



# **A Planned Course of Study for**

## **Critical Reading Grade 11**

**Abington School District**

**Abington, Pennsylvania**

**September, 2016**

## **SAMPLE PLANNED COURSE OF STUDY**

### **a. Objectives**

Students will demonstrate the appropriate level of proficiency in each of the following areas:

#### **A. Reading for Meaning- Fiction**

- a. Author's Purpose
- b. Vocabulary Development
- c. Comprehend Literature

#### **B. Reading for Meaning – Nonfiction**

- a. Author's Purpose
- b. Vocabulary Development
- c. Comprehend Literature

#### **C. Analyzing and Interpreting Literature - Fiction**

- a. Interpreting Literature
- b. Literary Forms
- c. Literary Elements
- d. Universal Significance of Literature
- e. Literary Devices

#### **D. Analyzing and Interpreting Literature - Nonfiction**

- a. Interpreting Literature
- b. Literary Forms
- c. Literary Elements
- d. Text Organization
- e. Essential/Nonessential Information

#### **E. Writing in Response to Literature**

- a. Text Types and Purposes
- b. Production and Distribution of Writing
- c. Range of Writing

## **SAMPLE PLANNED COURSE OF STUDY**

### **b. Major Concepts**

Students will demonstrate the appropriate level of proficiency in each of the following areas:

#### **A. Reading for Meaning- Fiction**

##### **a. Author's Purpose**

- i. Identify/ analyze author's intended purpose
- ii. Analyze examples that support author's purpose
- iii. Analyze author's technique that communicate an idea

##### **b. Vocabulary Development**

- i. Synonyms/ Antonyms
- ii. Affixes
- iii. Context Clues
- iv. Connotations

##### **c. Comprehend Literature**

- i. Main idea/ Supporting Details
- ii. Summarize

#### **B. Reading for Meaning - Nonfiction**

##### **a. Author's Purpose**

- i. Identify/ analyze author's intended purpose
- ii. Analyze examples that support author's purpose
- iii. Analyze author's technique that communicate an idea
- iv. Analyze how key words influence the reader

##### **b. Vocabulary Development**

- i. Synonyms/ Antonyms
- ii. Affixes
- iii. Context Clues
- iv. Connotations

##### **c. Comprehend Literature**

- i. Main idea/ Supporting Details
- ii. Summarize
- iii. Interrelationships of ideas

## **SAMPLE PLANNED COURSE OF STUDY**

### **C. Analyzing and Interpreting Literature - Fiction**

#### **a. Interpreting Literature**

- i. Inferences/ conclusions
- ii. Generalizations

#### **b. Literary Forms**

- i. Influence on a text
- ii. Comparing characteristics of literary forms
- iii. Connections between texts
- iv. Narrative, Poetry, Drama

#### **c. Literary Elements**

- i. Characters
- ii. Setting
- iii. Plot
- iv. Theme
- v. Tone, style, mood
- vi. Point of view

#### **d. Universal Significance of Literature**

- i. Literary, historical and cultural significance

#### **e. Literary Elements**

- i. Personification, Simile, Metaphor, Hyperbole, Satire, Foreshadowing, Flashback, Imagery, Allegory, Symbolism, Dialect, Allusion, Irony
- ii. Poems and sound devices
- iii. Stage directions, monologue, dialogue, soliloquy, dialect

### **D. Analyzing and Interpreting Literature - Nonfiction**

#### **a. Interpreting Literature**

- i. Inferences/ conclusions
- ii. Generalizations

#### **b. Literary Forms**

- i. Influence on a text
- ii. Comparing characteristics of literary forms
- iii. Connections between texts
- iv.

## **SAMPLE PLANNED COURSE OF STUDY**

### **c. Literary Elements**

- i. Characters
- ii. Setting
- iii. Plot
- iv. Theme
- v. Tone, style, mood
- vi. Point of view

### **d. Text Organization**

- i. Structure and format of complex informational texts
- ii. Sequence of steps
- iii. Headings, graphics and chart interpretation.
- iv. Connections between texts, graphics and charts
- v. Analyze graphics and charts

### **e. Essential / Nonessential Information**

- i. Fact/ opinion
- ii. Bias/ propaganda
- iii. Author's argument

## **E. Writing in Response to Literature**

### **a. Text Types and Purposes**

- i. Write response to informative/explanatory texts, narrative nonfiction, classic literature and persuasive texts, poetry, drama.

### **b. Production and Distribution of Writing**

- i. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ii. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- iii. Use text-based evidence to support a response.

### **c. Range of Writing**

- i. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **SAMPLE PLANNED COURSE OF STUDY**

### **III. Instruction**

#### **A. Course Schedule**

- a. 2 days a week
- b. 45 minute classes

#### **B. Pacing**

- a. Marking Period 1
- b. Marking Period 2
- c. Marking Period 3
- d. Marking Period 4

#### **C. Methods**

- a. Methods suggested by the texts will be employed
- b. Visual aids will be used throughout the course
- c. Cooperative learning activities will be employed
- d. Writing experiences will be used throughout the course
- e. Student reading from the text will be an integral part of the course
- f. Supplementary materials will be used

#### **D. Technology**

- a. Use of computers will be incorporated into the course
- b. Website will be utilized as a source of e-text, virtual activities, and other online student resources connected to the course concepts.

#### **E. Resources**

- a. The modules employed in this course come from the program, published by Common Core I
- b. Other reference books available in the school library will be used if necessary.
- c. Supplementary materials such as worksheets, quizzes, computer activities, and enrichment activities will be used.

## **SAMPLE PLANNED COURSE OF STUDY**

### **IV. Assessment**

#### **A. Procedures for Evaluation**

- a. Summative assessments
  - i. A departmental common assessment will be administered at the end of each unit.
  - ii. A departmental common assessment will be administered at the end of the course.
- b. Formative assessments will be administered in a variety of formats.
- c. Accommodations aligned with those permitted for the PSSA/Keystone Exams and included in IEP's will be provided for Special Education students who are enrolled in this course.

#### **B. Expected Levels of Achievement**

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%