

Language Arts: Grade Eleven

Adams County/Ohio Valley Course of Study

| Content Standard: Phonemic Awareness, Word Recognition and Fluency Grade 11-12 Benchmarks: None Content Organizer: | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>Increased rate of oral reading to near conversational pace</p> <p>Use of pauses, pitch, stress and intonation appropriate</p> <p>Gain a wider, complex sight vocabulary and control over longer syntactic structures</p> | | Assigned reading of literacy passages | <p><u>Silent reading</u> becomes the preferred, more efficient way to process everyday texts; however, students should practice oral reading.</p> <p>Examples – Student Reading</p> <ol style="list-style-type: none"> 1. Test directions 2. Writing prompts 3. Mini lessons 4. Poetry <p>If oral reading is part of a lesson plan, assign passages the day before so students may practice recitation.</p> <p>Objective: Assignments that require practice of learning strategies will develop better readers.</p> <p>Companion to Content Standard <u>Acquisition of Vocabulary</u>, Grade Level Indicator 6. By assigning short passages, students should be expected to use resources to pronounce words correctly and to define unfamiliar words.</p> | <p>As each student reads, a teacher checklist should be used to note specific reading weaknesses.</p> <p>Monthly, assign a journal entry that asks students to analyze their reading progress and successful strategies.</p> |

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| Content Standard: Acquisition of Vocabulary Grade 11-12 Benchmarks: A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect. Content Organizer: Contextual Understanding | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.</p> | <p>(Remediation) # 5 Subscale: Constructs Meaning Use context to determine the meaning of words. Drawn from fiction or nonfiction</p> <ul style="list-style-type: none"> • Unfamiliar words to most tenth grade students, but • Text contains sufficient context to allow meaning through inference • May be asked to locate words in text that help determine meaning of unfamiliar words <p>May ask students to determine meaning of complete sentence in passage</p> | <p>I. Teacher Resources <i>Reader's Handbook</i> Great Source Education Group (pp. 657-689)</p> <p><i>When Kids Can't Read-What Teachers Can do</i> Kylene Beers (pp. 176-202)</p> <p>II. Vocabulary Bingo Appendix (p. 27)</p> <p>III. Vocabulary words for the district grade-level novel. Words from each reading assignment.</p> | <p>This first two books are primarily for teachers because a classroom set is too costly. A copy of <i>Reader's Handbook</i> is in each language arts classroom for referencing. <i>When Kids Can't Read</i> is in the classroom, if the teacher has participated in a Book Talk, or if the teacher purchased it with classroom money. Most ideas in each book can be modified for effective vocabulary instruction.</p> <p><u>Example</u> Goal: To get students to use new words Method: Reduce number of words. Select words students will really be able to use. The teacher will begin to use the words in class, several days before they are formally assigned. Frequently reinforce with Vocabulary Bingo. Remember less is more.</p> <p><u>Example</u> Goal: Prepare students to "talk through" context clues Method: Demonstrate how you as a teacher and reader think out loud. Have student volunteers demonstrate how they determine meaning through context. Allow students to practice. Give each pair two paragraphs to read and talk through. Using paragraphs illustrates the idea that a person can find context clues in surrounding sentences and not just in the one sentence.</p> <p>II. Vocabulary Bingo is a good exercise for students who finish assignments early or for a Friday activity.</p> <p>III. Examine the vocabulary list and select three categories of words. IEP/504 students should concentrate on the reinforcement of words they can use in speaking and writing. Advanced students should independently determine their list. The teachers should determine the word list for the middle group. Remind students it makes no sense to memorize words and forget them after a test.</p> | <p>Informally look for assigned vocabulary in student writings.</p> <p>Each reading assignment and accompanying test should include a section on using context clues to determine word meanings. The section should include randomly selected words from the total vocabulary list up to the present.</p> |

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| Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Grade 11-12 Benchmarks: A. Apply reading comprehension strategies to understand grade- appropriate texts. B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative, and synthesizing). Content Organizer: Comprehension Strategies | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p><i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlines in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p> <p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, and electronic and visual media.</p> | <p>(Remediation)</p> <p># 7 Subscale: Extends Meaning Draw inferences. Fiction or non-fiction passages Identify or express in writing a logical inference from the text. Use information from text to support their inferences.</p> <p>#8 Subscale: Extend Meaning Make predictions</p> <ul style="list-style-type: none"> • Fiction or nonfiction passages • Identify or express in writing a logical prediction or outcome • Use information to predict author’s probable viewpoint regarding another passage or topic <p>Given an improbable prediction, students may be asked to modify it to reflect the text.</p> | <p>I. Resource # 1 “Explicit Instruction in Reading Comprehension Strategies” Appendix (p. 28)</p> <p>II. Resource # 2 “Comprehension Strategies” Harvey and Goudvis, <i>Strategies That Work</i> Appendix (p. 29-30)</p> | <p>I. Remind students that they have learned in earlier grades a reading process that should have improved their reading ability, regardless of their present skill level. Select a reading passage, appropriate for the class, to model reading comprehension strategies. Determine how many specific skills should be attacked the initial time. Follow the 4 steps. Review the process throughout the course until you believe students are independently using the technique. Suggestion: Share this method with other non-language arts teachers to assist students in reading in other content areas.</p> <p>II. Students should be able to select a reading strategy appropriate to an assigned text. When readings are assigned, select one of six sections to use in strengthening comprehension. This process gives students a method to frame instruction. Students need practice in associating a reading strategy with their purpose in reading.</p> | <p>I. Informal Assessment Whole class discussion of reading assignments and individual conferencing</p> <p>II. Students write an informal one-paragraph response to text, explaining <u>which</u> process they used to strengthen their comprehension.</p> |

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| Content Standard: Writing Processes Grade 11-12 Benchmarks: A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. B. Determine audience and purpose for self-selected and assigned writing tasks. Content Organizer: Prewriting | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p> <p>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys.</p> <p>3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p> <p>4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.</p> <p>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p> | <p>(Remediation) # 1 Subscale: Content Develop a clear, focused main idea or ideas related to the prompt.</p> <ul style="list-style-type: none"> • Assesses ability to develop a clearly identifiable main idea or ideas in response to a prompt • Main idea should represent a specific response to the essential direction or question contained in the prompt • Main idea should unify paper and provide a consistent focus • Each part of paper should explain or support the main idea | <p>I. Primary Resource “High School Writing Projects: Prompts and Projects for Thinking and Learning Across the Curriculum” John Collins, Ed.D. and Gary B. Chadwell, “Developing a Thesis” Focus Sheet, (p. 45) and About the Procedures (p. 54)</p> <p>Overhead projector Transparencies</p> <p>II. <i>Writers, Inc.</i>-Classroom reference book “A Guide to Pre-Writing” (pp. 41-52) <i>Write for College</i> “One Writer’s Process” (pp. 3-15) “A Guide to pre-Writing” (pp. 17-24)</p> | <p>Remind students that a controlling idea helps filter out unnecessary information and provides the skeleton of the writing. Effort on this particular exercise will make writing the assignment easier.</p> <p>Suggestion: Teacher models creating a thesis statement. A topic <u>might</u> be “the value of education.” Student input for this modeling would not require research. Begin using the focus sheet, “Developing a Thesis.”</p> <p><u>Your Issue:</u> The value of education <u>Your position:</u> Education has a value beyond just providing essential needs in the form of a job.</p> <p><u>Reasons:</u> Education protects me from injustice. Education helps me understand the global world. Education opens possibilities of enjoying leisure time.</p> <p>Have students complete the next two sections in groups of four. (5-8 minutes) Group leaders either read the sections or write an example on the whiteboard. The final thesis statement can be constructed by the whole class or by groups. Completed sheet is recorded on the transparency so students can record the process and place in their notebooks.</p> | <p>Each time informational or persuasive writing assignments are required, students should complete the focus sheet. The teachers should approve the completed focus sheet before the student begins the next step in the writing process.</p> <p>Suggested Assessment: Initial and date the completed form.</p> |

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| <p>Content Standard: Writing Conventions Grade 11-12 Benchmarks: A. Use correct spelling conventions B. Use correct punctuation and capitalization. C. Demonstrate understanding of the grammatical convention of the English language. Content Organizer: Spelling/Punctuation and Capitalization/Grammar and Usage</p> | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>1. Use correct spelling conventions.</p> <p>2. Use correct capitalization and punctuation.</p> <p>3. Use correct grammar (e.g. verb tenses, parallel structure, indefinite and relative pronouns).</p> | <p>(Remediation) #8 Exhibit standard conventions completely (mechanics, usage, grammar, and spelling).</p> <p>Assesses student’s ability to employ mechanics, usage, grammar and spelling in a manner that doesn’t interfere with understanding.</p> <p>Exhibits sufficient control of grammar (conventional language structures, including modification and agreement), usage (conventional forms of words and phrases), diction (word choice), and syntax (word order).</p> <p>(Competency focus acts as reinforcement for students who have yet to pass the OGT).</p> | <p>I. Primary Resource <i>Daily Oral Language</i> Grade 11-12 Great Source Education Group Acts as review and time management activity. Blocked classes divide activities into 18 weeks of 4 sentences per day. Provides daily mini-lesson of writing conventions.</p> <p>II. Secondary Resources <i>Write for College</i> Great Source Education Group Student compositions</p> | <p>I. Homework activity – all students correct daily sentences before class. Beginning activity for each class (10 minutes). Divide class into groups of 4 students and number each group. Students should keep track of the schedule and come to class prepared. Students should have sentences on board and corrected within two minutes of the tardy bell. Each day one group writes sentences (4) on board in the original form and makes corrections as needed. Students must be ready to cite reasons for changes or corrections. Teacher reviews with class any weak areas.</p> <p>II. Class spreadsheet (graph) with skill and student number or name can be displayed in classroom. Student can review personal weak areas independently using either textbook reference guide or <i>Write for College</i>.</p> <p>1. Individualize student review by noting specific error in composition and listing a resource on the paper. The term “Focus Correction Area” can be used to pinpoint key weakness for student. 2. Use specific errors in various student compositions with whole group instruction when appropriate.</p> | <p>Weekly – Given two teacher-created sentences which include specific writing convention studied through the week, the student should be able to correct 85% of the emphasized errors. (a. Can be attached to another assessment activity or test b. Students keep a daily notebook section containing each sentence with corrections to be checked randomly).</p> <p>Mid-term/Final Given 5 sentences which include multiple errors of varying degrees of difficulty, the student should be able to correct 85% of the errors. These sentences could be drawn from student compositions or previously emphasized mini-lessons.</p> |

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| Content Standard: Research Grade 11-12 Benchmarks: A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. Content Organizer: | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigations to narrow the focus or extend the investigation.</p> | | <p>“1920’s Written and Oral Report Ideas” 2000-2002 Family Education Network, Inc. from Infoplease.com. Appendix (p.31)</p> <p>KWL Graphic Organizer</p> <p><i>Write for College</i> “Think About Your Subject” Great Source Education Group (p. 286)</p> | <p>Thirteen examples of possible topics and open-ended questions are listed. Students can draw from this list, and from their reading of <i>The Great Gatsby</i>, as they complete their research assignment, or the teacher may just use this list to illustrate the type of open-end questions students must create for a different research assignment.</p> <p>Students should have had experience using a KWL organizer since Grade 7. This is the most efficient way of beginning the research.</p> | <p>At this grade-level, no specific assessment is necessary.</p> |

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| Content Standard: Communication: Oral and Visual Grade 11-12 Benchmarks: A. Use a variety of strategies to enhance listening comprehension. Content Organizer: Listening and Viewing | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.</p> | | <p>I. Primary Resource. Peer Response Process Appendix (p. 32) and Peer Response Considerations Appendix (p. 33)</p> <p>II. Secondary Resources <i>Write for College</i> “Conducting Interviews” (pp. 541-2)</p> | <p>I. Peer Response Process provides feedback in the writing process, but it also aids students in listening for a purpose. Both the reader and the writer have defined listening obligations. A comment sheet should be used during this process. By the junior year, students should be proficient in this process and require little instruction.</p> <p>II. The interview process could be tied to a reading assignment, a “hot topic” or just a method of obtaining personal insight about a peer. It could be part of the research process, or it could be used as a practice before a student goes out to conduct an actual interview. The day before the interviews, students are given a set of instructions needed to conduct a successful interview and the rubric used to evaluate their skills. The teacher may want to model the process by conducting a mock session using a student, colleague or building administrator. Ask students to complete the evaluation of the teacher’s interviewing skills using the rubric.</p> | <p>I. When a student has participated in at least two peer response sessions, the teacher will evaluate the comment sheet on a 3 point scale.</p> <p>3- Listener was able to write a sentence articulating the main idea. Included 2 positive and 2 Delta comments.</p> <p>2- Listener had insufficient information for main idea. Included sufficient positive and Delta comments.</p> <p>1-Listener had no main idea and included only positive remarks.</p> <p>II. As part of a research project, the student should complete the interview process “Following the Interview” (p. 542).</p> <ol style="list-style-type: none"> Notes should be formatted using the Q and A technique. The teacher checks the thank you note before it is sent. The interviewee reads the final copy and signs the name and date. |

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| Content Standard: Acquisition of Vocabulary | | | | |
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| Grade 11-12 Benchmarks: B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements | | | | |
| Content Organizer: Conceptual Understanding | | | | |
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships. | | | | |

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| Content Standard: Acquisition of Vocabulary | | | | |
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| Grade 11-12 Benchmarks: C. Explain the influence of the English language on world literature, communications and popular culture. | | | | |
| Content Organizer: Conceptual Understanding | | | | |
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>3. Examine and explain the influence of the English language on world literature, communications and popular culture.</p> <p>This indicator can be reinforced as students are introduced to each of the various literary periods.</p> | | | | |

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| Content Standard: Acquisition of Vocabulary Grade 11-12 Benchmarks: D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. Content Organizer: Structural Understanding | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p> <p>*Note – It is understood that all vocabulary benchmarks and indicators are included within each lesson.</p> | <p>Note: While this indicator is not specifically tested on the OGT, it is important in determining the meaning of unfamiliar vocabulary, and by extension, is connected to reading comprehension.</p> <p>(Intervention for students who have yet to pass the OGT)</p> | <p>Beginning with grade 7 and continuing through grade 12, students will learn and periodically review Latin and Greek bases adding new material each year using the resource: “Everyday Words from Classic Origins” (Perfection Learning Company)</p> <p>Review (pp. 5-31 and 48-71)</p> <p>New Lessons Lessons 10-12 (pp. 32-39) Lessons 29-30 (pp. 82-87)</p> <p>“100 Latin and Greek Words and Expressions Every Student Should Know” (pp. 88-89)</p> | <p>Begin by reviewing Lessons 1-9 (Latin Bases) and Lessons 16-24 (Greek Bases)</p> <p>Strategies: Group competitions round-robin elimination, creating lists, breaking down familiar and unfamiliar words into prefixes, suffixes or base words by defining the familiar first, then the similar unfamiliar word.</p> <p>Practice pronunciation and understanding by encouraging students to use Latin and Greek words and phrases on pages 88-89 whenever possible in talking in class and with their friends outside of class. Tell them it is the “secret” code of language arts.</p> <p>Question students about any Latin or Greek base words when introducing specific vocabulary from assigned readings.</p> <p>Example – Latin phrase “posse comitatus” (Ask students to discuss this with their government teacher.)</p> | <p>Assess total group recall by oral recitation, or modify and use tests at end of each lesson in “Everyday Origins.” This can be a diagnostic assessment.</p> <p>Periodically add one or two questions to a specific reading assessment, especially if the reading vocabulary lends itself to this.</p> |

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| Content Standard: Acquisition of Vocabulary Grade 11-12 Benchmarks: E. Use multiple resources to enhance comprehension of vocabulary. Content Organizer: Tools and Resources | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. | | I. Glossary “The Great Gatsby Glossary” Perfection Learning Corp. Appendix (p. 34) | I. Companion reference to novel, <i>The Great Gatsby</i> After students have examined the characteristics of “The Moderns, The American Voice in Fiction,” and “Pre-Reading Questions” accompanying <i>The Great Gatsby</i> , this handout provides information beyond an overview of the literary and historical period. | |

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| Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Grade 11-12 Benchmarks: C. Use appropriate self-monitoring strategies for comprehension. Content Organizer: Self-Monitoring Strategies | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a tasks).</p> | <p>(Not addressed specifically)</p> <p># 10 Subscale: Constructs Meaning Locate a stated or implied main idea and differentiate between details that support it and those that do not.</p> <ul style="list-style-type: none"> • Fiction/non-fiction that includes implicit or explicit main ideas and supporting details • May be asked to select main idea of paragraph/passage • Determine which details support main idea • Identify question that best reveals comprehension of main idea of passage | <p>I. Primary Resource <i>Study Skills: A Resource Book</i> Section 4 (pp. 39-42) and SQ3R Method (pp. 35-36)</p> <p>II. Secondary Resources “Very Important Points (V.I.P.): Appendix (p. 35) “Thinkmarks” Appendix (p. 36)</p> | <p>I. Students need to be reminded that different types of reading materials require different reading strategies. Depending on the content of the reading selection, the teacher can review information included in the Study Skills book.</p> <p>II. Explain the process for the “VIP” and model the process either using a paragraph or longer text, depending on the skill of the group. Next, assign a passage to the students to work independently. Remember to limit the post-its given to the students. Have students “show and tell” by showing their marked areas to a peer group or to the whole class. Students should begin to use some or all of these strategies on all assignments. Pair an advanced student with a struggling student. One student will learn by articulating how he/she uses the strategy; the other student will have valuable assistance from a peer.</p> <p>“Thinkmarks” – Using card stock paper and the template (Appendix p.), make a supply of Thinkmarks to have on hand for student use. The object is to reinforce the SQ3R method by pausing and reflecting and writing about the assigned text. Encourage students to personalize the reading process by writing notes that may only be helpful to them.</p> | <p>I. Survey students occasionally to determine if they are using this method. If necessary, select an appropriate text and ask students to apply SQ3R as a pencil/paper assessment.</p> <p>II. Individualize the processes. Monitor students’ silent reading to be certain they are using one of the reading process methods listed. If a student is having difficulty, work with him/her individually, or in small groups. A brief re-teaching session, followed by an assessment of the student’s ability to comprehend the text, will provide the teacher and student with quality feedback</p> |

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| Content Standard: Writing Processes Grade 11-12 Benchmarks: C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. Content Organizer: Drafting, Revising and Editing | | | | |
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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. | (Remediation) # 4 Subscale: Organization Follow purposeful organization. <ul style="list-style-type: none"> • Organizes and structures a writing piece. • Maintains natural flow of ideas. • Demonstrates control over presentation and development of topics. • Writing starts and ends in clear, satisfying way. | I. <i>Writers, Inc.</i> “A Guide to Drafting” (pp. 53-58) or <i>Write for College</i> “A Guide to Drafting” (pp. 25-28) | Students have been given a specific writing assignment, and have gone through the pre-writing process. Using their thesis statement as a catalyst, students now begin to actually write the composition. If they remember their experience with “A Metaphorical Introduction to the Writing Process,” they will understand the concept of the first draft. <i>Writers, Inc.</i> or <i>Write for College</i> will provide the specifics. Suggested strategies: <ol style="list-style-type: none"> 1. Ask students to describe which part of the “Metaphorical Introduction” was part of the drafting process. 2. Spend one class period discussing “A Guide to Drafting.” 3. Assign the first draft due in two days. Tell students you will be writing a draft with them. 4. The day before the assignment is due, bring in your first draft. Hand each student a copy and model the process you went through. Although you have had more writing experience, explain that the process is always the same, regardless of the writer’s skill. 5. Student pairs should listen to each other’s writing and give and receive constructive criticism. (refer to Peer Response Process in appendix) | Formative – Circulate in the room taking notes and answering questions. By the eleventh grade, all students should be completing the entire writing process before a composition is evaluated. At this stage, the teachers should still be a resource, not yet an evaluator. |

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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 7. Use a variety of sentence structures and lengths (e.g., simple, compounds and complex sentences; parallel or repetitive sentence structure). | <p>(Remediation)</p> <p># 7 Subscale: Language Use a variety of sentence structures and/or phrases appropriate to the audience, purpose, and topic.</p> <ul style="list-style-type: none"> Contains fluent sentence structures (subordination and coordination, parallel structures, suitable modifiers, purposeful fragments) in effective ways to maintain lively, interesting prose. | <p>I. Primary Resource “High School Writing Projects: Prompts and Projects for Thinking and Learning Across the Curriculum” John J. Collins, Ed.D. and Gary B. Chadwell Focus Sheet – “Sentence Variety Worksheet”(p. 36)</p> | <p>I. As part of the revision process, students are given a graph worksheet to record sentence length in each paragraph. The first graph should be completed in class with a six-sentence paragraph written by the teacher. The paragraph should contain sentences with repetitive first words and some problems with sentence length. Take time to be certain the students are familiar with the definitions of compound and complex sentence structures.</p> <p>Students complete the graph orally or on the board and list the beginning of each first word of each sentence. After graphing the first paragraph, the students will discuss necessary changes for improving the paragraph.</p> <p>This exercise should be repeated automatically during every revision stage of the writing process. Students should not hand in any composition until this stage has been completed.</p> <p>Note – At the teacher’s discretion, the correct way to begin a sentence with “Because” or “Since” can be added.</p> | <p>I. Students should select a recent multi-paragraph composition they have written and complete the Sentence Variety Worksheet. Appendix (p.) After graphing the sentence lengths, students should revise the paragraphs to improve the variety of the sentence beginnings and sentence lengths.</p> <p>Students may be graded for this activity alone, or it may be part of a comprehensive composition rubric that includes a section for evaluating sentence structure.</p> |

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| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. | (Remediation) # 5 Subscale: Organization Make connections among ideas, paragraphs, and sentences. <ul style="list-style-type: none"> • Connect ideas through logical sequencing and use of transitions. • Respond to prompt with cohesive and coherent progression of ideas. • Demonstrate effective use of transitions among sentences and paragraphs, leading from one idea to the next. | | | |

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|--|--|--|---|--|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. | (Remediation) # 6 Subscale: Language Use a variety of words appropriate to the audience, purpose, and topic. <ul style="list-style-type: none"> • Uses language in natural, fresh, and vivid ways. • Contains precise and varied words that lend clarity and interest and help establish an appropriate tone. • Demonstrates effective use of language giving paper an identifiable personal style and voice. | I. Primary Resource <i>Writers Inc.</i> Great Source Education Group “Writing With Style” (pp. 125-132) “Writing Techniques” (pp. 136-138) <i>Write for College</i> Great Source Education Group (pp. 46-57) | I. Juniors and seniors will fall into two categories; those who have passed the writing OGT and those who haven’t. <i>Writers Inc.</i> can be used as a remediation resource. The importance of style can make the difference in passing or failing the OGT writing section. Students should be exposed to as many different styles of writing as possible. Select a similar topic and ask students to examine the different writing treatments. Be explicit in assigning writings and discuss style for each one. | The assessment is embedded in each major writing assignment. |

Language Arts: Grade Eleven

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Course of Study**

| Content Standard: Writing Processes Grade 11-12 Benchmarks: C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. Content Organizer: Drafting, Revising and Editing | | | | |
|--|-----------------------------|---|--|--|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 10. Use available technology to compose text. | (None) | Microsoft Works Computers Power Point instructions/ Teacher skills | Students should be proficient in using the basic programs. Students should be aware of the pitfalls of grammar and spell check. For example, a program may indicate the need for punctuation based on sentence length, not complete idea. If the sentence contains multiple clauses, the program may decide it is a run-on sentence. It is important that students understand that these programs are not infallible. Find a couple of examples and prepare an informational sheet for student reference. | Students must type two portfolio assignments in Microsoft Works, save work on a floppy disc or on the home drive, and use the thesaurus and dictionary on the program. Students will create a short power point presentation of no more than 5 minutes. Time limitations may require that the student use part of a previously written assignment that can be adapted to an oral and visual presentation. |

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| Content Standard: Writing Processes Grade 11-12 Benchmarks: C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. Content Organizer: Drafting, Revising and Editing | | | | |
|---|---|--|--|---|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</p> <p>12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes</p> | <p>(Indicator 12 implied) # 2 Subscale: Content Demonstrate completeness.</p> <ul style="list-style-type: none"> Develops a writing piece with enough elaboration to give impression of completeness. Information gives a sense that topic has been fully explored and developed. Essential aspects of subject included | <p>I. Primary Resource <i>Writers Inc.</i> “A Guide to Revising” (# 59-68) or <i>Write for College</i> (#29-36)</p> | <p>I. Revision is an ongoing process, but it is important to emphasize the underlined key words in each of the three indicators listed. Page 60, “Quick Guide,” describes <u>when</u> to begin the process, and what constitutes revision, or The Big Picture.</p> <p>To review the revision process early in the course, focus on page 61, “Revising on the Run.” Remind students that they will want to practice this skill for proficiency and achievement tests. Students should write a teacher-assigned journal response in class. Have students hand in the response on the first day and the teacher will return it the following day. Set aside 15 minutes for revision. As students work, the teacher should walk through the room, noting strong examples of revision to share with the class.</p> <p>Remind students that this resource is available so they may gain independence in improving their writing. Students should not approach the teacher with writing problems until they have exhausted this resource. Only then should they ask for assistance. When asking for assistance they must focus on specific aspects, rather than general questions.</p> <p>If necessary, sections of the revision process could be taught as class mini-lessons when appropriate.</p> | <p>Assess as part of the total writing process. The evaluation should compare the improvement between the first and second draft.</p> |

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| Content Standard: Writing Processes Grade 11-12 Benchmarks: C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. Content Organizer: Drafting, Revising and Editing | | | | |
|--|----------------------|---|---|---|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities /Strategies | Assessment |
| 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. | (None) | <i>Writers, Inc.</i> D.C. Heath and Company (# 157-159) | <p>By Grade 9, students should be familiar with the Great Source Series. They should be responsible for understanding their writing weaknesses and reviewing material that will refresh their memories. By walking through the classroom as students write, the teacher can catch mistakes in the writing process.</p> <p>If a student needs assistance, he/she should get a classroom copy of <i>Writers Inc.</i> While the teacher is observing, the student should check the index for a key word, “dictionary or thesaurus,” note the number after the word, turn to the correct page and read the material. After the student has read the section, ask the student to give you an example that illustrates the necessary understanding to improve the writing.</p> <p>Give students a copy of the Rubric for the OGT and have them underline the parts of each scoring number that includes references to vocabulary. They should realize that the words in the indicator are repeated in the rubric. After the student has finished the first draft of the writing assignment and has asked a peer to listen to the composition, he/she is ready to use the underlined phrases to check the quality of the vocabulary.</p> | <p>The OGT rubric contains a part of each scoring number (1-6) with reference to vocabulary, voice and style. In the formative stage, students will write a short paragraph describing how the references materials helped them find precise words. In addition, the student should list four original words and the choice of four replacements.</p> <p>After this exercise has been examined and initialed by the teacher, the assessment for the writing process will be summative. Vocabulary will only be one factor evaluated in grading the final draft.</p> |

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| Content Standard: Writing Processes Grade 11-12 Benchmarks: D. Apply editing strategies to eliminate slang and improve conventions. Content Organizer: Drafting, Revising and Editing | | | | |
|--|---|--|--|--|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. | <p>(Note #8 matches the Writing Conventions standard) Subscale: Writing Conventions</p> <p>Exhibit standard conventions completely (mechanics, usage, grammar and spelling).</p> <ul style="list-style-type: none"> Assesses student's ability to employ mechanics, usage, grammar and spelling in a manner that doesn't interfere with understanding. Exhibits sufficient control of grammar (conventional language structures, including modification and agreement, usage (conventional forms of words and phrases), diction (word choice), and syntax (word order). | <p>I. Primary Resource <i>Writers Inc.</i> (pp. 455-531) or <i>Write for College</i> (pp. 552-851) Great Source Education Group</p> <p>II. Secondary Resources "High School Writing Projects: Prompts and Projects for Thinking and Learning Across the curriculum," John Collins, Ed.D, Collins Education Associates 'Twenty Common Error Patterns,' (p. 15) Appendix (p. 1)</p> <p>Grade-level Daily Oral Language Activities Houghton Mifflin/McDougal Little</p> | <p>I. This resource can be used to individualize instruction. Specific pages can be listed on student compositions, either on the first or final draft. Mini-lessons can be developed for whole class instruction or for small groups.</p> <p>II. Using the list of 20 common error patterns, have students log their individual writing errors. Students should review each previous composition while editing the current composition.</p> <p>Students should also review any section they had difficulty with during the DOL exercises.</p> <p>Additional tips for proofreading – 1. Have students partner with another student to read aloud each other's composition. 2. Students read aloud their own writing, but backwards one sentence at a time. This will help students catch mistakes they otherwise might miss.</p> | <p>Formal assessment is part of the rubric for each composition.</p> <p>Periodic pencil and paper assessments on specific DOL activities</p> |

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| Content Standard: Writing Processes Grade 11-12 Benchmarks: E. Apply tools to judge the quality of writing. Content Organizer: Drafting, Revising and Editing | | | | |
|---|--|---|--|--|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design, (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p> | <p># 9 Subscale: Writing Conventions. Write or print legibly enough so other competencies can be evaluated..</p> | <p><i>Writers Inc.</i> D.C. Heath and Company (#55-57)</p> <p>Ohio Graduation Test rubric</p> | <p>At the beginning of the course, teachers share the overall writing process with students. This should be almost automatic by the time the student is in Grade 9.</p> <p>Remind the students about the “Metaphorical Process.” (Grade 7 Activity)</p> <p>When students are ready to hand in the first piece of writing, have them pull out the copy of their OGT rubric. As you review the different criteria, have students underline the parts with different colored pencils or pens, then have them read the papers focussing on each part of the scoring rubric. Have them make notes in the margin of weak areas. Up to now they should be viewing this writing assignment as complete.</p> <p>Tell them they have evaluated a piece of writing they thought was finished. Now they must complete a final draft, based on the areas of weaknesses.</p> | <p>The assignment will be graded based on the OGT rubric. The student should also turn in a reflective paragraph regarding the writing process in relation to this assignment.</p> <p>Students may also be graded on the improvement based on the last two drafts of the assignment.</p> |

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| Content Standard: Research Grade 11-12 Benchmarks: B. Compile, organize and evaluate information, take notes and summarize findings. Content Organizer: | | | | |
|--|---|---|--|--|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p> <p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).</p> | <p style="text-align: center;">(Remediation)</p> <p># 12 Subscale: Extends meaning</p> <p>Evaluate the effectiveness of resource material for a specific audience or purpose.</p> <ul style="list-style-type: none"> • Assessment materials include textbook excerpts, library reference materials, technological resources (web pages) • Students must explain why one reference source is more appropriate • Analyze potential uses of resources • Explain or identify effectiveness of resources | <p>I. "Searching and Researching," <i>Writers Inc.</i> D.C. Heath and Company (pp. 141-161)</p> <p>II. Research (Source Evaluation) Appendix (p. 37-38)</p> <p>III. Grammar of the Internet http://www.anovember.com/infolit/adress.html</p> | <p>I. The source listed is a review for students who have not yet mastered these two indicators. Each research assignment lends itself to different types of source materials. Give students a list of the number and type of resources required for each assignment. Students weigh the value of each source using a six-point checklist.</p> <p>II. Students should follow the directions for the Research (Source Evaluation) form. The goal is to create student awareness of appropriate sources for a strong research paper.</p> <p>III. At least one class period should be set aside to review the validity of internet resources. Understanding the URL illustrates how to read the URL and includes the important "tilde" symbol that indicates a personal opinion, not a fact.</p> | <p>II. Completed "Source Evaluation Checklist." Students weigh the value of each source using the multi-point checklist. The completed checklist with justifications for using each source must be satisfactory before the student moves to the next phase of the project.</p> <p>III. All research papers must contain the complete URL on the source page.</p> |

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| Content Standard: Research Grade 11-12 Benchmarks: C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. Content Organizer: | | | | |
|---|----------------------|--|---|--|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. | | <p>I. <i>Writers Inc.</i> Great Source Education Group “Writing the Research Paper” (pp. 163-184)</p> <p>“Writing Paraphrases” (pp. 180-183)</p> <p>II. <i>Write for College</i> Great Source Education Group “Writing the Research Paper” (pp. 284-299)</p> | <p>Both resources may be used in the same course, according to the writing skills of each student. The key to the indicator is systematic organization. Students need to be able to discard irrelevant information and categorize relevant concepts. At this grade level, students should be able to recall and use the writing process as described in the state standards. The following represents a few additional suggestions:</p> <p>Assuming the students have completed the worksheet, “Developing a Thesis,” they have a start in organizing their papers. Students should arrange completed large notecards according to topic (p. 169 in <i>Writers Inc.</i>) For example, cards that match an issue, a position, and evidence or reason, could be placed in three piles. Students take the information in each pile and arrange the cards in paragraph order. They can lay out all cards in order of use on the floor or large table. Note-Unless a student is using a direct quote, notes should be paraphrased, not copied out of the source word for word.</p> <p>Students then read each card in order, looking for gaps in information or weak supporting information. They may want to write each paragraph of the research report on a separate sheet of paper. This way, students can physically rearrange the order of the report. Moving small parts of the paper around can help pinpoint weaknesses in structure more easily. Students suffer less frustration because they can work on small parts of the paper and see pockets of progress.</p> | <p>Teachers check notecards to determine how much research has been accomplished. If students have limited information, they should continue gathering materials before beginning to write.</p> <p>Individual teacher - student conferences at this stage will be beneficial to both parties. Now is the appropriate time to look for evidence of plagiarism, a topic students have been exposed to since the 4th grade. (See Academic Content Standards manual)</p> <p>Assigning a grade, or simply noting the progress of each student, is each teacher’s choice.</p> |

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| Content Standard: Research Grade 11-12 Benchmarks: D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement. Content Organizer: | | | | |
|---|----------------------|---|--|---|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p> <p>6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.</p> | | <p>I. <i>Writers Inc.</i> Great Source Education Group “Citing Sources” (pp. 184-245)</p> <p>II. <i>Write for College</i> Great Source Education Group</p> <p>“Using Quoted Material” (p. 299)</p> <p>“MLA Documentation Style”(pp. 300-360)</p> <p>“APA Documentation Style” (pp. 372-443)</p> <p>“The Computerized Catalog,” (p. 448)</p> <p>“Readers’ Guide to Periodical Literature” (p. 453-454)</p> | <p>The teacher will determine which style students must learn; MLA or APA. Usually MLA is used for the humanities and APA is used for research. Students should be somewhat familiar with documentation styles, so these two resources are used mainly for reference.</p> <p>*Assume students know how to complete a book, magazine or newspaper article entry.</p> <p>Have students write all necessary source information on 3x5 lined notecards, one source per card.. On the lined side, all information should be listed as it will be on the final reference page. Once students have located and completed all required sources, they should turn each card over and write an **annotated bibliography for each source. Students should not write more than 50 words on each card. Since the student will correct any errors before beginning to write, the teacher will not have to grade all parts of the research paper at once. A teacher will examine the information on the back of the card to determine the validity of the reference. Remind students to use reverse indentation and organize the cards alphabetically by the <u>first word</u> in the source. The biggest mistake students will make is not taking the time to copy all the necessary information, then not being able to locate the source when needed.</p> <p>*This skill is taught as early as the 5th grade. ** Several sentences summarize each reference. <u>Sample:</u> The author lists three specific reasons why some Americans are concerned about a war with Iraq. First of all, many people remember the unsuccessful Viet Nam War. Secondly, we should be solving economic and health care issues at home. Finally, few UN countries will support our declaring war right now.</p> | <p>Students will include all necessary information on 3x5 notecards. Any errors on either side of the card containing the references must be corrected. Assign two grades for this exercise; one for the first cards turned in, and another for the second set of cards that have been corrected. The average of the two grades should be recorded as a graded segment of the total research project.</p> |

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Content Standard: Research

Grade 11-12 Benchmarks: D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.

Content Organizer:

| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
|-----------------------|----------------------|-----------|--|------------|
| | | | | |

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| Content Standard: Research Grade 11-12 Benchmarks: E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. Content Organizer: | | | | |
|--|----------------------|--|--|--|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>7. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p> | | <p>I. Technology capabilities (varies from building to building) Minimum – overhead projector, transparencies and VCR/TV</p> | <p>Aside from the student’s need to be able to use 21st century technology, this indicator is important for the following points: Clear position and balance between researched information and original ideas. Be certain students understand the difference between a report and a research paper. A report simply restates someone else’s information. The research paper includes a purposeful thesis and the original ideas gained from completing research.</p> <p>Students and teachers have wide topic latitude with this indicator. Ideally, the student would conduct research, write a composition, then use a multi-media approach in an oral presentation. This is a summative exercise, probably best completed late in the course. It can be used in conjunction with any writing application indicator, with the possible exception of # 3, writing functional documents.</p> <p>Students should be involved the evaluation process. Give them the assessment rubric and require they evaluate each project. Students should have an opportunity to present two times. The first is an opportunity to get used to being evaluated in front of the class. The second presentation will reflect the improvement gained from student/teacher feedback.</p> | <p>The assessment for this indicator should include most of the following in the rubric:</p> <ol style="list-style-type: none"> 1. No less than 3 purposeful visual aids clearly tied to the subject matter 2. A speaking component assessing the delivery of the information (voice, tone, clarity, etc. 3. Connection between research and originality 4. Time parameters 5. Visual appeal - Ideally, a similar rubric should be used in all grades 7-12, with an increasing sophistication as the student progresses through the years. No less than 3 purposeful visual aids (clearly tied to the subject matter) |

Language Arts: Grade Eleven

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| Content Standard: Communication: Oral and Visual | | | | |
|---|-----------------------------|------------------|--|-------------------|
| Grade 11-12 Benchmarks: B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax. | | | | |
| Content Organizer: Listening and Viewing | | | | |
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 2. Analyze types of arguments used by a speaker, such as causation, analogy and logic. | | | | |

Language Arts: Grade Eleven

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Content Standard: Communication: Oral and Visual
Grade 11-12 Benchmarks: B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.
Content Organizer: Listening and Viewing

| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
|---|----------------------|-----------|-------------------------------------|------------|
| 3. Critique the clarity, effectiveness and overall coherence of a speaker's key points. | | | | |

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Content Standard: Communication: Oral and Visual

Grade 11-12 Benchmarks: B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.

Content Organizer: Listening and Viewing

| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
|--|----------------------|-----------|-------------------------------------|------------|
| 4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) effect the mood and tone and impact the audience. | | | | |

Language Arts: Grade Eleven

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| Content Standard: Communication: Oral and Visual | | | | |
|---|-----------------------------|------------------|--|-------------------|
| Grade 11-12 Benchmarks: C. Select and use effective speaking strategies for a variety of audiences, situations and purposes. | | | | |
| Content Organizer: Speaking Skills and Strategies | | | | |
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. | | | | |

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| Content Standard: Communication: Oral and Visual | | | | |
|---|-----------------------------|------------------|--|-------------------|
| Grade 11-12 Benchmarks: C. Select and use effective speaking strategies for a variety of audiences, situations and purposes. | | | | |
| Content Organizer: | | | | |
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. | | | | |

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| Content Standard: Communication: Oral and Visual | | | | |
|---|-----------------------------|------------------|--|-------------------|
| Grade 11-12 Benchmarks: C. Select and use effective speaking strategies for a variety of audiences, situations and purposes. | | | | |
| Content Organizer: Listening and Viewing | | | | |
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 7. Vary language choices as appropriate to the context of the speech. | | | | |

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| Content Standard: Communication: Oral and Visual Grade 11-12 Benchmarks: E. Give informational presentations that contain a clear perspective, present ideas from multiple sources in logical sequence and include a consistent organizational structure. Content Organizer: Speaking Applications | | | | |
|---|----------------------|-----------|-------------------------------------|------------|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <p>a. present a clear and distinctive perspective on the subject;</p> <p>b. present events or ideas in a logical sequence;</p> <p>c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdote;</p> <p>d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</p> <p>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</p> <p>f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.</p> | | | | |

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| Content Standard: Communication: Oral and Visual | | | | |
|--|-----------------------------|------------------|--|-------------------|
| Grade 11-12 Benchmarks: F. Give presentations using a variety of delivery methods, visual displays and technology | | | | |
| Content Organizer: Speaking Applications | | | | |
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. | | | | |

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| Content Standard: Communication: Oral and Visual Grade 11-12 Benchmarks: D. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns. Content Organizer: Speaking Applications | | | | |
|---|-----------------------------|------------------|--|-------------------|
| Grade Level Indicator | OGT Competency Focus | Resources | Instructional Activities/Strategies | Assessment |
| 10. Deliver persuasive presentations that: <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic; d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). | | | | |