

Groveport Madison Local School District
Eleventh Grade Language Arts Content Standards
Planning Sheets

Standard: Communication: Oral and Visual

1st **2nd** **3rd** **4th**
9 wks **9 wks** **9wks** **9 wks**

A. Use a variety of strategies to enhance listening comprehension.				
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.	✓			
B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.				
2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.			✓	
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.			✓	
4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.			✓	
C. Select and use effective speaking strategies for a variety of audiences, situations and purposes.				
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	✓			
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.		✓		
7. Vary language choices as appropriate to the context of the speech.		✓		
D. Give persuasive presentation that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.				
10. Deliver persuasive presentations that:				
a. establish and develop a logical and controlled argument;		✓		
b. include relevant evidence, differentiating between evidence and opinion to support 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).		✓		

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Standard: Oral and Visual

1st 2nd 3rd 4th
9 wks 9 wks 9wks 9 wks

E. Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.				
8. Deliver informational presentations (e.g., expository, research) that:				
a. present a clear and distinctive perspective on the subject;				✓
b. present events or ideas in a logical sequence;				✓
c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;				✓
d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);		✓		
e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and		✓		
f. draw from and cite multiple sources, including both primary and secondary sources and consider the validity and reliability of sources.			✓	
F. Give presentations using a variety of delivery methods, visual displays and technology.				
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	✓			

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Standard: Research

1st **2nd** **3rd** **4th**
9 wks **9 wks** **9wks** **9 wks**

A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.				
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.				✓
B. Compile, organize and evaluate information, take notes and summarize findings.				
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and internet-based resources).			✓	
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.)		✓		
C. Evaluate the usefulness and credibility of data and sources, and synthesize information from multiple sources.				
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas.				✓
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.				
5. Integrate quotations and citations into written text to maintain a flow of ideas.			✓	
6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and acceptable format for source acknowledgement.				✓
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.				
7. Use a variety of communication techniques, including 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.			✓	

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Standard: Writing Applications

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.				
1. Write reflective compositions that:	✓			
a. use personal experiences as a basis for reflection on some aspect of life.	✓			
b. draw abstract comparisons between specific incidents and abstract concepts;	✓			
c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and	✓			
d. move from specific examples to generalizations about life.	✓			
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and understands the author's use of stylistic devices and effects created.				
2. Write responses to literature that:				
a. advance a judgment that is interpretative, analytical, evaluative or reflective;			✓	
b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;			✓	
c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;			✓	
d. identify and assess the impact of possible ambiguities, nuances and complexities within text;			✓	
e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and			✓	
f. provide a sense of closure to the writing.			✓	

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Standard: Writing Applications

1st	2nd	3rd	4th
9 wks	9 wks	9wks	9 wks

C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly.				
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:		✓		
a. report, organize and convey information accurately;		✓		
b. use formatting techniques that make a document user-friendly;		✓		
c. anticipate readers' problems, mistakes and misunderstandings.		✓		
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.				
4. Write informational essays or reports, including research, that:				
a. develop a controlling idea that conveys a perspective on the subject;	✓			
b. create an organizing structure appropriate to purpose, audience and context;			✓	
c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;				✓
d. make distinctions about the relative value and significance of specific data, facts and ideas;				✓
e. anticipate and address a reader's potential biases, misunderstandings and expectations; and				✓
f. provide a sense of closure to the writing.			✓	

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Standard: Writing Applications

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.				
5. Write persuasive compositions that:				
a. articulate a clear position;			✓	
b. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and			✓	
c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning).			✓	

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Standard: Writing Conventions

	1st	2nd	3rd	4th
	9 wks	9 wks	9wks	9 wks

A. Use correct spelling conventions.				
1. Use correct spelling conventions.	✓			
B. Use conventions of punctuation and capitalization.				
2. Use correct punctuation and capitalization.	✓			
C. Demonstrate understanding of the grammatical conventions of the English language.				
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).			✓	

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Standard: Writing Process

1st **2nd** **3rd** **4th**
9 wks **9 wks** **9wks** **9 wks**

A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.				
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	✓			
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.		✓		
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.		✓		
B. Select and use an appropriate organizational structure to refine and develop ideas for writing.				
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys)	✓			
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	✓			
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.				
6. Organize writing to create a coherent whole, with an effective and engaging introduction, body and a conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	✓			
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	✓			
8. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.		✓		
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.			✓	
10. Use available technology to compose text.	✓			
11. Reread and analyze clarity of writing and consistency of point of view and effectiveness of organizational structure.			✓	
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.			✓	
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.				✓
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	✓			

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Standard: Writing Processes

1st	2nd	3rd	4th
9 wks	9 wks	9wks	9 wks

D. Apply editing strategies to eliminate slang and improve conventions.				
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	✓			
E. Apply tools to judge and quality of writing.				
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	✓			
F. Prepare writing for publication that follows an appropriate format and uses techniques to enhance the final product.				
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 produce.	✓			