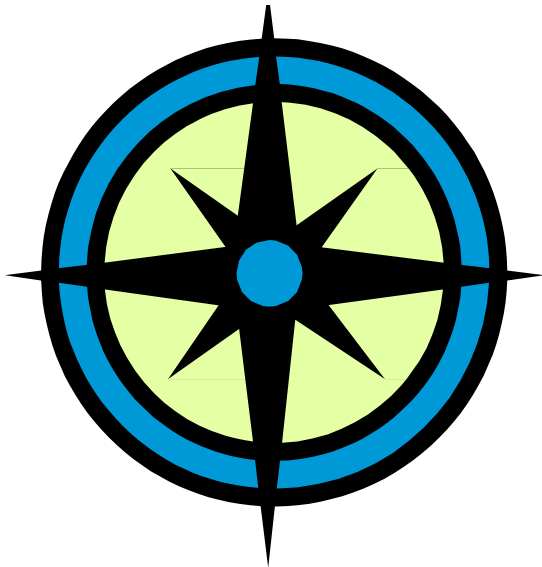


TEACHER GUIDANCE

*FOR TEACHING THE GEORGIA STANDARDS
of EXCELLENCE (GSE)*

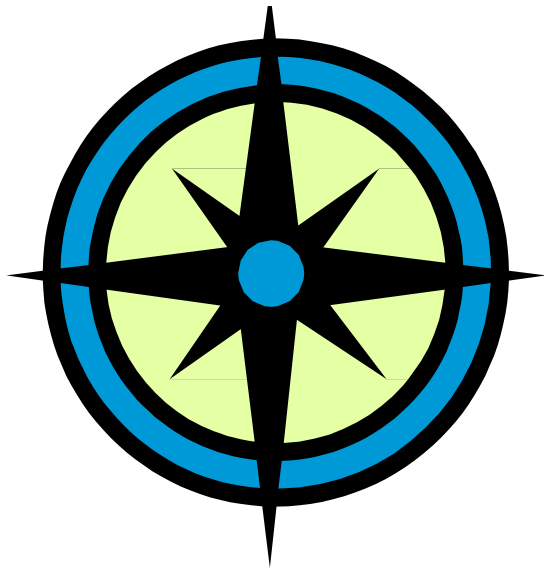


Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Grade Eleven-Twelve

Writing, Speaking and Listening, and Language Guidance



GSE TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks, and
suggested key terms*



American Literature GSE

Writing (W)

ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Skills/Concepts for Students:

- Produce a controlling thesis or idea that is precise and focused, controlling the content of your essay
- Readily distinguish the most appropriate supporting evidence from repetition or extraneous detail
- Readily distinguish valid reasoning from logical fallacy and understand the strategies used to create fallacies
- Consistently identify and use sufficient evidence based on the nature of argument or claim
- Effectively address audience bias and counter-claims
- Consistently choose the most effective organizational structure for argument or claim (comparison/contrast, logical order, etc.)
- Effectively employ persuasive rhetorical strategies
- Use transitions effectively
- Exhibit knowledge of formal manuscript styles including MLA and APA, and create citations accordingly
- Consistently use effective and unique strategies for conclusion, avoiding simple restatement or introduction of new ideas

Instructional Strategies for Teachers:

- Provide engaging, stimulating, and relevant text-based topics for argumentation
- Vary writing assignments to include both short and sustained projects, researched argumentation, group projects, and multi-modal writing
- Require formal manuscript styles on some assignments, including formal works cited pages and appropriately formatted citations
- Require specific textual evidence for all claims and supporting evidence, including formal and

informal writing and discussion

- Point out persuasive strategies in everyday discourse (for instance, when students argue against weekend homework)
- Include the study of and writing of literary criticism as a type of argumentative writing

Sample Performance-based/Standards-based Task(s):

One effective way to write great argumentative essays is to study and deconstruct great argumentative essays. Students will reverse-engineer Thomas Payne’s “Thoughts on the Current State of American Affairs” from *Common Sense*. Widely acknowledged as one of the great arguments in American History, this document will take serious consideration to deconstruct (for a shorter task, use Patrick Henry’s famous “Give Me Liberty or Give me Death” speech). Students will create a graphic organizer of the speech showing theme, topics of each text section, primary claims, counter-claims, and supporting evidence. A second step in the process would be to identify, though notation, which claims (if any) are unsupported or fallacious and to identify the type of appeal (pathos, logos, ethos). Students will use the basic outline and structure of the famous argument/speech to create an essay of their own, using the structure and rhetoric of the masterful original. The student essays will also be on the topics of the text (the current state of affairs in America, or liberty for American citizens), but will frame the argument in terms of modern circumstances. Students will cite references to the original text (if quoted or employed) and/or cite facts and evidenced from texts used to support their essay.

Suggested Key Terms for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Diction
Support	Citation	Annotation	Transition	Thesis
Syntax	Structure	Organization	Closure	Pathos
Syllogism	Tautology	Fallacy	Rhetorical Strategy	
Logos	Ethos	Appeal	Evidence	



American Literature GSE

Writing (W)

ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia, when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Skills/Concepts for Students:

- Be able to readily summarize texts, even passionately opinionated or technical texts, without editorial bias and recognize bias in the writing of others
- Analyze the interplay and progression of multiple ideas within a single theme or topic, and practice weaving multiple complementary ideas together in your own writing
- Consistently distinguish the most important facts from extraneous details and choose the best evidence available within a text to support claims
- Consistently choose the optimal structure in expository essays for maximum clarity and impact, including effective use of transition words and phrases
- Consistently use academic and technical vocabulary effectively; use sophisticated syntax
- Exhibit knowledge of the rules of major manuscript styles such as MLA and APA, including appropriate use of correctly formatted citations

Instructional Strategies for Teachers:

- Explore a variety of professional essays with students that illustrate the difference between reporting facts and expressing an opinion, paying special attention to types of text whose purpose may be unclear (biased news reporting, for instance)
- Construct newspapers and journalistic articles based on both literary and informational text
- Provide opportunities for both short and extended informative essay writing
- Use real world examples (for example, political debate) for whole-class discussions on the distinctions between fact and opinion, and the importance of critical analysis of information presented in various formats as fact, but without supporting evidence

Sample Performance-based/Standards-based Task(s):

One of the largest marketplaces of ostensibly unbiased informative/expository writing is the news media. In an exploration of the journalistic genre, students will work in teams to research and write a news show targeted at teens that uses research from a variety of reliable sources to compile news stories of interest for a teen audience. Students will write informative news pieces on current topics, citing textual references from source materials. An authentic readership may be found through production of a school newspaper, podcast, or YouTube news show.

Suggested Key Terms for Teaching and Learning:

Informative/Informational	Exposition/Expository	Topic	Thesis	Theme
Multimodal/multimedia	Transition	Manuscript	Diction	Syntax
Cohesion	Closure	Implication/inference	Structure	Organization
Journalism	Editorial	Source	Broadcast	Objectivity



American Literature GSE

Writing (W)

ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Skills/Concepts for Students:

- Effectively integrate elements of plot structure (exposition, rising action, climax, falling action, resolution) in narrative writing
- Understand and effectively employ appropriate structure and punctuation for dialogue
- Understand and effectively employ the elements of characterization, developing both static and dynamic/flat and round characters
- Understand nuanced elements of character such as tragic flaw or archetypal significance
- Be able to artfully use figurative language, imagery, sensory detail, and other literary devices to make stories realistic and engaging
- Be able to identify and employ traditional as well as *avant garde* organizational structures to ensure cohesion in narratives
- Use diction and syntax of appropriate sophistication for grade level, audience, and purpose

Instructional Strategies for Teachers:

- Always tie narrative writing opportunities to a text under consideration
- Purposefully choose texts to provide examples of strong characterization, nontraditional structures, and other literary elements with which students can experiment in their writing; ensure that they experiment with specific techniques, such as dialogue and flashback
- Because formal analysis and research papers will not require narrative writing, supplement narrative writing opportunities with daily routine writing
- Allow students to explore narrative styles by emulating the styles of favored authors for specific assignments
- Remember to require the same rigor and sophistication in narrative writing that is required in other grade-level appropriate texts

Sample Performance-based/Standards-based Task(s):

One of the reasons we read great literature is to gain insight into the human condition and, as C.S. Lewis put it, “To know that we are not alone.” One way to tie narrative writing to a text under consideration by the class is to have students write a considered text-based response explaining how that text has impacted their lives, resonated with a personal experience, or taught a lesson. Students should be encouraged to

bring a mature perspective to this writing, considering thematic and abstract issues, making connections and generalizing concepts.

Suggested Key Terms Teaching and Learning:

Exposition
Denouement
Character(ization)
Pacing
Voice/Narrative Voice

Rising Action
Flashback
Chapter
Parallel plot
Style

Climax
Foreshadowing
Epilogue
Imagery
Point of View

Falling Action
In Media Res
Prologue
Figurative language
Symbolism

Resolution
Plot
Conflict
Sensory detail



American Literature GSE

Writing (W)

ELAGSE11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Skills/Concepts for Students:

- Write clearly and coherently, employing the elements of style in all genres of writing, including diction, syntax, tone, pacing, and attention to audience and purpose
- Understand and effectively use transitional words and phrases
- Use structure and organization, maintaining a focus and point of view relevant to purpose and genre, achieving maximum clarity and effectiveness across all genres
- Understand and effectively employ correct grammar and conventions of the English language, varying diction style as appropriate for audience and purpose
- Support statements and claims with anecdotes, descriptions, facts and statistics, and specific examples

Instructional Strategies for Teachers:

- Purposefully incorporate opportunities to write in all genres
- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits

Sample Performance-based/Standards-based Task(s):

In pairs, have students trade writing portfolios. Students will write a literary review of the collected works of the other student, which may or may not be facilitated by a template steering reviewers towards items for their attention (for example, students may be required to count the number of works in the portfolio, sort by genre or by quality, read at least 3 pieces in their entirety, and choose a favorite for commentary). An extension of this activity may include a study of literary criticism and allowing students to use a chosen critical lens to review their partner's work (such as feminist, structuralist, etc.). Reviewing partners will complete the review template and produce a 250-500 word literary criticism of at least one extended essay in the partner's portfolio.

Suggested Key Terms for Teaching and Learning:

Diction	Syntax	Style	Voice	Figurative language
Denotation	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	Conventions



American Literature GSE

Writing (W)

ELAGSE11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

Skills/Concepts for Students:

- Cultivate the habit of drafting and meaningfully revising all written work, revising for improved logic, coherence, organization, controlling perspective, word choice, formality, and voice
- Understand and employ effective strategies for editing and revising (revising by element, reading aloud, reviewing with peers, etc.)
- Edit work for genre adherence (audience and purpose), and sharpen focus as appropriate
- Acquire and review sophisticated knowledge of grammar and conventions, and consistently avoid errors

Instructional Strategies for Teachers:

- Require students to use all steps of the writing process; collect both preliminary and final drafts, and award additional points for a well-revised original draft
- Use a consistent rubric and scoring system throughout the year and across grade levels, when possible
- Establish a clear understanding of difficult concepts, such as voice and style, so that students know and understand specifically what is included in and required of them in these categories
- Remember to include a writing element in all reading assignments and a reading component in all writing assignments, incorporating language and speaking/listening routinely

Sample Performance-based/Standards-based Task(s):

Provide students with writing rubrics from several authoritative sources (for example, Advanced Placement/CollegeBoard, Six Traits, Purdue OWL, etc.). Have students work in pairs or teams to statistically analyze the elements in the rubrics. Which elements are consistently represented? Which are specific only to one “brand” of rubric? Which items consistently garner the largest number of points in the aggregate score? Which subcategories of skills are listed within the common elements? Based on the statistical analysis and language/evidence from the rubrics, students will create a review and revision checklist based on an holistic consideration of all the rubrics, creating a list that will guide students in their own revision process.

Suggested Key Terms for Teaching and Learning:

Peer
Rubric
Topic

Edit
Fluency
Thesis

Review
Organization
Theme

Style
Diction
Revise

Voice
Syntax
Publish



American Literature GSE

Writing (W)

ELAGSE11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Skills/Concepts for Students

- Publish your work routinely, both to your classmates and digitally to the general public, including posting your films, blogs, podcasts, and Prezis as well as creating wikis, websites, and other bases from which your information can be accessed
- Acquire and proactively employ the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom, and encourage peers and instructors to explore new technologies
- Acquire and maintain keyboarding skills adequate to produce text in the quantities and within the time limits required

Instructional Strategies for Teachers:


- Incorporate digital media into the classroom at every opportunity, including maintaining a class website, blog, podcasts, wikis, or any other medium possible for the sharing of information and ideas both within the class cohort and beyond it
- Investigate opportunities to partner with other classrooms in remote locations, including internationally (many platforms exist to facilitate these connections)
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies and in encouraging purchasing and training in new technologies whenever possible
- Learn from your students, the digital natives, about emerging technologies
- Share student work beyond the borders of the classroom whenever possible and appropriate

Sample Performance-based/Standards-based Task(s):

This standard requires students not only to incorporate technology into their writing and publishing, but to use that technology to solicit and incorporate feedback within the writing process. Use a web-based shared editing platform such as SkyDrive to allow students to conduct peer editing and review sessions with various partners (for example, partners in a classroom in another English speaking country). This exercise not only breaks down the walls of the classroom, allowing students to connect globally, but can also provide interesting insight into the level of rigor and formality in the writing of educational systems. Another interesting activity is to have students co-write and peer edit with a parent or relative via SkyDrive.

Suggested Key Terms for Teaching and Learning:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Promethean/Smart board	Programming language	Publish	Blog

	American Literature GSE
	Writing (W)
	ELAGSE11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Skills/Concepts for Students:

- Exhibit critical thinking skills; use rhetorical strategies appropriately and artfully; and use sophisticated academic, domain-related vocabulary
- Exhibit firm understanding of the concept of plagiarism and avoid it, citing all source material accurately
- Distinguish and cite only from credible sources, whether digital or textual, reliably avoiding sources that are not credible or reliable
- Know the basic differences between the major manuscript styles, and employ the formatting requirements of common manuscript styles, including MLA and APA, and format papers and citations appropriately
- Routinely weave cited material, quotations, inferences, and other support into research writing smoothly and coherently
- Consistently make good judgments in planning appropriately, adhering to goals and deadlines, and using research and writing time allotted efficiently

Instructional Strategies for Teachers:


- Require long-term, in-depth research inquiries to be completed that result in a formal paper strictly conforming to accepted manuscript style
- Require in-text citations, footnotes, running headers and footers, and other technical structural elements when appropriate
- Allow opportunities for both formal and informal research projects, including group and individual projects, short and sustained, formal and informal citation styles, etc.
- Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, etc., and discuss how citation styles vary for these media
- Choose topics of inquiry that are challenging, but also incorporate inquiries that are relevant and engaging to promote student interest; allow students to choose their own areas of focus when appropriate

Sample Performance-based/Standards-based Task(s):

To integrate unconventional research methods and venues, assign students an investigative research project involving interviews and field research. The topic must pertain to people, places, archives, and resources that the students will reasonably be able to access. For example, research into pollution on a local trailhead may include statistical research on the Forestry Service website, interviews with rangers and volunteers, personal observations, photojournalism, etc. Students will synthesize their final research paper from multi-modal sources, incorporating all elements smoothly and effectively and citing appropriately.

Suggested Key Terms for Teaching and Learning:

Compile	Evaluate	Annotate	Citation	Digital
Synthesis	Inquiry	Credibility	Manuscript style	Header/Footer
Qualitative	Quantitative	Source	Archive	Plagiarism
Primary Source	Secondary Source	Interview	Observation	

	American Literature GSE
	Writing (W)
	ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Skills/Concepts for Students:

- Maintain appropriate focus in research, narrowing or broadening inquiry as appropriate, consistently avoiding digression and ineffective sources/strategies
- Employ an effective note-taking strategy, annotating sources for citation
- Distinguish and cite only from credible sources, whether digital or textual, reliably avoiding sources that are not credible or reliable
- Exhibit firm understand the concept of plagiarism and avoid it, citing all source material accurately
- Consistently distinguish between relevant facts and extraneous facts or details, choosing the most effective facts for support
- Be able to distinguish credible sources, whether digital or textual, from sources that are not credible or reliable
- Be familiar with common manuscript styles, including MLA and APA, and format papers and citations appropriately

Instructional Strategies for Teachers:

- Employ a formal note-taking style in the classroom, such as Cornell notes
- Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, etc., and discuss how citation styles vary for these media
- Reserve resources well in advance to ensure adequate access to resources such as media center, computers, and laboratories
- Examine indicators of credibility in resources, especially digital resources; teach the concept of peer review in scientific articles
- Teach major manuscript styles and require composition of citations without dependence on electronic citation generators

Sample Performance-based/Standards-based Task(s):

Students will produce a webquest (<http://webquest.org/index-create.php>) suitable for use by middle-grades students. During a unit of study with informational texts, students will synthesize the information learned (for example, the dangers of overconsumption of fast food, or the need for environmental conservation) into a thematic lesson with subject matter, structure, and content appropriate for younger students. Students will construct a webquest (either individually or in teams) that guides their audience through the lesson in an engaging and informative way. All information in the webquest must be text-based, support the claim/topic effectively, and be properly cited.

Suggested Key Terms for Teaching and Learning:

Digital	Multimedia	Citation	Annotation	Reliability
Credibility	Evaluation	Summarize	Paraphrase	Quote
Plagiarism	Relevant	Extraneous	Integrate	Manuscript style/format
Homepage	HTML	.org/.gov/.edu	Hyperlink	Search engine



American Literature GSE

Writing (W)

ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses]”).

Skills/Concepts for Students:

- Demonstrate expertise in the concepts of analysis and synthesis, and apply these parameters in responding intelligently to literature and informational text
- Understand and effectively analyze the literary elements that should be examined in a literary analysis essay (diction, syntax, tone, mood, imagery, figurative language, etc.)
- Understand and effectively analyze the informational and rhetorical elements that should be examined in an informational analysis essay (diction, syntax, structure, logical fallacies, syllogism, pathos, logos, ethos, peer review, etc.)
- Distinguish theme(s) and trace development of theme through aggregation of facts, characters, events, etc.
- Maintain the practice of requiring evidence and support for any claim presented to you, and of providing evidence and support for any claim you assert

Instructional Strategies for Teachers:

- Maintain the practice of requiring text-based evidence and support for all claims, inferences, and assertions proposed in the classroom, whether formal or informal
- Share effective student models of analysis essays
- Require reliable and easily-referenced knowledge of extensive grade-appropriate list of literary and rhetorical terms
- Incorporate the study of popular literary criticism to scaffold the concept of text analysis

Sample Performance-based/Standards-based Task(s):

Following the completion of a novel study, have the students undertake the reading of a complementary text independently (for example, *Jane Eyre* by Charlotte Bronte and *Wuthering Heights* by Emily Bronte, both of which deal with unrequited love and are representative of the concept of the *Bildungsroman*). Have the students conduct an in-depth comparison and contrast of the novels and their unique treatments of similar themes. Using specific evidence from the texts, students will construct a coherent analysis that adheres to an organizational structure (comparison by subject, by chapter, by character, etc.) that makes the writer’s points clear. An extension of this activity could be the delineation and evaluation of the elements of *Bildungsroman* in both books.

Suggested Key Terms for Teaching and Learning:

Genre
Analysis

Literary
Criticism

Informational
Evaluation

Rhetoric
Citation

Synthesis
Evidence



American Literature GSE

Writing (W)

ELAGSE11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Skills/Concepts for Students:

- Maintain a routine writing practice, both within the classroom and independently, experimenting with genre
- Read and study writers whose styles you enjoy and admire, emulating stylistic elements useful to you
- Acquire and maintain adequate keyboarding skills to write effectively within given time frames
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Maintain a portfolio of your written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

Instructional Strategies for Teachers:

- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits
- Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research

Sample Performance-based/Standards-based Task(s):

See sample tasks provided for ELAGSE9-10W1 through ELAGSE9-10W9 for suggestions on implementation of routine, research, and analysis writing in Grades 11-12.

Suggested Key Terms for Teaching and Learning:

Diction	Syntax
Denotation	Connotation
Introduction	Fluency
Opinion	Evidence

Incorporate all relevant vocabulary from previous standards

American Literature GSE

Speaking and Listening (SL)

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Skills/Concepts for Students:

- Exhibit poise and confidence in interaction with peers and adults in a variety of settings and on a variety of subjects
- Incorporate information into your view or position when appropriate, revising your position when evidence suggests and resolving contradictions
- Proactively seek out opportunities to interact with peers and mentors, volunteering and initiating opportunities
- Make eye contact, speak loudly enough to be heard, and shake hands or make introductions in a mature manner
- Exhibit the ability to present information to a group or audience in a professional and polished manner
- Be courteous and attentive, taking turns and setting goals as appropriate
- Exhibit a mature perspective on diverse cultures and points of view
- Always provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Treat conversation as a skill, preparing for discourse by learning about diverse perspectives and subjects and eliciting comments from others
- Thoughtfully incorporate what you learn from listening to and speaking with others to shape your own world views

Instructional Strategies for Teachers:

- Provide opportunities for students to present material, not only to peers but to a wider audience
- Proactively construct situations where students will have the opportunity to revise their opinions or positions based on new evidence
- Proactively provide situations where contradictions exist in presented evidence, guiding students in satisfactorily resolving the contradictions when possible

- Invite diverse guest speakers to interact with the class
- Assign tasks that require individual work, but also those that require meaningful collaboration in pairs and larger teams, understanding that larger teams of students will require more and better strategic planning
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- Be aware that occasionally students will demur, claiming to be “too shy” to participate or present; avoid the tendency to give these students a pass or refrain from calling on them; make sure every student meets the standard

Sample Performance-based/Standards-based Task(s):

In the context of a study of informational texts on national issues, convene a mock session of congress. Students will draft bills, determine political leanings, and learn the ins and outs of parliamentary procedure. Students will take notes, creating annotations and citations to support their actions and proposals within the congress. Parliamentary procedure will be followed, for example requesting, “Will the Representative yield to a question?” before interjecting a question. A legislative agenda should be prepared, and bills will be debated and considered as time allows.

Recommended Vocabulary for Teaching and Learning:

Diverse
Evidence
Paraphrase

Verbal
Exchange
Evidence

Visual
Collegial
Explicit

Multimedia
Discussion
Implicit

Diction
Summarize
Consensus

	American Literature GSE
	Speaking and Listening (SL)
	ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Skills/Concepts for Students:

- Evaluate the strategies used by the media to inform, persuade, and entertain
- Analyze information from multiple sources, particularly media sources, to identify bias and “spin”; define the differences that exist between information from various sources
- Understand and practice the concept of synthesis in weaving together ideas to present a case or claim (understanding the commonalities between ideas presented in diverse media and emphasizing those commonalities in support or your point)
- Routinely evaluate all sources, especially websites, for credibility, understanding what the indicators of credibility are
- Routinely evaluate sources for accuracy when appropriate (for example, a site may be credible, but may contain a typo making 1,000 into 10,000)

Instructional Strategies for Teachers:

- Require multiple media and format in source materials (for example, a research project may require 2 interviews, 3 peer reviewed journals, 1 resource text, and 2 digital sources, such as websites)
- Provide multiple opportunities to think critically about biased representations in the media, allowing students to analyze and draw conclusions about how the media skews information and the strategies they use to accomplish this
- Practice and model synthesis and integration with students; “Data Based Questions” used in the social sciences make good prompts for practicing the integration of sources (this can be investigated in team planning across the content areas)
- Routinely provide students with multiple resources to evaluate that contain resources you know to be inaccurate or not credible so that students have experience with spotting these
- Consider providing (or constructing as a class) a resource evaluation checklist or template that might include tips such as checking for the domain of the site (.edu or .org, for example), date of last update, or credentials of the webmaster.

Sample Performance-based/Standards-based Task(s):

In teams, students will choose an “infomercial” on which to conduct a brief research inquiry and fact check. If possible, allow students to purchase or borrow the product to test the advertising claims. If conducting tests on product veracity (for example, an acne medicine) a scientific log or field notebook should be kept. Students will use scientific methods to test the products and claims (for example, measuring exactly how much liquid the “ShamWow” towel holds compared to a conventional towel). Students will write an evaluation of the veracity of the infomercial’s claims based on text evidence derived from their own research and from credible sources.

Recommended Vocabulary for Teaching and Learning:

Integrate	Diverse	Media	Qualitative	Quantitative
Credible	Accurate	Evaluate	Oral	visual
Textual	digital	Summarize	Paraphrase	Cite



American Literature GSE

Speaking and Listening (SL)

ELAGSE11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Skills/Concepts for Students:

- Analyze a speaker’s diction, syntax, figurative language, and rhetorical devices to make an evidence-based critique of his or her purpose and impact on the audience
- Synthesize multiple points or claims into an overarching theme, when applicable
- Use your knowledge of persuasive tactics and rhetoric to make a warranted estimation of a speaker’s position and biases, making a reasoned judgment of whether or not his or her claims are supported by evidence
- Consistently and effectively distinguish supporting evidence from repetition or extraneous detail
- Consistently and effectively distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Effectively address speaker bias and counter-claims
- Understand and effectively analyze a speaker’s use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Make informed judgments about the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Instructional Strategies for Teachers:


- Require students to know and reference a sophisticated glossary of literary and rhetorical terms in their analysis of a speaker or speech
- Encourage and provide opportunities to identify multiple (or contradictory) ideas within a larger theme
- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion, and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse (for instance, when students argue against weekend homework)

Sample Performance-based/Standards-based Task(s):

Have students watch an archived presidential candidates’ debate from the 2011-2012 election cycle (all nationally televised debates are archived on the internet with transcripts). Students will choose one candidate whose performance they will analyze. Instead of fact checking, students will instead analyze the speaker’s rhetorical ability and appeal by examining his or her stance, premises, links among ideas, word choice, points of emphasis, and tone used. Students will write a one-page analysis of the speaker’s performance, identifying key ideas and strategies using evidence from the transcript to support claims and assertions.

Suggested key Terms for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Visual Rhetoric	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author’s purpose	Audience
Appeal	Pathos	Logos	Ethos	Diction
Syntax	Syllogism			

	American Literature GSE
	Speaking and Listening (SL)
	ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Skills/Concepts for Students:

- Ensure that your topic, theme, or controlling idea is coherently stated at the outset of your presentation, and your perspective and stance are evident
- Address counter-claims and opposing perspectives in a way that supports and enhances your perspective
- Consistently make eye contact and speak loudly enough to be heard
- Exhibit the ability to confidently present information to a group or audience
- Effectively distinguish between circumstances calling for formal language and those calling for less formal language
- Routinely provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Effectively distinguish supporting evidence from repetition or extraneous detail
- Effectively and consistently distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Understand and effectively employ persuasive rhetorical strategies

Instructional Strategies for Teachers:


- Emphasize and illustrate the importance of counter-claims
- Have students peer review one another’s papers to conduct a spot check for clarity of theme and perspective (if a partner cannot identify the main idea and perspective of a paper within a minute, it is not clear enough)
- Provide opportunities for students to present material not only to peers but to a wider audience
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- Be aware that occasionally students will demur, claiming to be “too shy” to participate or present; avoid the tendency to give these students a pass or refrain from calling on them; make sure every student meets the standard
- Provide engaging, stimulating, and relevant text-based topics for speakers to present on
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out rhetorical strategies in everyday discourse (for instance, when students argue against weekend homework)

Sample Performance-based/Standards-based Task(s):

In order to become adept at identifying stance, perspective, and main idea of presented findings, allow students to peruse a set of documents (such as a collection of 10 abstracts for scientific findings presented in journals, or 10 editorials from the newspaper). In a timed environment, require students to identify the main idea, author’s perspective, target audience, style, counter-claims, and reasoning in each piece.

Suggested Key Terms for Teaching and Learning:

Presentation	Media	Speaker	Audience	Discourse
Task	Purpose	Substance	Style	Evidence
Support	Presence	Eye contact	Concise	Reasoning
Bias	Counter-claim	Perspective	Stance	Alternative

	American Literature GSE
	Speaking and Listening (SL)
	ELAGSE11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Skills/Concepts for Students:

- Build on knowledge of the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom, and encourage peers and instructors to explore new technologies
- Be proactive in seeking out opportunities to publish your work, both to your classmates and digitally to the general public, including posting your films, blogs, podcasts, and Prezis and creating wikis, websites, and other bases through which your information can be accessed
- Consider the word “strategic” in the standard; make considered decisions about when and how to use digital media for maximum impact

Instructional Strategies for Teachers:


- Incorporate digital media into the classroom at every opportunity including maintaining a class website, blog, podcasts, wikis, or any other medium possible for the sharing of information and ideas both within the class cohort and beyond it
- Make the incorporation of digital media a required element in many assignments
- Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies whenever possible
- Learn from your students, the digital natives, about emerging technologies
- Share student work beyond the borders of the classroom whenever possible and appropriate

Sample Performance-based/Standards-based Task(s):

Facilitate an interactive web-based collaboration between your students and a class of students from another country. Invite an English-speaking class to act as audience for a planned set of presentations (various avenues for creating these connections already exist, for example One World Classroom at <http://www.ccpb.com/>). The guest students may be provided rubrics or comment templates on which to write their commentary of your students’ presentations. Ideally, some collaboration will establish a topic of mutual instructional interest (a study of the same novel the other class is reading, for example). In response, your class can act as evaluators for the guest class’s presentations.

Suggested Key Terms for Teaching and Learning:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Promethean/Smart board	Programming language	Publish	Blog

	American Literature GSE
	Speaking and Listening (SL)
	ELAGSE11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Skills/Concepts for Students:

- Exhibit expertise in the rules of standard English, consistently avoiding mistakes in agreement and tense and other common conventions of use
- Bring judgment and critical thought to the considered use of formal and informal English, carefully considering the appropriate discourse for a given occasion
- Routinely go to reference materials to refresh knowledge of particulars of use, such as which titles are underlined and which are in quotations, or when to capitalize “father” or “east”

Instructional Strategies for Teachers:

- By grades 11 and 12, it is appropriate to demand a very high level of expertise in spelling, grammar, conventions, and punctuation
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the ELAGSE “Language Progressive Skills Chart” which delineates the course of instruction for common grammar and conventions principles
- Purposefully designate opportunities in which informal, colloquial, or dialectic speech may be acceptable (for example, in informal discussion or story-telling)
- Purposefully design opportunities in which only formal, academic, domain-specific language is allowed

Sample Performance-based/Standards-based Task(s):

Have each student prepare a one-minute oral presentation on a topic related to a text under consideration by the class. Assign each student a different audience or language style in which to deliver his or her presentation. For example, if students are to talk for one minute about archetypal symbols in *The Hobbit*, have one gear their presentation to small children, one to a Ph.D. level class of academics; have one attempt to script their presentation in Elfish, have another speak in modern American slang (appropriate) or Old English. Lead students in a discussion of the radical impact language, dialect, and audience awareness can have on a presentation.

Suggested Key Terms for Teaching and Learning:


Colloquial
Grammar

Dialect
Conventions

Discourse
Standard

Formal
Non-Standard

Informal

	American Literature GSE
	Language (L)
	ELAGSE11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American English</i>) as needed.

Skills/Concepts for Students:

- Exhibit familiarity with common and more sophisticated rules of use, grammar, and conventions in Standard English, such as the parts of speech, agreement, antecedents, etc.
- Acquire a fundamental knowledge of the evolution of the English language over time (for example, that the English vocabulary has grown from 10,000 words in Shakespeare’s time to over 1 million words today)
- Acquire or review your understanding of what constitutes ultimate authority on matters of language usage (for example, the *New York Times* is often cited as the arbiter of accepted comma usage; there is no central decision-making body on the rules of Standard English, but there are several accepted authorities whose opinions hold sway, such as the *Oxford English Dictionary*)

Instructional Strategies for Teachers:


- Educate students on accepted authorities to consult for usage disputes (such as Strunk and White’s *Manual of Style*, or the *Oxford English Dictionary*), advising as to the unreliability of internet sources
- Consult the ELAGSE “Language Progressive Skills Chart” to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)
- At the 11 and 12 grade level, students may be able to experiment with using non-standard constructions to purposeful effect, but this should be undertaken advisedly (students must know and understand the rules they intend to bend)

Sample Performance-based/Standards-based Task(s):

Provide students with a list of current disputes in English grammar (this list can include preposition stranding, split infinitives, generic use of “you,” and gender neutrals). Students can prepare position papers, garnering all the current authoritative advice they can on a given subject and presenting the most current accepted positions on usage to the class. This activity, beyond being instruction, actively highlights the fact that the English language is constantly in flux. An extension of this activity might include research into the list of words added to the Oxford English Dictionary each year for the past five or ten years.

Suggested Key Terms for Teaching and Learning:

Standard Usage	Non-standard Contested	Grammar	Punctuation	Conventions
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	American Literature GSE
	Language (L)
	ELAGSE11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Skills/Concepts for Students:

- Exhibit familiarity with rules and patterns of spelling in standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- In typing and when writing long hand, bring a mature, high-school level of consideration to the neatness and legibility of your work; illegible hand-writing can cost you precious points in SAT, AP, College entrance essays, and job applications
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Acquire and correctly use conventions related to hyphens

Instructional Strategies for Teachers:

- Consult the ELAGSE “Language Progressive Skills Chart” to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)
- Insist upon legibility in student work
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas

Sample Performance-based/Standards-based Task(s):

Using a text under consideration by the class, have students identify instances of hyphenation. If the text does not contain adequate examples, provide an appropriate text. Hyphenation usage can be complex and varied. Allow students to write a brief annotation in an appropriate text sample to exhibit their understanding of proper usage. Students should understand the differences between hyphens and dashes. For all language standards, it may be useful to allow students to conduct periodic peer reviews of one another’s work, grading a previously completed work by a rubric based only on neatness and conventions.

Suggested Key Terms for Teaching and Learning:


Abbreviation

Accuracy

Conventions

Hyphen

Dash

	American Literature GSE
	Language (L)
	ELAGSE11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Skills/Concepts for Students:

- Understand the definition and concept of syntax (patterns of formation of sentences and phrases from words); when we refer to syntax, we are referring to the construction and length of sentences and their placement in relation to one another
- Acquire a strong knowledge of the types of sentence constructions one may employ to add variety to your writing (for example, think about the difference in impact on you as a reader when you read each of these three statements: I like cake. I like ice cream./While I enjoy ice cream, I prefer to eat it with cake./Cake. Ice cream. What difference does it make?)
- At a high-school level of sophistication, understand that language usage is a powerful cultural tool and that perceptions can, rightly or wrongly, be attached to language choices
- Take care to distinguish appropriately between venues requiring varying levels of formality; do not use texting abbreviations or parlance in formal or even semi-formal academic settings
- By Grades 11 and 12, be thoroughly familiar with what is meant by “manuscript style,” and know the basic requirements of APA and MLA styles

Instructional Strategies for Teachers:

- Because syntax is an area of focus in the grade 11-12 standards, spend some instructional time on this concept; many students repeat the word “syntax” throughout high school without ever developing a deep understanding of what it means and how it impacts their writing and speaking
- Require a formal manuscript style such as MLA or APA for at least a few papers each year
- Require students to construct stylistically accurate citations without the assistance of an electronic citation generator
- Use tact and perspective in considering colloquial and dialectic language, remembering that non-standard language is extremely prevalent in the digital age; this concept will require increasing attention as media become ever more prevalent in students’ lives
- Provide opportunities for students to write for a purposefully diverse array of audiences and purposes to allow exploration of various choices for meaning and style

Sample Performance-based/Standards-based Task(s):

In a text currently under consideration by the class, have students conduct a qualitative and quantitative analysis of the author’s syntax. Students may be able to find statistical resources on certain texts or may conduct their own by using various software that analyzes text. A simple analysis can be conducted by simply taking a sample excerpt of text and conducting a word count and sentence analysis (average words per sentence, average number of sentences per paragraph, numbers of simple, compound, complex, and compound/complex sentences, and common usages, such as introductory phrases, etc.). The qualitative aspect will be a text-based analysis of the connotative and tonal impact of the author’s syntactical choices.

Suggested Key Terms for Teaching and Learning:

Language	Context	Comprehension	Style	Conform
Style manual (ex: APA, MLA)	Syntax	Fluency	Construction	Phrase
Clause	Compound	Complex	Qualitative	Quantitative



American Literature GSE

Language (L)

ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Skills/Concepts for Students:

- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions; these tools will not always be at hand in testing, interviewing, or speaking situations
- Always use your own resources (text, context, roots, word patterns) to determine meaning, or at least make an educated guess, before consulting reference materials in order to keep these skills sharp
- Proactively and independently continue to build your own vocabulary; an extensive vocabulary is one of the best indicators of a high score on SAT and ACT exams, as well as one of the best indicators of success in professional and academic discourse

Instructional Strategies for Teachers:


- Encourage students to use their own resources (see above) to at least make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices.
- Review the construction of dictionary entries to ensure that students understand each part

Sample Performance-based/Standards-based Task(s):

During the time that a particular text is under consideration by the class, begin gleaning new, unusual, beautiful, complex, academic, or technical terms from the text. Alert your class that you will be listing these words and that you will be working them into your daily discourse with the class. Provide an incentive or reward for students who recognize when the word is used. Extra points may be awarded for a student's ability to cite the section or page of the text on which the word appeared its definition, etiology, or other salient information. Use these moments as opportunities to discuss how the meaning was or could have been ascertained, roots or context clues, spelling patterns, grammatically correct usage, or other useful information.

Suggested Key Terms for Teaching and Learning:

Definition	Context	Flexibility	Reference material	Noun
Verb	Adverb	Adjective	Interjection	Conjunction
Pronoun	Article	Pattern	Glossary	Thesaurus
Pronunciation	Etiology	Preliminary	Inference	clarify

	American Literature GSE
	Language (L)
	ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

Skills/Concepts for Students:

- Identify and analyze various types of figurative and connotative language (including sophisticated constructions such as satire, pun, irony, synecdoche, metonymy, etc.)
- Analyze the impact on text of literary elements such as imagery and figurative language
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)
- Bring a high-school level of sophistication to the consideration of nuances of meaning in words (for example, close versus slam, or strut versus walk)

Instructional Strategies for Teachers:


- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Performance-based/Standards-based Task(s):

Using a poem under consideration by the class that is largely or entirely figuratively, have students rewrite the poem using only concrete and literal language. This exercise is only instructive in determining the impact of figurative language on the reader, but can also be useful in identifying the meaning, theme, audience, and/or purpose of a poem. Students will annotate the poem using evidence from the text and may read aloud both the original and translated versions to hear the difference in musicality and cadence.

Suggested Key Terms for Teaching and Learning:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Alliteration
Juxtaposition	Onomatopoeia	Euphemism	Oxymoron	Nuance
Metaphor	Pun	Synecdoche	Metonymy	Paradox

	American Literature GSE
	Language (L)
	ELAGSE11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills/Concepts for Students:

- Be independent and proactive in the acquisition of new and ever more sophisticated vocabulary
- Exhibit foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Understand and apply knowledge of the concepts of literal and figurative meaning
- Routinely differentiate between situations that require formal diction and those that do not
- Examine author’s purpose in word choice and be aware of your own purpose when choosing language
- Analyze the cumulative effect of diction on a text

Instructional Strategies for Teachers:

- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Performance-based/Standards-based Task(s):

See sample tasks provided for ELAGSE9-10L1 through ELAGSE9-10L5 for suggestions on implementation strategies to acquire new vocabulary, determine meaning, and make effective language choices

Suggested Key Terms for Teaching and Learning:

Figurative Academic Tone Include vocabulary from previous standards	Connotative Diction Impact	Literal Cumulative Vocabulary	Concrete Author’s purpose Comprehension	Technical jargon Domain-specific
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LANGUAGE SKILLS PROGRESSION CHART

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELAGSEKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).											
ELAGSE1L2c. Use commas in dates and to separate single words in a series.											Subsumed by ELAGSe5L2a
ELAGSE1L1i. Use frequently occurring prepositions.											Subsumed by ELAGSE4L1e
ELAGSE1L1g. Use frequently occurring conjunctions.											
ELAGSE3L1h. Use coordinating and subordinating conjunctions.											
ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELAGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.											
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.											
ELAGSE3L3a. Choose words and phrases for effect.											
ELAGSE4L1e. Form and use prepositional phrases.											
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.											
ELAGSE4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).											
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.											Subsumed by ELAGSE7L3a
ELAGSE4L3b. Choose punctuation for effect.											
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.											
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).											
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.											
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.											
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).											
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.											
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).											
ELAGSE6L3b. Maintain consistency in style and tone.											

* Darkened boxes indicate grades in which the standard should be taught.