

Galway ELA Curriculum Guide
11th Grade

READING:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Locate and use school, public, and academic library resources for information and research
- Read and follow written directions and procedures to solve problems and accomplish tasks
 - use workplace documents and technical manuals
- Identify and evaluate the reliability and validity of informational sources
- Check the consistency of hypothesis with given information and assumption
- Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres
 - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
 - monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension
- Read literary criticism to increase comprehension and appreciation of literary texts
 - use a variety of written responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge
- Compare a film, video, or stage version of a literary work with the written version
- Read literary texts aloud to convey an interpretation of the work
- Interpret multiple levels of meaning and subtleties in text
 - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
- Recognize and analyze the relevance of literature to contemporary and/or personal events and situations

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Form opinions and make judgments about the validity of interpretive texts
- Analyze and evaluate nonfiction
 - identify text structure, using supports such as graphic organizers
 - preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings
 - identify the particular kinds of language used in particular texts
- Analyze and evaluate fiction, including the effect of diction and figurative language
 - use a variety of written responses, such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness
- Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological
- Select, reject, and reconcile ideas and information in light of biases
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts
- Consider the age, gender, social position, and cultural traditions of the writer
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

WRITING:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Use both primary and secondary sources of information for research
- Analyze and integrate data, facts, and ideas to communicate information
- Define the meaning of and understand the consequences of plagiarism; investigate electronic safeguards
- Use a range of organizational strategies, such as clustering, webbing, and mapping, to present information
- Maintain a portfolio that includes informational writing

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Write original literary texts

- create social, historical, and/or cultural context
- create multiple levels of meaning
- Write interpretive and responsive essays of approximately three to five pages to
 - express judgments and support them through references to the text, using direct quotations and paraphrase
 - explain how the author's use of literary devices affects meaning
 - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances
 - compare and contrast the treatment of literary elements in different genres and by more than one author
 - use literary criticism to expand personal analysis of the literary text
 - engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights
- Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts
- Maintain a portfolio that includes literary, interpretive, and responsive writing

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Develop critiques from more than one perspective, such as historical, cultural, and social
- Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience
- Use strategies designed to influence or persuade in writing speeches, editorials, and advertisements
- Use telecommunication to participate in Listserv discussion groups
- Maintain a writing portfolio that includes writing for critical analysis and evaluation

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)
- Respect age, gender, and cultural traditions of the recipient

LISTENING:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Interpret and analyze information from media presentations, such as documentary films, news broadcasts, and taped interviews
- Anticipate the speaker's points and assess their validity
- Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas
- Recognize appropriate voice, tone, diction, and syntax

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Interpret and respond to texts from a variety of genres, authors, and subjects
- Respond to authors' reading and discussing their works
- Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text
- Identify how format and language are used in presentations to communicate the author's message and evoke a response
- Recognize how presentation style affects the emotional response of listeners
- Listen to comprehend, interpret, and respond to texts and performances, such as reviews and critiques of literary texts

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Determine points of view, clarify positions, make judgments, and form opinions
- Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations
- Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion
- Recognize the use of protocols and traditional practices in interviewing and other forms of speaking
- Evaluate the impact of the medium on the message

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Participate as a listener in social conversation with one or more people who are friends or acquaintances
- Respect the age, gender, social position, and cultural traditions of the speaker
- Listen for multiple levels of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures
- Withhold judgment
- Appreciate the speaker's uniqueness

SPEAKING:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Prepare and give presentations to a variety of audiences on a range of informational topics
- Use figures of speech, such as similes and metaphors, to make new ideas and complex information clearer to listeners
- Anticipate and respond to the listener's points of view
- Give directions and explain complex processes
- Ask and respond to probing and challenging questions to acquire information

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements
- Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics
- Present reasons, examples, and details from sources such as reviews of books, plays, and interviews to defend opinions and judgments
- Modify content and presentation strategies on the basis of audience response during presentation
- Respond to constructive criticism
- Use visuals and technology to enhance presentation

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Speak informally with familiar and unfamiliar people, individually and in group settings
- Respect the age, gender, social position, and cultural traditions of the listener
- Use social communication in workplace settings to foster trust and build goodwill
- Respond respectfully