

**WEST JEFFERSON HILLS SCHOOL DISTRICT  
CURRICULUM STRANDS – LANGUAGE ARTS  
GRADE 11**

**I. Learning to Read Independently**

- A. Before reading locate various texts, media and traditional resources for assigned and independent projects.
- B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- C. During reading use knowledge of root words and words from literary works to recognize and understand the meaning of new words. Use these words accurately in speaking and writing.
- D. Identify, describe, evaluate, and synthesize the essential ideas in text. Assess these reading strategies that were most effective in learning from a variety of texts.
- E. Establish a reading vocabulary by identifying and correctly using new words acquired throughout the study of their relationships to other words. Use a dictionary or related reference.
- F. Understand the meaning of and apply key vocabulary across the various subject areas.
- G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.
  - Make, and support with evidence, assertions about texts.
  - Compare and contrast texts using themes, settings, characters and ideas.
  - Make extensions to related ideas, topics or information.
  - Assess the validity of the document based on context.
  - Evaluate the strategies of the author.
  - Critique public documents to identify strategies common in public discourse.
- H. Demonstrate fluency and comprehension in reading.
  - Read familiar materials aloud with accuracy.
  - Self-correct mistakes.
  - Use appropriate rhythm, flow, meter and pronunciation.
  - Read a variety of genres and types of text.
  - Demonstrate comprehension (Standard 1.1.11G)(Recommend 25 books/year)

## **II. Reading Critically In All Content Areas**

A. Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.
- Distinguish between essential and nonessential information across a variety of resources, identifying the use of proper references or authorities and propaganda techniques where present.
- Use teacher and student established criteria for making decisions and drawing conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.

B. Use and understand a variety of media and evaluate the quality of material produced.

- Select appropriate electronic media for research and evaluate the quality of the information received.
- Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.
- Use, design, and develop media to demonstrate understanding (e.g., a major writer or literary period or movement).

C. Produce work in at least one literary genre that follows the conventions of the genre.

## **III. Reading, Analyzing and Interpreting Literature**

A. Read and understand works of literature.

B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterizations, setting, plot, theme, point of view, tone and style.

C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

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- Sound techniques (e.g., rhyme, rhythm, meter, alliteration).
- Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).
- Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).

D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement and paradox).

E. Analyze how a scriptwriter's use of words creates tone and mood, how choice of words advances the theme or purpose of the work.

F. Read and respond to nonfiction and fiction, including poetry and drama.

#### **IV. Types of Writing**

A. Write short stories, poems, and plays that include:

- Varying organizational methods.
- Relevant illustrations.
- Dialogue.
- A literary conflict.
- Varying literary characteristics (e.g., limerick, epic, whimsical, dramatic).
- Literary elements (Standard 1.3.11.B).
- Literary devices (Standard 1.3.11.C).

B. Write complex informational pieces such as research papers, analyses, evaluations, and essays, that include:

- A variety of methods to develop the main idea.
- Precise language and specific detail.
- Cause and effect.
- Relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables.
- Use of primary and secondary sources.

C. Write persuasive pieces that:

- Include a clearly stated position or opinion.
- Include convincing, elaborated and properly cited evidence.
- Develop reader interest.

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- Anticipate and counter reader concerns and arguments.
- Include a variety of methods to advance the argument or position.

D. Make a written record of activities, course work, experience, honors, and interest.

E. Write a personal resume.

**V. Quality of Writing**

A. Write with a sharp, distinct focus.

- Identify topic, task and audience.
- Establish and maintain a single point of view.

B. Write using well-developed content appropriate for the topic.

- Gather, determine validity and reliability of, analyze and organize information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

C. Write with controlled and/or subtle organization.

- Sustain a logical order throughout the piece.
- Include an effective introduction and conclusion.

D. Write with a command of the stylistic aspects of composition.

- Use different types and lengths of sentences.
- Use precise language.

E. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.

F. Edit writing using the conventions of language.

- Spell all words correctly.
- Use capital letters correctly.
- Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, colon, semicolon, parentheses, hyphen, brackets, and ellipsis).

- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
- Use complete sentences (simply, compound, complex, declarative, interrogative, exclamatory and imperative).

G. Present and/or defend written work for publications when appropriate.

## **VI. Speaking and Listening**

A. Listen to others.

- Ask clarifying questions.
- Synthesize why information, ideas and opinions are relevant or irrelevant.
- Take notes.

B. Listen to selections of literature (fiction and/or nonfiction).

- Relate them to previous knowledge.
- Predict solutions to identified problems.
- Summarize and reflect on what has been heard.
- Identify and define new words and concepts.
- Analyze and synthesize the selections relating them to other selections heard or read.

C. Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.

D. Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

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E. Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for job, college).
- Organize and participate in informal debate around a specific topic.
- Use evaluation guides (National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

F. Use media for learning purposes.

- Use various forms of media to elicit information to make a student presentation, complete class assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.
- Create a multimedia (e.g., film, music, computer-graphic, verbal) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.

**VII. Characteristics and Functions of the English Language**

- A. Describe the influence of historical events on the English language.
- B. Analyze when differences in language are a source of negative or positive stereotypes among groups.
- C. Explain and evaluate the role and influence of the English language within and across countries.

**VIII. Research**

- A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
  - Determine valid resources for researching the topic, including primary and secondary sources.
  - Evaluate the importance and quality of the sources.
  - Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases).
  - Use table of contents, indices, key words, cross references, and appendices.
  - Use traditional and electronic search tools.

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C. Organize, summarize, and present the main ideas from the research.

- Take notes relevant to the research topic.
- Develop a thesis statement based on the research.
- Anticipate readers' problems or misunderstandings.
- Give precise, formal credit for others' ideas, images or information using a standard method of documentation.