u> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals
Literary Devices	Identify, interpret, compare, describe, analyze, and/or evaluate the relationships among the literary devices (figurative language, point of view, tone, style, and sound techniques) within fiction and literary nonfiction. ( <b>R.B.1.1.1</b> )	<u>Strategies to compare/ analyze/ evaluate literary devices:</u> <ul style="list-style-type: none"> <li>• Double entry journal</li> <li>• Talk to the Text</li> <li>• Venn diagram</li> <li>• Response journals</li> </ul>	Specific anthology references are listed within each literary device section.  .

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
Literary Devices	<p><u>Figurative Language:</u>            Identify, interpret, describe, and/or analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text. <b>(R.B.2.1.1)</b></p> <p>Identify, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text. <b>(R.B.2.1.2)</b></p>	<p>Review definitions of figurative language forms:</p> <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Personification</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Alliteration</li> <li>• Hyperbole.</li> <li>• Allusion (Grade 8)</li> </ul> <p>Include examples of figurative language from fiction and poetry texts</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• Illustrate examples.</li> <li>• Take a “Sensory Walk” through the text.</li> <li>• Use read-alouds rich in figurative language.</li> <li>• Highlight/use post-it notes to identify examples while reading.</li> <li>• Book Minute—share examples from personal reading.</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
Literary Devices	<p>Point of view:</p> <p>Identify and describe the point of view of the narrator as the first person or third person point of view. <b>(R.B.2.2.1)</b></p> <p>Interpret and describe the effectiveness of the point of view used by the author. <b>(R.B.2.2.2)</b></p>	<p>Additional content:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Person point of view</li> <li>• Identify nouns and pronouns that indicate point of view</li> </ul> <p>Note: Point of view is never referred to as narrator, speaker, or a character's name.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• Retell story from another point of view.</li> <li>• Highlight point of view indicator words.</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p>
	<p><u>Tone</u></p> <p>Identify, interpret, describe, and/or analyze the attitude of the author toward the audience, characters, and subject.</p>	<p>Tone is revealed through the author's:</p> <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Selection of details</li> <li>• Sentence structure</li> <li>• Use of figurative language.</li> </ul> <p>Words to describe tone:</p> <ul style="list-style-type: none"> <li>• Formal, relaxed, playful</li> <li>• Serious, humorous</li> <li>• Sarcastic, bitter, sympathetic</li> <li>• Thoughtful</li> <li>• Reverent</li> </ul>	

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
Literary Devices	Style: Identify, interpret, describe, and/or analyze how the author’s word choice, sentence length, tone, and use of figurative language create style.	Identify style through questioning: <ul style="list-style-type: none"> <li>• Does the author use mostly short, simple words and sentences or long, complex ones?</li> <li>• Do the characters speak in dialect? Does their language seem believable?</li> <li>• Does the author use sensory or figurative language?</li> </ul> Words to describe style: <ul style="list-style-type: none"> <li>• Formal, informal, humorous</li> <li>• Conversational, casual</li> <li>• Persuasive</li> <li>• Informative</li> </ul>	<u><b>Assessment</b></u> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals
	Sound Techniques: Identify, interpret, describe, and/or analyze examples and the effect of rhyme, rhythm, meter, repetition, alliteration and onomatopoeia in text.	Review definitions and provide examples of sound techniques in fiction, literary nonfiction, and poetry text: <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Repetition</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>•</li> </ul> Poetry: <ul style="list-style-type: none"> <li>• Identify and label rhyme scheme.</li> <li>• Identify internal and end rhyme.</li> <li>• Identify and label meter (stressed and unstressed syllables and words).</li> </ul>	

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
Poetry	Read and respond to poetry.  Identify poetic forms.	<u>Define and identify:</u> <ul style="list-style-type: none"> <li>• Narrative and lyric poetry</li> <li>• Line, stanza, rhyme, rhyme scheme, rhythm, repetition</li> <li>• Poem’s mood, tone, theme, use of figurative language</li> </ul> Use Reading Apprenticeship strategies  Read narrative and lyric poetry that varies in style, form, tone, and theme.  Make a personal connection to poetry in response journals.	<u>Assessment</u> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals
Drama	Read and respond to drama.  Analyze drama to determine the reasons for a character’s actions based on the situation and the character’s basic motivation.	<u>Define and identify:</u> <ul style="list-style-type: none"> <li>• Act/scene</li> <li>• Dialogue</li> <li>• Stage directions</li> <li>• Script/script format</li> <li>• Screenplay</li> </ul> Identify and analyze literary elements present in drama.  <u>Suggested strategies:</u> <ul style="list-style-type: none"> <li>• Reader’s Theater format</li> <li>• Audio versions of dramas</li> </ul>	

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.4 Types of Writing</b>			
<b>Overview</b>	Write narrative, informational, and persuasive pieces.	Specific content and strategies are identified within each type of writing.	PDE Writing Assessment Handbook on <a href="http://www.pde.state.pa.us">www.pde.state.pa.us</a>  PSSA Domain Scoring Guide
The Writing Process	Write narrative, informational, and persuasive pieces following the steps of the writing process.	Identify, describe, and apply the steps of the writing process: <ul style="list-style-type: none"> <li>• Pre-write</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> </ul> <u>Suggested strategies:</u> <ul style="list-style-type: none"> <li>• <u>Pre-writing:</u> brainstorm, mapping, webs, lists, outline</li> <li>• <u>Drafting:</u> writing partners-author dictates, partner writes, dictate on tape</li> <li>• <u>Revising:</u> Writer’s Chair, revision checklist, revision conference</li> <li>• <u>Editing:</u> checklist, editing conference, use spell check, check spelling by reading piece backwards,</li> </ul>	Graphic organizers to support strategies are located

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.4 Types of Writing			
Narrative	<p>Write short stories, poems, and plays.</p> <p>Apply varying organizational methods.</p> <p>Use relevant illustrations.</p> <p>Utilize dialogue.</p> <p>Apply literary conflict.</p> <p>Include literary elements (<b>Standard 1.3.B</b>)</p> <p>Use literary devices (<b>Standard 1.3.C</b>)</p>	<p><u>Required:</u>          Write a narrative piece graded using the PSSA Domain Scoring Guideline.          Choose from the following types of narrative writing:</p> <ul style="list-style-type: none"> <li>• Personal narrative</li> <li>• Short story</li> <li>• Narrative poetry</li> <li>• Myth</li> <li>• Legend</li> <li>• Folk tale</li> <li>• Anecdote</li> <li>• Dramatic script</li> </ul> <p>Record domain score on individual students'  <u>Language Arts Assessment Sheet</u></p>	<p><u>Assessment</u>          Multiple choice          Short answer          Essay          Fill in the blank          True/false          Projects          Study guides          Web quests          Power Point          Paraphrasing          Modernizing literary themes          Journals</p>
Informational	<p>Write multi-paragraph informational pieces.          Include cause and effect.</p> <p>Develop a problem and solution when appropriate to the topic.</p> <p>Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</p> <p>Use primary and secondary sources.</p> <p><u>Primary:</u> original object or document recorded at the time of event or by someone present at the event.  <u>Secondary:</u> written about or a summary of a primary source</p>	<p><u>Required:</u>          Write a five paragraph informational piece graded using the PSSA Domain Scoring Guideline.</p> <p>Choose from the following types of informational writing:</p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Report</li> <li>• Article</li> <li>• How-to</li> <li>• Summary</li> <li>• Review</li> </ul> <p>Record domain score on individual students'  <u>Language Arts Assessment Sheet</u></p>	

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.4 Types of Writing			
Persuasive	<p>Write persuasive pieces.</p> <p>Include a clearly stated position or opinion.</p> <p>Include convincing, elaborated and properly cited evidence.</p> <p>Develop reader interest.</p> <p>Anticipate and counter reader concerns and arguments.</p>	<p><u>Required:</u>            Write a five paragraph persuasive piece graded using the PSSA Domain Scoring Guideline.            Choose from the following types of persuasive writing:</p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Letter</li> <li>• Editorial</li> <li>• Speech</li> </ul> <p>Record domain score on individual students’  <u>Language Arts Assessment Sheet</u></p>	<p><u>Assessment</u>            Multiple choice            Short answer            Essay            Fill in the blank            True/false            Projects            Study guides            Web quests            Power Point            Paraphrasing            Modernizing literary themes            Journals</p>
Writing Extensions	<p>Apply writing skills and knowledge of the writing process to produce other forms of written work.</p> <p>Maintain a written record of activities, course work, experience, honors, and interests.</p> <p>Use, design, and develop a media project that expands understanding.</p> <p>Produce work in at least one literary genre that follows the conventions of the genre.</p> <p>Write in response to literature.</p>	<p><u>Suggested applications:</u></p> <ul style="list-style-type: none"> <li>• Reading/writing logs</li> <li>• Record an interview</li> <li>• Interest inventory</li> <li>• Power point presentation</li> <li>• Create and present a song</li> <li>• Produce a video or slide show</li> <li>• Short stories—mystery, fantasy, realistic, historic</li> <li>• Myths, fables, legends</li> <li>• Biography/autobiography</li> <li>• Poetry</li> <li>• Dramatic script—teleplay, radio broadcast</li> <li>• Interpret /analyze fiction and nonfiction text</li> <li>• Reader’s Response journal</li> </ul>	<p><u>Assessment:</u>            Use teacher-created item specific rubrics based on PSSA Domain Scoring guideline to assess written assignments.</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.5 Quality of Writing</b>			
Overview	Address the five characteristics or domains of effective writing when drafting, revising, and editing written pieces.	<u>Writing Domains:</u> <ul style="list-style-type: none"> <li>• Focus</li> <li>• Content</li> <li>• Organization</li> <li>• Style</li> <li>• Conventions</li> </ul> Definitions and descriptions are detailed within each domain.  <b>Standard 1.5</b> is to be addressed by the use of the Writing Process strategies and PA domain scoring guidelines.	PDE Writing Assessment Handbook <a href="http://www.pde.state.pa.us">www.pde.state.pa.us</a>  PSSA Writing Sampler  PSSA Domain Scoring Guide  Teacher-created item specific domain scoring guides  <u>Assessment Notes:</u> All assessed written pieces should be scored on the five writing domains.  Assessment item examples provided are formatted the way they will appear in the multiple-choice section of the PSSA Writing test.
Focus	Write with a sharp, distinct focus.  Identify topic, task and audience.  Establish a single point of view.	<u>Writing should:</u> <ul style="list-style-type: none"> <li>• Clearly address the topic</li> <li>• Make an assertion about the topic—thesis.</li> <li>• Respond appropriately to a prompt in subject matter and mode.</li> <li>• Appeal to the audience in what is said and how it is said.</li> <li>• Be written from the point of view most appropriate to the task and topic –first, second, or third person.</li> </ul>	

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.5 Quality of Writing</b>			
Content	<p>Write using well-developed content appropriate for the topic.</p> <p>Gather, determine validity and reliability of, and organize information.</p> <p>Employ the most effective format for purpose and audience.</p> <p>Write paragraphs that have details and information specific to the topic and relevant to the focus.</p>	<p><u>Writing should:</u></p> <ul style="list-style-type: none"> <li>• Develop and support main ideas using: facts, details, examples, opinions, anecdotes, quotations, statistics, reasons, explanations, definitions, and evidence.</li> <li>• Include only those details that accomplish and support purpose, make main ideas clearer and stronger, and provide the audience with what they want or need to know.</li> </ul>	
Organization	<p>Write with controlled and/or subtle organization.</p> <p>Sustain a logical order within sentences and paragraphs and between paragraphs using meaningful transitions.</p> <p>Establish topic and purpose in the introduction.</p> <p>Reiterate the topic and purpose in the conclusion.</p>	<p><u>Writing should:</u></p> <ul style="list-style-type: none"> <li>• Have an underlying pattern of organization that supports the topic and mode—sequence, order of importance, cause and effect, problem/solution, question/answer, or compare/contrast.</li> <li>• Employ transition words that support the organization pattern. <b>(See Standard 1.2.1)</b></li> </ul> <p><u>Strategy:</u>  “Sandwich” Format:  Introduction  3 or more reasons, main ideas, or explanations  Conclusion</p>	

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.5 Quality of Writing</b>			
<p>Style</p>	<p>Write with an understanding of the stylistic aspects of composition.</p> <p>Use different types and lengths of sentences.</p> <p>Develop tone and voice through the use of precise language.</p>	<p><u>Sentence types include:</u></p> <ul style="list-style-type: none"> <li>• Simple, compound, and complex</li> <li>• Declarative, interrogative, imperative, exclamatory</li> <li>• Natural and inverted order</li> </ul> <p><u>Precise language includes:</u></p> <ul style="list-style-type: none"> <li>• Denotation/connotation</li> <li>• Formal/informal language</li> <li>▪ Use of figurative language, idioms, and sound devices</li> </ul>	<p><u>Writer’s Craft:</u></p> <p>8th Grade: p. 295 7th Grade: p. 310-317</p> <p><u>Assessment items:</u></p> <p>A. In sentence 4, which word would <u>best</u> replace the underlined word?</p> <p>B. Which version of sentence 2 best expresses the writer’s meaning?</p>
<p>Conventions</p>	<p>Edit writing using the conventions of language.</p>	<p><u>Conventions:</u></p> <p><u>Spelling:</u> Spell common, frequently used words correctly.</p> <p><u>Mechanics:</u> Use capital letters correctly. Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, and parentheses).</p> <p><u>Grammar and usage:</u> Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</p> <p><u>Sentence formation:</u> Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).</p>	<p><u>Writer’s Craft</u> “Grammar and Usage Handbook” mini-lessons 8<sup>th</sup> Grade: p. 377-673 7<sup>th</sup> Grade: p. 369-658</p> <p><u>Writer’s Craft</u> Resource Kit: “Grammar and Usage Workbook” “Tests and Writing Assessment” “Prompts” “Standardized Test Practice”</p> <p>Anthology: “Grammar Handbook” 8<sup>th</sup> Grade: p. 860—903 7<sup>th</sup> Grade: p. 898--904</p> <p>“Grammar Review” pages found throughout anthologies. See LA Teacher’s Notebook for topics and page numbers.</p> <p><u>Assessment Items:</u></p> <p>A. Which word is spelled incorrectly?</p> <p>B. Which version shows the correct comma placement for sentence 3?</p> <p>C. Which word in sentence 10 is used incorrectly?</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.6 Speaking and Listening</b>			
Listening Skills	<p>Listen to others.</p> <p>Listen to and follow oral directions.</p>	<p><u>Active listeners:</u></p> <ul style="list-style-type: none"> <li>• Ask probing questions.</li> <li>• Analyze information, ideas, and opinions to determine relevancy</li> <li>• Take notes when needed.</li> </ul>	<p><u>Assessment:</u>            Informal assessment of oral and written work and class participation</p> <p>Grade 7 anthology: “Speaking, Listening, and Viewing Handbook” p. 905—906            “Speaking, Listening, and Viewing Workshop”            Grade 8 anthology: located after each text selection            Grade 7 anthology: located throughout the anthology (see <i>Index</i>)</p>
	<p>Listen to selections of literature both fiction and nonfiction.</p>	<p><u>Active listeners:</u></p> <ul style="list-style-type: none"> <li>• Relate selections to previous knowledge.</li> <li>• Predict content/events.</li> <li>• Summarize events and identify the significant points.</li> <li>• Identify and define new words and concepts.</li> <li>• Analyze the selections</li> </ul>	<p><u>Assessment:</u>            Curriculum based assessments</p> <p>Informal teacher assessments—observation, questioning, discussion</p> <p><u>Writer’s Craft:</u>            Grade 8: p. 363</p>
Speaking Skills	<p>Speak using skills appropriate to formal speech situations.</p> <p>Initiate everyday conversation.</p>	<p>Competent speakers:</p> <ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Adjust volume to purpose and audience.</li> <li>• Adjust pace to convey meaning.</li> <li>• Add emphasis and inflection to enhance meaning.</li> </ul>	<p><u>Assessment:</u>            Teacher created oral presentation rubrics—teacher, peer and/or self assessment</p> <p><u>Writer’s Craft:</u>            Grade 7: p. 358--359</p> <p>Grade 7 anthology: p. 635</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.6 Speaking and Listening</b>			
<b>Discussion</b>	Contribute to discussions.  Participate in small and large group discussions.	When participating in discussions: <ul style="list-style-type: none"> <li>• Ask relevant, probing questions.</li> <li>• Respond with relevant information, ideas, or reasons in support of opinions expressed.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust tone and involvement to encourage equitable participation.</li> <li>• Clarify, illustrate, or expand on a response when asked.</li> <li>• Present support for opinions</li> <li>• Paraphrase and summarize when prompted.</li> </ul>	<u><b>Assessment:</b></u> Participation log or rubric  Informal assessment by teacher, peer, or self  Anthology: Grade 8: p. 496, 497 Grade 7: p. 103, 906
<b>Presentation</b>	Participate in small and large group presentations.	Presentations in small or large groups may include: <ul style="list-style-type: none"> <li>• Presenting an oral reading or Reader’s Theater.</li> <li>• Conducting interviews.</li> <li>• Organizing and participating in informal debates.</li> <li>• Curriculum project presentations.</li> <li>• Presenting research.</li> </ul>	<u><b>Assessment:</b></u> Item-specific assessment rubrics  Informal assessments—observation log  Anthology: Grade 8: “Multi-Media Handbook” a. 850—859 Grade 7: p. 445, 719, 881  <u>Writer’s Craft:</u> Grade 7: p. 358

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
Presentation	Use media for learning purposes.	<p><u>Media education includes:</u></p> <ul style="list-style-type: none"> <li>• Describing how the media provides information that is sometimes accurate and sometimes biased based on a point of view or by the opinion or beliefs of the presenter.</li> <li>• Identifying advertising techniques and analyzing the role of advertising in the media.</li> <li>• Creating multimedia presentations (film, music, computer-graphics) for display or transmission.</li> </ul>	<p><b><u>Assessment:</u></b></p> <p>Curriculum based assessments</p> <p>Item-specific rubrics to assess presentations</p> <p>Informal assessment</p> <p>Grade 8 anthology: “Multimedia Handbook” p. 850—859</p> <p>Media sources and resources:</p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Newspapers</li> <li>• Periodicals</li> <li>• Television</li> <li>• Film</li> <li>• Radio</li> <li>• Computer-generated media</li> </ul> <p>See: Pennsylvania Technology Standards</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.7 Characteristics and Functions of the English Language</b>			
<p>Word Origins</p>	<p>Describe the origins and meanings of common foreign words used frequently in the English language (e.g., carte blanche, faux pas).</p> <p>Apply knowledge of word origins in speech and writing.</p>	<p>Identify and explain the origin, meaning, and use of common foreign words and phrases when they occur in fiction and nonfiction text.</p> <p>Incorporate foreign words and phrases into speech and writing when applicable and appropriate.</p>	<p><b>Assessment:</b>            Curriculum based assessments</p> <p>Domain scored writing assignments</p> <p>Informal assessment of speech and writing</p> <p>Grade 7 anthology: p. 78, 84, 804, 882</p> <p>Dictionaries</p>
<p>Variations</p>	<p>Analyze the role and place of standard American English in speech, writing, and literature.</p> <p>Identify new words that have been added to the English language over time.</p> <p>Apply knowledge of language variations in speech and writing.</p>	<p>Define the following terms and identify differences in form and use:</p> <ul style="list-style-type: none"> <li>• Formal language</li> <li>• Informal language</li> <li>• Slang</li> <li>• Nonstandard English</li> </ul> <p>Identify and use the appropriate form of language to suit purpose and audience in speech and writing.</p>	<p><b>Assessment:</b>            Curriculum based assessments</p> <p>Domain scored writing assignments</p> <p>Rubric scored oral presentations</p> <p><b>Writer’s Craft:</b>            Grade 8: p. 315            Grade 7: p. 311</p> <p><b>Anthology:</b>            Grade 8: p. 258            Grade 7: p. 240</p>

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.8 Research</b>			
<b>Overview</b>	Research, organize, write, and publish a multi-paragraph paper on a selected topic.	Strategies and content specified in each area below.  Academic team teachers will determine for their team in what content area/s the paper will be researched and written.	Anthology grades 7 and 8  <u>Writer's Craft</u> grades 7 and 8  Library and other media sources
<b>Location of Information</b>	Select and refine a topic for research.  Locate information using appropriate sources and strategies.	When researching a topic: <ul style="list-style-type: none"> <li>• Determine valid resources for researching the topic, including primary and secondary sources.</li> <li>• Evaluate the importance and quality of the sources.</li> <li>• Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).</li> <li>• Use tables of contents, indices, key words, cross-references, and appendices.</li> <li>• Use traditional and electronic search tools.</li> </ul>	<b><u>Assessment:</u></b> Formal and/or informal teacher-created assessments  Locating information for and conducting the research may be assessed as part of the total research paper assignment.  <u>Writer's Craft:</u> Grade 8: p. 194—201 Grade 7: p. 186—198  Grade 8 anthology: p. 850—851 Grade 7 anthology: p. 876—878

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**  
 Avon Grove School District  
 Grade 11

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<p>Organization</p>	<p>Organize, summarize, write, and present the main ideas from research.</p>	<p>When organizing, writing, and publishing a research paper:</p> <ul style="list-style-type: none"> <li>• Identify the steps necessary to carry out a research project.</li> <li>• Take relevant notes from sources.</li> <li>• Organize notes by using and sorting note cards, outlining, listing, and/or using a web.</li> <li>• Develop a thesis statement based on research.</li> <li>• Support thesis with sufficient content organized in appropriate paragraph form.</li> <li>• Revise and edit writing to meet domain and conventions standards.</li> <li>• Give precise, formal credit for others' ideas, images, or information using a standard method of documentation.</li> <li>• Use formatting techniques to create an understandable presentation for a designated purpose and audience.</li> </ul>	<p><b><u>Assessment:</u></b>            Teacher-created item specific rubrics            PA Domain Scoring Guide for Writing            Research paper assignment may be assessed as separate items each being part of the total process or as a whole.</p> <p><b><u>Writer's Craft:</u></b>            Grade 8: p. 188—193, 202—210            Grade 7: p. 199—205</p> <p>Grade 8 anthology: p. 846—849, 798            Grade 7 anthology: p. 876—878</p>