TEACHER GUIDANCE

For teaching the Georgia Standards of Excellence (GSE)

Georgia Department of Education

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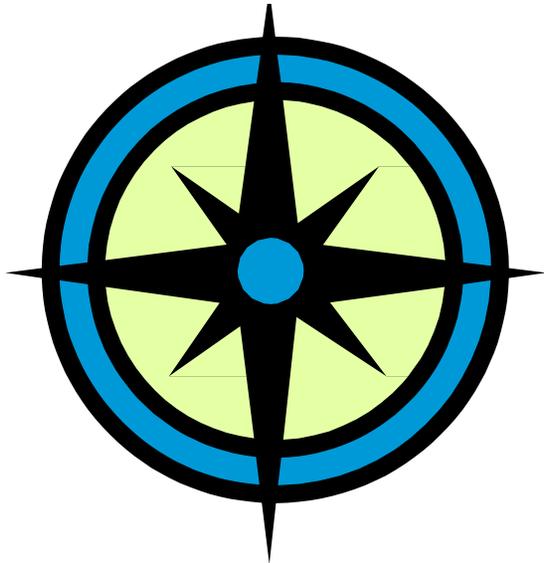
Advanced Composition

Reading Literary and Reading Informational Guidance

For use with Grades 11-12 Writing, Speaking and Listening, and Language Guidance

	Advanced Composition Grade 11-12 ELAGSE
	Reading Literary (RL)
	ELAGSE11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Skills/Concepts for Students:

Practice attentive reading both in the classroom and independently

Become familiar with a broad range of contemporary literature

Distinguish important and relevant information from extraneous or redundant information

Understand how to annotate text (both formally and informally) and the rationale for doing so; practice annotation consistently

Read with appropriate fluency and speed for grade level text requirements (i.e. finish a 500 page novel in a prescribed time-frame)

Understand inference, and the difference between explicit fact and inference

Know the elements of analysis (e.g., how diction impacts tone); locate and analyze elements including style, character development, point of view, irony, and structure (e.g., chronological, *in medias res*, flashback, frame narrative, epistolary narrative) in works of contemporary literature

Identify and analyze patterns of imagery or symbolism

Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poem as these elements relate to meaning

Tolerate uncertainty – texts cannot and do not always provide solutions or clear positions; identify when a straight-forward conclusion cannot reliably be drawn

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)

Assign enough reading of appropriately complex grade-level text to challenge and extend students' reading endurance

Explain, model, and enforce the practice of annotating as you read

Allow students to choose at least a small percentage of their own reading material within appropriate complexity levels to foster an ownership of their literary development and to explore their own tastes

Within the broad parameters described by the CCGPS (fiction/non-fiction/technical text/poetry), explore a wide variety of genres, including *avant garde* genres

Practice in-class reading, both silent and aloud, and incorporate professional audio and video renditions of text as well as graphic novels and other visual art as a viable way to experience text

Always require textual evidence and support for any claim, argument, or opinion from a text, even in informal discussion

Sample Task for Integration:

After examining a book's cover and reading three professional reviews, students will choose a visual representation (e.g. photograph, sculpture, painting) that they believe represents the essence of the text (its audience, purpose, tone, and/or theme). Students will construct and present a two-minute justification of their choice of visual representation *using specific evidence* from the cover and reviews and will complete a formal citation for the book observing proper conventions and formatting. This is a pre-reading/anticipatory activity. This exercise can be repeated at the conclusion of the close reading and differences in perception discussed.

Recommended Vocabulary for Teaching and Learning:

Relevant	Extraneous	Redundant	Summary	Paraphrase
Annotation	Genre	Claim	Analysis	Theme
Audience	Purpose	Point of view		

	Advanced Composition Grade 11-12 ELAGSE
	Reading Literary (RL)
	ELAGSE11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Skills/Concepts for Students:

Demonstrate knowledge of the concept that theme represents a universal view or comment on life or society; be able to support your identification of theme with evidence from the text

Distinguish between theme, topic, main/central idea, concept, and thesis; understand the nuanced connotations of these words and understand exactly what you are attempting to identify or explain in a given instance

Relate identified elements in fiction to theme or underlying meaning; connect literary themes to contemporary issues, personal experiences, and to other familiar works

Understand the concept of objectivity and work consistently toward providing summaries that are completely free of editorial bias

Determine when an assignment requires you to analyze or argue a claim and when it requires you to summarize without bias

Determine what defines centrality in a theme; whether it is simply the frequency of appearance or something more complex

Understand and be able to identify techniques authors use to develop theme, such as exposition, dialogue, imagery, and conflict

Identify dualities, contradictions, and parallel plot lines within texts; analyze the intentionality of these events and determine whether you as a reader believe they strengthen or detract from a text; do not shy away from forming a strong opinion of your own while remaining open to guidance from more experienced readers (strong and well-supported opinions are the basis of great analysis essays)

Distinguish between "abstract" and "concrete" as concepts; concrete facts often accrue to form an abstract concept

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)

Provide clear-cut opportunities for the creation of both unbiased summaries and argumentative analysis; model both and provide strong student examples

Provide explicit instruction including strong examples on classic themes of contemporary literature (alienation, technology, etc.); whenever practical and possible, choose short texts and more sustained readings that will spark strong reactions

Choose texts that express complex or multiple themes; for fiction, choose a novel that features two or more equally strong and likable protagonists in direct opposition to one another

Sample Task for Integration:

While reading an extended literary text, students (in small groups) will choose one 400-600 word segment with dialogue that they believe illustrates one of the novel's essential themes and will produce a short dramatic performance of the piece. Punctuation conventions for dialogue and stage directions should be addressed. As each group performs their text segment, students will take notes and produce an opinion on the validity of the theme identified and the impact of the text segment as supporting evidence of the student group's choice. Subsequent roundtable discussions can serve to further clarify the themes of the book and how they complement one another.

Recommended Vocabulary for Teaching and Learning:

Abstract	Concrete	Analysis	Summary	Paraphrase
Literal	Theme	Topic	Central	Individualism
Diversity	Tolerance	Bias	Objectivity	Subjectivity
Interact	Detract	Universal		
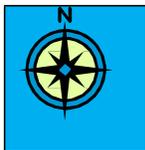
	Advanced Composition Grade 11-12 ELAGSE
	Reading Literary (RL)
	ELAGSE11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Skills/Concepts for Students:

Relate the author's choices in a literary work to the seminal ideas of contemporary literature (open form/free verse, discontinuous narrative, juxtaposition/combination of themes, intertextuality [borrowing from/transforming other texts], extensive use of classical allusions, extensive use of figurative language, sharing of themes, language, and ideas from other cultures)

Determine the impact of word choice (diction) on a text, specifically on the tone of the text

Determine the impact of sentence structure (fluency and syntax) on a text

Learn to recognize literature that appeals to your own sensibility and identify the elements that are appealing

Analyze, evaluate, and apply knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes

Always annotate text as you read, whether formally or informally

In literary texts, make it your practice to identify "DTSFI" (diction, tone, syntax, figurative language, imagery) in every text; these are the elements most often discussed in analysis

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above)

Purposefully and thoroughly provide instruction in contemporary literature and relate the literary works and characteristics to the literary period in which it was written

Guide students in learning to identify literary or rhetorical elements of texts by examining discrete elements in isolation

Use précis writing as a foundational skill preliminary to advanced analysis; a précis requires concise summary coupled with identification of literary or rhetorical elements, theme/topic, audience, and purpose

Expose students to texts from a variety of genres; comparing literary elements of drama, narrative, film, etc.

Have students experiment with the impact of specific changes on plot, setting, and character

Isolate and examine the techniques most often/most artfully employed by individual authors, noting how the nature of these choices lend a flavor to their overall body of work

Integration Sample Task:

Have students compare and contrast the setting in two novels set in the same basic geographic area and time period (for example, America during the 1960's). Break the students into two groups, each examining one of the novels. Students should begin by determining the tone created by the setting in each novel (frightening, restrictive, exhilarating, adventurous, etc.). The students should list as many pieces of text evidence as possible to support their interpretation of the atmosphere created by the setting. Allow students to choose a partner from the other group and have the students compare their interpretations of setting and text evidence, focusing on identifying the different strategies used by the authors (for example, author 1 might create a sense of doom through dark spaces and stormy weather, while author 2 might create an expansive sense of adventure by having most of the action take place in a beautiful green forest). Students will write an analysis comparing and contrasting the strategies used by the authors. Students may also choose to compare and contrast two similar characters from those novels.

Recommended Vocabulary for Teaching and Learning:

Audience	Purpose	Flashback	Point of view	Narrative structure
Exposition	Diction	Rising action	Climax	Falling action
Resolution	Denouement	Tone	Syntax	Imagery
Figurative language	Characterization	Setting	Plot	Dynamic character
Static character	Flat character	Round character	Allusion	Direct/Indirect
Antagonist	Protagonist	Irony	Foreshadowing	Fixed
Free verse	Open form	Discontinuous narrative	Juxtaposition	Intertextuality
Allusion				

Advanced Composition Grade 11-12 ELAGSE

Reading Literary (RL)

ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Skills/Concepts for Students:
- Acquire and review knowledge of strategies for making meaning, such as word patterns and Greek and Latin roots
- Locate elements of language and style; analyze patterns of imagery or symbolism
- Analyze and evaluate the way diverse authors use language and rhetorical strategies for specific purposes
- Analyze and evaluate the effects of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning
- Keep a notebook of words and phrases that you particularly like
- Know the literary term for each type of figurative language and be able to recognize and correctly identify each
- Understand the difference between figurative language, idiomatic language, and poetic (sound) devices and be able to readily identify each

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Have students routinely identify diction, syntax, tone, imagery, and figurative language in every work they examine
- Practice all recommended strategies for making meaning of unknown words (context, roots, word structure, reference materials, etc.)
- Require students to keep a journal of phrases and quotes that they particularly like (these can be analyzed for patterns periodically, giving students insight into their personal aesthetic preferences as readers)
- Integrate new vocabulary into lessons and lectures

Sample Task for Integration:

Figurative and idiomatic language is usually fairly easy to interpret, but the connotations of words can be tricky and subjective. Have students write a list of 10 words from a text under consideration by the class. The words are to be chosen for their connotative weight. For example, the word "trudge" connotes a heavy reluctance, whereas "walk" does not. Also consider symbolic connotation (for example, a red dress might be intended to connote loose morals in the character who wears it). This activity may require some class discussion about the nature of connotative meanings. Students will write the denotative and what they perceive to be the connotative meaning of each of their ten words. Students will trade word lists and write their own denotative and connotative meanings for each word, then compare results. Students will conclude by choosing one word/connotation pair and writing a short analysis showing the rationale for their interpretation based on text evidence.

Recommended Vocabulary for Teaching and Learning for Teaching and Learning:

Definition Sound	Denotation	Connotation	Figurative	Idiomatic
device Controlling	Tone	Root word	Diction	Concrete
image Alliteration	Extended metaphor	Understatement	Paradox	Irony
Assonance	End rhyme	Slant rhyme	Internal rhyme	Consonance

Reading Literary (RL)

ELAGSE11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Skills/Concepts for Students:

Know the elements of plot structure and be able to identify those parts

Locate and analyze elements of structure such as chronological order, *in medias res*, flashback, frame narrative, and epistolary narrative in works of contemporary fiction

Recognize various structural formats and strategies of contemporary fictional texts (open form/free verse, discontinuous narrative, juxtaposition/combination of themes, intertextuality [borrowing from/transforming other texts], extensive use of classical allusions, extensive use of figurative language, sharing of themes, language, and ideas from other cultures

Understand the specific *function* of flashback, foreshadowing, beginning a narrative in the middle of action (*in medias res*)

Be able to accurately identify rhyme scheme and basic metrical formulas

Analyze the impact of an author's choice in disclosing narrative elements at a particular point in a text

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)

Allow students to explore texts that experiment with structure in interesting ways (such as magical realism)

Require students to isolate and analyze structural elements (such as identifying the climactic scene and defending their choice through text evidence)

Have students compare and contrast texts that are suspenseful, comic, or otherwise create an emotional/tonal response; direct students in identifying a variety of structural approaches to achieve a similar results (for example, comic structural elements like surprise or dramatic irony)

Explore the structure of poetry including metrical terms and formulas (such as iambic pentameter) and rhyme scheme

Sample Task for Integration:

Using a text under consideration by the class, have students create a graphic representation of the narrative's plot structure, providing a brief explanation/synopsis of what defines that part of the text (for example: rising action might be comprised of "the first three months of John's experience at his new school," and the climax "the car wreck." Students will then write an analysis that provides a text-based rationale for their identification of each element as being representative of exposition, rising action, climax, falling action, or resolution.

Recommended Vocabulary for Teaching and Learning:

Exposition	Rising action	Climax	Falling action	Resolution
Denouement	Flashback	Foreshadowing	*In medias res*	Aesthetic
Chapter	Prologue	Epilogue	Stanza	Scene
Act	Nonlinear	Linear	Meter	Verse

	Advanced Composition Grade 11-12 ELAGSE
	Reading Literary (RL)
	ELAGSE11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Skills/Concepts for Students:

- Build upon a strong foundational knowledge of figurative language (such as metaphor and simile) to explore more nuanced constructions such as pun, satire, and irony in works of contemporary fiction
- Analyze and compare unique style and language within and across multicultural literary works
- Analyze and evaluate the effects of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning
- Analyze the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning
- Relate modern satire (such as "The Simpsons" or "The Daily Show") to classic satire (such as "A Modest Proposal") to sharpen understanding of underlying concepts
- Practice using nuanced language constructions in your own speech and writing and identifying them in the speech and language of others
- Annotate the use of these figurative constructions as they occur in texts
- Proactively and independently continue to build vocabulary to enhance understanding of text (subtle constructions such as puns are difficult to recognize without a firm grasp of all vocabulary within the construction)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Employ these figurative constructions in your everyday speech, lessons, and lectures; point out when you have used satire or irony to make a point
- Use the plethora of examples from modern media of these figurative constructions; compare modern examples with classical ones
- Choose text examples to introduce these concepts that are accessible and engaging (for example, a Mark Twain or David Sedaris satirical essay may be much more effective in introducing the concept than Jonathan Swift)
- Ensure that students begin with a very strong grasp of the basics of figurative language (metaphor, simile, personification, hyperbole, idioms)

Sample Task for Integration:

Choose a strong example of modern satire. Have students watch or read the example carefully at least twice, making annotations for every example of hyperbole or understatement (the two most often used tools in satire), as well as other satirical strategies you may identify. Students should partner or team to discuss these elements and how the author employs them to subtly argue his or her actual position. Step two will be to examine a more difficult example, such as Jonathan Swift's "A Modest Proposal." Students will compare and contrast the use of the identical strategies in both pieces, analyzing their effectiveness and possibly the evolution of their use from Swift's time to our own.

Recommended Vocabulary for Teaching and Learning:

Figurative	Concrete	Connotation	Denotation	Pun
Satire	Irony	Dramatic irony	Sarcasm	Understatement
Didactic	Literal			

	Advanced Composition Grade 11-12 ELAGSE
	Reading Literary (RL)
	ELAGSE11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)

Skills/Concepts for Students:

Analyze the influence of mythic, traditional, or classical literature on American literature

Analyze and compare texts that express universal themes characteristic of contemporary literature across genre (i.e., technology, environment) and provides support from the texts for the identified themes

Make it a practice to compare version of texts that you have enjoyed (if you've seen a good film, read the book; if you've read a good book, see the film)

Practice making your own aesthetic evaluation of a text, whether written, aural, or visual, instead of relying first on professional critics or instructors; own your own literary experience and understand your personal preferences

Acquire and review the appropriate literary terminology to review texts of all kinds (diction, syntax, angle, perspective, etc.)

Note what has been added or removed from various interpretations of a text; think about an author's purpose and strategy in deletions and additions that are specific to medium

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)

Compares and contrasts specific characteristics of different genres as they develop and change over time for different purposes; create opportunities for students to compare texts across mediums, avoiding using only text/film for these comparisons

Expose students to interpretations that are true to the original and those whose interpretation is "loosely based," having students identify the literary elements that have changed and those that remain

Focus discussion of literary elements on the "why" more than the "what" at every opportunity; in literary analysis, it is not as important to know that the movie tells a story using flashback whereas the novel does not, only why the author(s) made these choices and how they affect the reader

Teach and review literary terms, including sophisticated terms and concepts such as dramatic irony, verisimilitude, stream of consciousness, etc. (use a glossary of terms for reference) so that students have the language to talk about more abstract concepts

Sample Task for Integration:

Using a text that has been under consideration by the class and whose structure and content have been analyzed and discussed, expose the students to a second interpretation of the text (usually this will be film but it might also be a play or recording, or even a work of art). Have students conduct a close analysis of elements that have been changed from one interpretation to the next. Certain characters may be older, younger, or completely absent. Certain plot elements will usually be abridged in film and dramatic versions of text. An in-depth analysis of which elements were changed can provide enormous insight into the infrastructure of a piece and how each element was designed to impact the reader.

Recommended Vocabulary for Teaching and Learning:

Interpretation	Abridge(ment)	Drama Line	Narrative	Film
Act	Scene	Perspective	Chapter	Dialogue
Script	Angle	Stage directions	Staging	Dues ex machine
Political drama	Theater of the absurd		Fourth wall	Minimalism

	Advanced Composition Grade 11-12 ELAGSE
	Reading Literary (RL)
	ELAGSE11-12RL8: (Not applicable to literature) **ELAGSE11-12RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.

Skills/Concepts for Students:

Compare the development of modern/contemporary literature/novels/fiction to the development of American literature

Analyze the influences on the styles and strategies of contemporary literature

Understand how literary elements such as tone, mood, imagery, diction, syntax, and plot elements accrue to establish theme

Acquire and review the necessary vocabulary within the context of contemporary fiction to effectively make meaning of texts

Supplement the study of fictional works with contextual knowledge about the period and author

Generalize concepts of setting, plot, characterization, and other narrative elements so that specific instances of these may be recognized as having thematic similarities or differences (for example tragic flaw)

Acquire a familiarity with literary periods, major works, and major authors

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)

Provide a visual/graphic representation of a timeline of both historical and contemporary (modern/post-modern) works, and authors in the classroom

Provide a visual/graphic representation of relevant geography, if appropriate

Purposefully select texts that represent contemporary fiction; include significant poetry study; avoid focus on a single author or style

Integrate a variety of textual representations including visual, aural, and digital texts

Use a variety of strategies to increase the amount of text covered, including jigsaw, literary seminar, in-class and independent reading

Purposefully select texts that represent diverse voices

Sample Task for Integration:

Have students in teams conduct the necessary research and provide the necessary analysis to create a meaningful website exploring the experience and representation of a culturally underrepresented group in literature. The website may be as extensive or limited as the scope of the assignment allows. Students should exhibit effective team work and sophisticated research and analysis. They should exhibit solid technical skills, being able to construct and post a clean and engaging website using a standard platform. All facts, claims, and analysis on the site must be firmly based in cited text. The site should include visual, audio, and written text with embedded links for further information.

Recommended Vocabulary for Teaching and Learning:

Foundational	Theme	Generalize	Historical	Contemporary
Tone	Mood	Imagery	Diction	Syntax
Plot elements				

	Advanced Composition Grade 11-12 ELAGSE
	Reading Literary (RL)
	ELAGSE11-12RL10: By the end of grade 11/12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

Skills/Concepts for Students:
- Practice attentive reading, both independently and within the classroom
- Read with appropriate fluency and speed for grade level text requirements (i.e., finish a 500 page novel in a prescribed timeframe)
- Use annotation and note-taking, maintaining coherent records that are useful for review
- Read assigned works but also read proactively and independently
- Choose works from multiple genres and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Begin to establish a clear personal aesthetic, understanding the types of literature that appeal to you and being able to articulate the reasons why

Strategies for Teachers:
- Choose texts of appropriate complexity (see Common Core appendix B)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion
- Guide students in taking ownership for their literary lives as they approach the end of their high school careers; discuss the impact of reading and literary acumen in a fulfilling intellectual experience beyond school

Sample Task for Integration:
Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list may include poems, films, and works of art as well). Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating "book cards" that give plot, setting, characters, author, publication details, personal review and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates. Ideally, by the end of the year, each student has a reference library of notes on a number of books, useful for building overall literary expertise and breadth of knowledge of authors and titles and from which to draw recommendations for continued independent reading.

Recommended Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Plot	Setting	Character	Analysis
Annotation	Evidence	Inference	Summary	Paraphrase

Incorporate all terms from previous standards in Reading Literary

	Advanced Composition Grade 11-12 ELAGSE
	Reading Informational (RI)
	ELAGSE11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Skills/Concepts for Students:

Read a variety of informational texts attentively, both independently and within the classroom

Analyze and explain the structures and elements of nonfiction works of contemporary literature (i.e., essays, letters, personal narratives, biographies, autobiographies, journals/diaries, speeches, and journalism)

Recognize when a text has not or cannot provide a definitive answer on a subject; learn to tolerate uncertainty within a process or text

Become familiar with and adept at decoding complex legal and technical documents, including contracts, manuals, etc.

Readily distinguish important facts from extraneous details

Read with appropriate fluency and speed for grade level text requirements (i.e., finish a 500 page novel in a prescribed timeframe)

Think critically and analytically about text, making connections within a text and among texts including highly technical texts

Recognize the rhetorical and structural strategies employed by an author establish a main idea or prove a point

Make inferences and generalizations based on evidence from one or more reliable sources

Always support claims and inferences, both in formal analysis and informal discussion with well-chosen textual evidence

Take notes and annotate texts, both formally and informally

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)

Use multiple reading strategies including using a variety of digital media to access texts

Challenge and build readers' stamina with an adequate amount of required reading

Implement a note-taking using a system such as Cornell notes and periodically assess or review students' notes

Teach and require annotation of text

Teach and require formal citations in an accepted manuscript style when appropriate

Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion

Purposefully choose a variety of challenging informational texts from a variety of categories (legal, scientific, technical, literary non-fiction such as memoir)

Sample Task for Integration:

Students will conduct a research activity designed to expose them to texts where matters are left uncertain, or where definitive results have not or cannot be produced. One way to create this circumstance is to have students examine a question of debate within contemporary journalism (search "journalistic ethics" for samples of current controversies on privacy, fact checking, presumption of innocence, etc.). Choose a topic where viable arguments can be made on both sides and a professional consensus has not been reached. Students (individually, in teams, or in pairs) are to create a portfolio of resources that support each side of a controversial topic. Students will review and annotate the results of their research. (An extension to this activity could include a debate). The purpose of the research will be to find specific claims in each set of texts which are uncertain or indeterminate. This activity will yield samples of text that will illustrate the concept of uncertainty in technical texts and provide opportunities to discuss how to analyze the impact of indeterminate information in research and debate.

Recommended Vocabulary for Teaching and Learning:

Article	Journal	Peer-Review	Periodical	Expository
Informational	Non-fiction	Memoir	Literary non-fiction	Biography
Autobiography	Claim	Support	Evidence	Citation
Indeterminate	Uncertain	Preponderance		

	Advanced Composition Grade 11-12 ELAGSE
	Reading Informational (RI)
	ELAGSE11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Skills/Concepts for Students:

Read a variety of informational texts attentively, both independently and within the classroom

Readily distinguish important facts from extraneous details, using important facts to determine central ideas of a text

Analyze, evaluates, and apply knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works from contemporary literature

Take notes and annotate texts, both formally and informally

Recognize when a text contains editorial bias, whether overt or subtle, and summarize without editorial bias

Critically analyze the way that facts accrue to support a thesis or hypothesis, including analysis of the interaction of multiple or many-faceted lines of reasoning

Understand the scientific connotations of proof, theory, hypothesis, and support

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)

Choose texts so that at least half of your classroom attentive reading involves informational (non-fiction) text

Provide contemporary informational texts with clear central ideas logically developed as exemplars

Provide informational texts with nuanced or complex central ideas to challenge readers and provide contrast

Provide opportunities for students to write objective summaries of texts and provide exemplars of biased and unbiased summary

Require students to reverse-engineer outlines of provided texts as well out outlining texts they will write

Practice differentiating fact from opinion and important, supporting facts from extraneous ones

Sample Task for Integration:

Students will choose from among contemporary congressional documents (proposed bills, budget amendments, etc.), working with their chosen document to identify central ideas. Students should begin with a close analysis of the document, annotating over the course of multiple readings. Students should discuss and identify the strategies they are using to attempt to identify central ideas (recurring vocabulary, structure/headings, rhetoric). Through discussion and revision they may change their interpretations. While students may find one central idea they believe is most prominent, two or more fundamental notions are developed through each of these texts. Students will collect the aggregate of their analysis into an essay naming the central ideas of the piece and tracing the use of facts, claims, and rhetoric used to develop the central ideas.

Recommended Vocabulary for Teaching and Learning:

Fact	Opinion	Citation	Claim	Inference
Evidence	Informational	Expository	Objective	Subjective
Journal	Abstract	Manuscript style	Peer review	Periodical
Extraneous	Detail	Rhetoric	Analysis	Aggregate

Advanced Composition Grade 11-12 ELAGSE

Reading Informational (RI)

ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Skills/Concepts for Students:

Exhibit knowledge of informational text structures such contracts, statistical analyses, scientific findings, and legal opinions

Analyze and evaluate the logic and use of evidence in an author's text

Analyze, evaluate, and apply knowledge of the ways diverse authors use language and rhetorical strategies for specific supposes in nonfiction works

Analyzes and explains the structures and elements of nonfiction works of contemporary literature such as letters, journals and diaries, speeches, and essays

Readily recognize generic text structures such as an abstract, a précis, or organizational patterns such as chronological order, comparison and contrast, and order of importance

Readily recognize author's purpose and identify bias both subtle and overt

Readily distinguish between important facts or supporting details and extraneous or misleading information

Note the differences in the types and amounts of evidence and support required for claims in various formats and disciplines (for example, the evidence required in a letter to the editor may be scant and based on emotion, while the evidence required to advance an hypothesis in a scientific journal may be extensive)

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)

Employ process essays and actual processes in the classroom to illustrate the importance of logical order (for example, analyzing the steps of constitutional processes)

Expose students to a variety of arguments, both valid and logically false, to allow them to distinguish the differences in how arguments are introduced and developed (well-known speeches are useful for this inquiry)

In the context of modern contemporary rhetoric, view television commercials and/or research popular advertising campaigns to determine how brand identities are introduced, developed, and connected to audience biases and concerns

Use graphic organizers to support students in identifying and illustrating interconnected points within an argument or analysis

Expose students to complex informational genres, such as peer reviewed scholarly journals, legal documents, or position statements

Sample Task for Integration:

Students will conduct an analysis of claims made during a political debate, fact checking individual claims and identifying inferences both subtle and overt. Access an appropriate debate from historical archives (audio and video of hundreds of debates are available online). Transcripts are also available for all debates that have been nationally televised, but instructors may or may not want to provide these. Students will view/listen/read the debate a number of times, taking notes on claims and inferences. When a fairly exhaustive list of a candidate's claims has been compiled, students will go to work fact checking the claims (also looking for instances where a candidate contradicts him or herself). Students will write an analysis that shows how the candidate's main points were developed over the course of the debate, and will ascertain whether those points were well developed and supported or not.

Recommended Vocabulary for Teaching and Learning:

Author's purpose	Bias	Structure	Connection	Rhetoric
Chronological	Logical	Comparison	Contrast	Manuscript style
Extraneous	Logical fallacy	Process	Outline	Sequence

Advanced Composition Grade 11-12 ELAGSE

Reading Informational (RI)

ELAGSE11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Skills/Concepts for Students:

- Analyze and explain the structures and elements of nonfiction works of contemporary literature such as letters, journals and diaries, speeches, and essays
- Evaluate the ways in which an author's choice of words advances the theme or purpose of the work
- Analyze and evaluate the logic and use of evidence in an author's argument
- Identify and understand the elements of the rhetorical triangle and analyze how speakers adapt their messages to various audiences
- Analyze, evaluate, and apply knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works
- Exhibit reliable knowledge of Greek and Latin roots, pre-fixes, suffixes, and word patterns in order to decode unknown language
- Readily distinguish between literal and figurative meaning, including subtle figurative language such as satire and irony
- Acquire and review knowledge of content area vocabulary (for example domain-specific vocabulary relevant to foundational historical documents, legal or medical terms, etc.)
- Differentiate between situations that require formal diction and those that do not
- Analyze an author's purpose in word choice
- Analyze the cumulative effect of diction on a text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Trace the development of tone and mood through diction in exemplary texts (for example, a sense of outrage or anger in an editorial, or urgency in a report from the frontlines of war)
- Choose texts of appropriate complexity to allow students to be challenged by complex or nuanced vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Task for Integration:

Students will examine the State of the Union addresses of a recent US President through a number of qualitative and quantitative measures in order to create a statistical analysis of that President's use of figurative language and rhetoric. After they each choose an address to study, have students explore ways to glean statistical information from the text (word processing programs will provide word counts and show instances of repeated words, Lexile.com will provide quantitative information, the "Ctrl F" function will allow you to search for instances of a certain word or count instances of its occurrence). Students should use their creativity to explore novel ways to gather information on the text. Citing specific textual evidence, students will compile a statistical analysis of the President's use of language (what does he emphasize, what does he repeat, what figurative structures does he use, etc.) An extension of this activity can include a comparison and contrast.

Recommended Vocabulary for Teaching and Learning:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Cumulative	Author's purpose	Jargon
Tone	Impact	Rhetoric	Strategy	

	Advanced Composition Grade 11-12 ELAGSE
	Reading Informational (RI)
	ELAGSE11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Skills/Concepts for Students:

Readily recognize generic text structures such as an abstract, a précis, or organizational patterns such as chronological order, comparison and contrast, and order of importance

Identify rhetorical strategies (i.e. logical fallacies, ethos, logos, pathos, tone, irony, parallel structure, diction, organization) in various modes of discourse

Analyze and explain the structures and elements of nonfiction works of contemporary literature such as letters, journals and diaries, speeches, and essays

Analyze and evaluate the logic and use of evidence in an author's argument

Analyze, evaluate, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works

Exhibit firm knowledge of sentence structure, including phrases/clauses/compound/complex/compound-complex sentences

Understand the connotations of syntax and the impact of syntax on the reader, understanding that, like diction, syntax may vary depending on audience and purpose

Recognize and understand textual features such as in-text citations, footnotes, glossaries, etc.

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)

Provide clear examples of appropriate syntax, fluency, and structure within informational documents (for example, student exemplars or sample texts)

Practice appropriate use of structures within classroom documents, instructions, websites, etc.

Allow opportunities for students to disassemble and reassemble texts based on structural and contextual clues

Require infrastructure to be delineated in outlines that are reverse-engineered from existing texts or produced for texts to be written

Purposefully choose texts connected to content area reading matter that effectively use structures common to the genre (such as epistolary captivity narratives)

Sample Task for Integration:

Students will conduct a structural analysis comparing and contrasting contemporary memoirs (for example, *Into the Wild* by John Krakauer or *The Liars Club* by Mary Karr). Focusing on structural elements only, students will trace and compare the structures of the two texts, including organization, sentence constructions, paragraph constructions, length, narrative voice, etc.) Students will produce an analysis citing specific textual evidence from both texts and may bring cultural and gender-based critique into their structural analysis (for example, are women more likely to speak in first person? In what order are events presented? What might be the reasons for these differences?) These analyses may be presented in a digital format if desired to allow for viewing of primary source documents and illustrations or photographs.

Recommended Vocabulary for Teaching and Learning:

Organizational structure	Chronological	Compare/contrast	Logical order	Evidence
Syntax	Claim	Argument	Diction	Citation
Footnote	Abstract	Glossary	Heading	Structure
Exposition	Précis	Journal	Diary	

	Advanced Composition Grade 11-12 ELAGSE
	Reading Informational (RI)
	ELAGSE11-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Skills/Concepts for Students:

Understand and readily identify rhetorical strategies such as appeals to emotion or authority, syllogism, and logical fallacies

Evaluate the logic and use of evidence in an author's text

Apply knowledge of the ways diverse authors use language and rhetorical strategies for specific purposes in nonfiction works

Understand and apply knowledge of diction, syntax, tone, imagery, figurative language, and other elements in determining the effectiveness of an argument or exposition

Identify author's biases, both subtle and overt, including implicit or explicit assumptions

Analyzes and evaluates the logic and use of evidence in an author's argument

Identify author's biases, both subtle and overt, and make considered decisions regarding the validity of a claim or appeal

Readily distinguish between a powerful argument and a valid argument (not all valid arguments are powerful, and not all powerful arguments are valid)

Make a practice of determining an author's or speaker's point of view even when it is not explicitly stated

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)

Purposefully choose texts in which biases and author's point of view are readily evident, as well as texts where the author may intentionally obscure his point of view or motives, allowing students to be challenged in identifying the intent behind clever rhetoric

Point out every instances of rhetorical strategy in argument (e.g., pathos used to avoid weekend homework)

Have students routinely construct précis from both straight-forward and difficult texts in order to become adept at zeroing in on the piece, the author, his or her aim, and his or her strategies as a matter of course when encountering a new text

Encourage students to form and share their own aesthetic sensibility, choosing favorite pieces and being able to articulate why a piece resonates with them

Sample Task for Integration:

The practice of writing a rhetorical précis http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html is one way to become adept at quickly identifying the key features of a text. To isolate and scaffold the ability to determine author's purpose, it may be useful to require students to determine basic elements of a text in a timed environment, where they are encouraged to learn to reliably spot key indicators and trust their own literary judgment. Provide students with a set of three essays (released essays from the AP Language and Composition exam are of the appropriate length [less than a page] and work well for this purpose). Create a template that requires students to identify: title, author, date of publication, author's purpose, author's primary strategies, and intended audience. Allow students to complete this exercise within a defined time limit over repeated events (for example as an opening sponge once a week for a month).

Recommended Vocabulary for Teaching and Learning:

Point of view	Narrative voice	Précis	Rhetoric	Analysis
Pathos	Logos	Ethos	Syllogism	Tautology
Logical fallacy	Parallel structure	Anaphora	Antithesis	Chiasmus

	Advanced Composition Grade 11-12 ELAGSE
	Reading Informational (RI)
	ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Skills/Concepts for Students:

Acquire and review vocabulary relevant to multiple types of text (statistical, graphic, elements of visual rhetoric)

Analyze and explain the structures and elements of nonfiction works of contemporary literature such as letters, journals and diaries, speeches, and essays

Become a more sophisticated, analytic, and thoughtful reader-interpreters of images

Acquire knowledge of the vocabulary of visual rhetoric (caption, icon, graphic, etc.)

Continue to acquire expertise in digital formats as they evolve over time

Use multiple types of information in problem solving, integrating information and evaluating for credibility

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)

Provide opportunities for students to acquire text in multiple formats

Require students to reverse-engineer synthesis essays that have been compiled from multiple sources from a variety of formats, using citations to trace elements of argument or exposition back to source, and observe how the evidence was woven together by the author

Acquire knowledge of and use all available current technologies in short and extended research projects

Be creative in locating resources to use, including personal interviews, primary source documents, archival footage, recordings, etc.

Sample Task for Integration:

Direct students to PBS's "StoryCorp" site, where they will find hundreds of first-person accounts of the lives and times of ordinary Americans. The stories are presented in an audio format and are usually accompanied by photographs. Allow students to experience several of the stories, eventually choosing a favorite on which to focus. The student will listen to his or her chosen focus piece several times, taking notes to allow him or her to incorporate textual evidence into his final project. Students will then research contextual information from other sources (for example, if the story is about survival through Hurricane Katrina, the student might gather factual evidence about the storm, locate the story-teller's location on a map, pull newspaper headlines corroborating parts of her story, etc.) Students will present their final project in the form of a Prezi or PowerPoint that incorporates the StoryCorp piece with the contextual research, including all appropriate citations.

Recommended Vocabulary for Teaching and Learning:

Multimodal	Media/medium	Digital	Aural/auditory	Visual
Visual rhetoric	Symbol	Icon	Contrast	Compare
Aesthetic	Rhetorical	Abridged	Cinema/film	Visual rhetoric

Reading Informational (RI)

ELAGSE11-12RI8: 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 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:

- Incorporate the contemporary text study of Advanced Composition with fundamental knowledge of U.S. history and foundational documents, including constitutional principles, but comparing and contrasting modern documents
- Analyze and explain the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays
- Identify author's biases, both subtle and overt, including implicit or explicit assumptions
- Analyze and evaluate the logic and use of evidence in an author's argument
- Readily distinguish important facts from extraneous details
- Use the concepts of inductive and deductive reasoning and syllogism in argument analysis
- Consistently and readily identify logical fallacies as well as reliable and well-supported arguments
- Summarize without editorial bias and recognize editorial bias in the writings of others
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counter-claim and audience as well as author bias
- Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction and persuasive and powerful argument

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI8 (see above)
- Incorporate the contemporary text study of Advanced Composition with fundamental knowledge of U.S. history and foundational documents, including constitutional principles, but comparing and contrasting modern documents
- Examine themes of conformity, rebellion, individualism, and other driving themes in foundational documents as they relate to America today
- Require students to summarize and paraphrase difficult documents
- Compare and contrast popular rhetorical strategies as they have evolved over time
- Conduct quantitative analyses of the structure and vocabulary (text complexity) of historical documents to modern informational documents
- Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion

Sample Task for Integration:

This standard requires the application of constitutional principles in understanding the reasoning in foundational U.S. documents. Constitutional principles are generally considered to include popular sovereignty, limited government, the separation of powers, the power of the courts to determine whether the government is acting within its proper limits, and "federalism," or the distribution of power on a territorial basis (state and local governments). Have students choose one document considered to be a "seminal U.S. text" such as a Supreme Court Decision, Amendment to the Constitution, etc., and create an analysis based on evidence from the text that determines that text's adherence to the constitutional principles. An extension of this activity could include research into the evolutionary ramifications of that document into modern times (did the decision/amendment/etc. prove in fact to perform as expected?).

Recommended Vocabulary for Teaching and Learning:

Constitutional Principle	Legal reasoning	Evaluation	Analysis	Author's purpose
Argument	Claim	Counter-claim	Advocacy	Opinion
Dissent	Address	Seminal	Foundational	Principle

	Advanced Composition Grade 11-12 ELAGSE
	Reading Informational (RI)
	ELAGSE11-12RI9: Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. **For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.**

Skills/Concepts for Students:

Analyze and explain the structures and elements of nonfiction works such as letters, journals and diaries, speeches, and essays

Analyze and evaluate the logic and use of evidence in an author's argument

Analyze, evaluate, and apply knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works

Use the concepts of inductive and deductive reasoning and syllogism in argument analysis

Consistently and readily identify logical fallacies as well as reliable and well-supported arguments

Understand the various purposes of rhetoric, both positive and negative (e.g., propaganda and misinformation as well as inspiration)

Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)

Understand the concept of claim and counter-claim and audience as well as author bias

Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction and persuasive and powerful argument

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)

Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in foundational U.S. documents of the seventeenth-, eighteenth- and nineteenth- centuries to modern American texts

Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion

Examine themes of conformity, rebellion, and individualism

Require students to summarize and paraphrase difficult documents, including writing précis

Compare and contrast popular rhetorical strategies as they have evolved over time

Conduct quantitative analyses of the structure and vocabulary (text complexity) of historical documents to modern informational documents

Sample Task for Integration:

Have students choose one of the founding fathers (John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, or George Washington) and one modern orator such as Martin Luther King, Jr. Conduct an analysis of 3 essays, letters, diary entries, or other documents produced by those individuals. The student will compile a "rhetorical profile" of each writer based on cited textual evidence, making warranted inferences about the attitudes, temperament, and style of that individual as a writer. Students will then choose a partner with whom to compare analyses. This exercise can be interesting both in a comparison between two different individuals, and in the comparative analyses of a single individual.

Recommended Vocabulary for Teaching and Learning:

Revolution	Seminal	Foundational	Founding	Framers
Bias	Rhetoric	Preamble	Evidence	Support
Fallacy	Logic	Syllogism	Induction	Deduction
Constitution	Rights	Amendment	Declaration	Preamble

	Advanced Composition Grade 11-12 ELAGSE
	Reading Informational (RI)
	ELAGSE11-12RI10: By the end of grade 11/12, read and comprehend literary nonfiction in the grades 11-GSE text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 11/12, read and comprehend literary nonfiction in the grades 11/12-GSE text complexity band independently and proficiently.

Skills/Concepts for Students:

- Read a variety of informational texts attentively, both independently and within the classroom
- Use annotation and note-taking to enhance comprehension of texts under consideration, and keep well organized resources useful for review
- Read assigned works but also read proactively and independently
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read over time, with notes, annotations, and any relevant student work produced

Strategies for Teachers:

- Choose texts of appropriate complexity (see Text Complexity rubric and Lexile ranges)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Task for Integration:

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list should include varieties of engaging informational text to encourage the student to make choices from informational as well as literary genres).Encourage students to brainstorm about types of informational text they might enjoy, such as *Motor Sports* magazine, various high-interest documentary films, relevant memoirs, etc. Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts.

Recommended Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Argument	Rhetoric	Summary	Analysis
Annotation	Evidence	Inference	Citation	Journal
Memoir	Periodical	Diction	Syntax	Literary non-fiction
Incorporate vocabulary from all RI standards				

Advanced Composition Grade 11-12 ELAGSE

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 claify 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 debatable thesis or idea that is precise and focused, controlling the content of your essay
- Readily distinguish the most appropriate supporting evidence (facts, statistics, anecdotes, descriptions, and specific examples) from repetition or extraneous detail
- Readily distinguish valid reasoning from logical fallacy and understand the strategies used to create fallacies; distinguish between and artfully employ inductive and deductive reasoning
- 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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- 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 Task for Integration:
One effective way to write great argumentative essays is to study and deconstruct great arguments. Students will reverse-engineer the closing argument from a famous modern trial (http://books.google.com/books/about/Famous_legal_arguments.html?id=KRE_AAAAYAAJ) 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 which type of appeal was employed (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 should deal with an issue on the same general topic as the trial (the responsibilities of bystanders, corporate greed, domestic violence, etc.). 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.

Recommended Vocabulary for Teaching and Learning:

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

Advanced Composition Grade 11-12 ELAGSE

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).

In Advanced Composition, students will become proficient in the following types of expository/informational writing:

Process Analysis: thesis, chronological organization, duplicable outcome, appraises reader needs, uses appropriate instructions, materials, definitions, and warnings, avoids shifts in tense or voice

Cause and Effect: Thesis identifies relationship among causes/effect, constructs balanced analysis, distinguishes between main and contributory causes, avoids fallacies

Compare and Contrast: Thesis tells readers what to expect, makes subject-by-subject or point-by-point comparisons

Exemplification: uses examples to illustrate a general point or abstract concept, avoiding generalizations

Classification and Division: Identifies a principle, uses logical order, thesis identifies significance of categories

Extended Definition: Thesis identifies the term, pattern of development is appropriate to subject, discusses origin and development of term

Skills/Concepts for Students:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)

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 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

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 Task for Integration:

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.

Recommended Vocabulary for Teaching and Learning:

Informative/Informational	Exposition/Expository	Topic	Thesis	Extended Definition
Multimodal/multimedia	Transition	Manuscript style/MLA/APA	Diction	Syntax
Cohesion	Closure	Implication/inference	Structure	Organization
Journalism	Editorial	Source	Broadcast	Objectivity
Exemplification	Process Analysis	Cause and Effect	Comparison and Contrast	Classification/Division

	Advanced Composition Grade 11-12 ELAGSE
	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

Vary sentence structure by using a variety of sentence openings and combining subordinating ideas

Maintain a clearly focused narrative order (chronological, frame story, *in medias res*, flashback, etc.)

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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)

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 students can experiment with 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 Task for Integration:

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.

Recommended Vocabulary for Teaching and Learning:

Exposition	Rising Action	Climax	Falling Action	Resolution
Denouement	Flashback	Foreshadowing	*In medias res*	Plot
Character(ization)	Chapter	Epilogue	Prologue	Conflict
Pacing	Parallel plot	Imagery	Figurative language	Sensory detail
Voice/Narrative Voice	Style	Point of View	Symbolism	Concrete

	Advanced Composition Grade 11-12 ELAGSE
	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, bringing 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 for the English language, varying diction style as appropriate for audience and purpose

Support statements and claims with anecdotes, descriptions, fats and statistics, and specific examples

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)

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 Task for Integration:

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.

Recommended Vocabulary for Teaching and Learning:

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

	Advanced Composition Grade 11-12 ELAGSE
	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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)

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 elements in all reading assignments and a reading component in all writing assignments, incorporating language and speaking/listening routinely

Sample Task for Integration:

Provide students with writing rubrics from several authoritative sources (for example, Advanced Placement/CollegeBoard, Six Traits, Purdue OWL, etc.). Have students work in pairs of 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.

Recommended Vocabulary for Teaching and Learning:

Peer	Edit	Review	Style	Voice
Rubric	Fluency	Organization	Diction	Syntax
Topic	Thesis	Theme	Revise	Publish

Advanced Composition Grade 11-12 ELAGSE

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 and creating wikis, websites, and other bases for your information to be accessed

Use acquired knowledge of language, style, syntax, and rhetorical strategies to determine the purpose, validity, and reliability of various types of sources, as well as an in-depth study of the author's credentials and affiliations (i.e., various web-based sources, almanacs, news sources, in-depth field studies, speeches, journals, and technical documents)

Demonstrate the ability to scrutinize sources to extract and utilize relevant information and dismiss irrelevant and unreliable information

Acquire and proactively employ the latest digital trends for gathering and sharing information; utilizing the most appropriate research venues and utilizing both primary and secondary sources

Use appropriate conventions for documenting quotes, paraphrasing, and crediting original ideas

Distinguish common knowledge from original research

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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)

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 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 Task for Integration:

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 from educational systems. Another interesting activity is to have students co-write and peer edit with a parent or relative via SkyDrive.

Recommended Vocabulary for Teaching and Learning:

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

Advanced Composition Grade 11-12 ELAGSE

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, use sophisticated academic and domain-related vocabulary

Use acquired knowledge of language, style, syntax, and rhetorical strategies to determine the purpose, validity, and reliability of various types of sources, as well as an in-depth study of the author's credentials and affiliations (i.e., various web-based sources, almanacs, news sources, in-depth field studies, speeches, journals, and technical documents)

Demonstrate the ability to scrutinize sources to extract and utilize relevant information and dismiss irrelevant and unreliable information

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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)

Require long-term, in-depth research inquiries to be completed that result in a formal paper strictly conforming to an 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 Task for Integration:

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, photo journalism, etc. Students will synthesize their final research paper from multi-modal sources, incorporating all elements smoothly and effectively and citing appropriately.

Recommended Vocabulary 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	

	Advanced Composition Grade 11-12 ELAGSE
	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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)

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 Task for Integration:

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.

Recommended Vocabulary 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

	Advanced Composition Grade 11-12 ELAGSE
	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

Strategies for Teachers:
Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W9 (see above)
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 Task for Integration:
In keeping with Advanced Composition's focus on contemporary texts, have the students undertake the reading of a complementary text independently following a whole-class novel study (for example *Slaughterhouse Five* by Kurt Vonnegut and *Catch 22* by Joseph Heller, both of which deal with the horrors of war using irony and dark humor). 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.

Recommended Vocabulary for Teaching and Learning:

Genre	Literary	Informational	Rhetoric	Synthesis
Analysis	Criticism	Evaluation	Citation	Evidence

	Advanced Composition Grade 11-12 ELAGSE
	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.

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 Task for Integration:

See sample tasks provided for ELACC9-10W1 through ELACC9-10W9 for suggestions on implementation of routine, research, and analysis writing in Grades 11-12.

Recommended Vocabulary for Teaching and Learning:

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

Incorporate all relevant vocabulary from previous standards

| **Advanced Composition Grade 11-12 ELAGSE** |
| **Speaking and Listening (SL)** |

ELAGSE11-12SL1: 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, 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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1 (see above)

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 contractions 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 Task for Integration:

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	Verbal	Visual	Multimedia	Diction
Evidence	Exchange	Collegial	Discussion	Summarize
Paraphrase	Evidence	Explicit	Implicit	Consensus

	Advanced Composition Grade 11-12 ELAGSE
	Speaking and Listening (SL)
	ELAGSE11-12SL2: 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)

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)

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 strategy 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), the date of last update, or the credentials of the webmaster.

Sample Task for Integration:

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 infomercials 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

Advanced Composition Grade 11-12 ELAGSE

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

Identify and understand the elements of the rhetorical triangle and analyze how speakers adapt their messages to various audiences

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 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.

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL3 (see above)

Discuss the impact of the media on the democratic process (i.e., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels

Discuss the effect of media on the production and consumption of personal and societal values

Analyze with students the various ways in which local, national, and international events are presented and the ways information is communicated by visual image makers (graphic artists, documentary filmmakers, illustrators, and news photographers)

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 Task for Integration:

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.

Recommended Vocabulary 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			

	Advanced Composition Grade 11-12 ELAGSE
	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

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
Use rhetorical questions, parallel structure, concrete images, figurative language, etc., for aesthetic effect
Distinguish between and use various forms of classical and contemporary logical arguments, including syllogisms, analogies, induction, and deduction
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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
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 Task for Integration:
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. Students will work in groups or pairs to compare and present findings.

Recommended Vocabulary 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

	Advanced Composition Grade 11-12 ELAGSE
	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 decision about when and how to use digital media for maximum impact

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5 (see above)

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 Task for Integration:

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; e.g., One World Classroom at http://www.ccph.com/). The guest students may be provided rubrics or comment templates on which to write their commentary on your students' presentations. Ideally, some collaboration to 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 classes' presentations.

Recommended Vocabulary for Teaching and Learning:

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

	Advanced Composition Grade 11-12 ELAGSE
	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"

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)

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 CCGPS "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 Task for Integration:

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 Elvish, 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.

Recommended Vocabulary for Teaching and Learning:

Colloquial	Dialect	Discourse	Formal	Informal
Grammar	Conventions	Standard	Non-Standard	

	Advanced Composition Grade 11-12 ELAGSE
	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., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) 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*)

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)

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 CCGPS "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 11th and 12th 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 Task for Integration:

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 present 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.

Recommended Vocabulary for Teaching and Learning:

Standard	Non-standard	Grammar	Punctuation	Conventions
Usage	Contested			

	Advanced Composition Grade 11-12 ELAGSE
	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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)

Consult the CCGPS "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 Task for Integration:

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.

Recommended Vocabulary for Teaching and Learning:

Abbreviation	Accuracy	Conventions	Hyphen	Dash
Grammar				

	Advanced Composition Grade 11-12 ELAGSE
	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 *Artful Sentences*) 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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)

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 Task for Integration:

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.

Recommended Vocabulary for Teaching and Learning:

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

	Advanced Composition Grade 11-12 ELAGSE
	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).

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

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 Task for Integration:

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.

Recommended Vocabulary for Teaching and Learning:

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

	Advanced Composition Grade 11-12 ELAGSE
	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)

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)

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 Task for Integration:

Using a poem under consideration by the class that is largely or entirely figurative, 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.

Recommended Vocabulary for Teaching and Learning:

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

	Advanced Composition Grade 11-12 ELAGSE
	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

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
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 Task for Integration:

See sample tasks provided for ELACC11-12L1 through ELACC11-12L5 for suggestions on implementation strategies to acquire new vocabulary, determine meaning, and make effective language choices

Recommended Vocabulary for Teaching and Learning:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Cumulative	Author's purpose	Jargon
Tone	Impact	Vocabulary	Comprehension	Domain-specific

Include vocabulary from previous standards

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

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).	▓	▓	▓	▓	▓	Subsumed by ELAGSE5L5c					
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. **ELAGSE5L1e.** Use correlative conjunctions (e.g., *either/or, neither/nor*).		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
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.				▓	▓	▓	▓	▓	▓	▓	▓
EKAGSE4L1e. 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.							▓	▓	▓	▓	▓
ELAGSE7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								▓	▓	▓	▓
ELAGSE7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								▓	▓	▓	▓
ELAGSE8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									▓	▓	▓
ELAGSE9–10L1a. Use parallel structure.										▓	▓
ELAGSE11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											▓

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