TEACHER GUIDANCE

For teaching the Georgia Standards of Excellence (GSE)

GaDOE
Georgia Department of Education
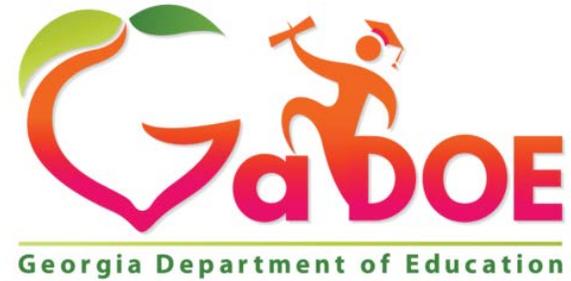
Richard Woods, Georgia's School Superintendent
*"Educating Georgia's Future"*
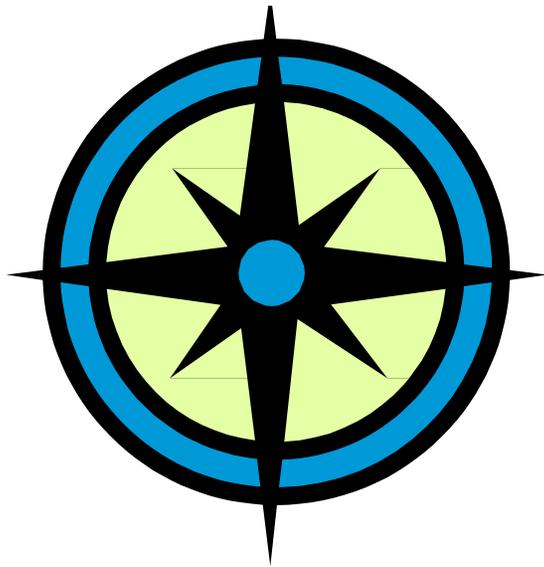
Grade Nine

Introduction

The purpose of this document is to provide strategies and understanding for the Georgia Standards of Excellence (GSE).

About Grades 9 through 12

Because of the flexibility of English Language Arts course offerings at the high school level, the GSE for grades 9 through 12 is organized into grade bands comprised of 9-10 and 11-12. The 9-12 standards define what students should understand and be able to do by the end of each grade band. As students progress towards the successful culmination of their high school careers, they will consolidate and internalize all of the skills instilled through the full progression of the GSE. High school students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college-ready research papers of significant length in accordance with the guidelines of standard format styles such as APA and MLA. Students in high school will have built strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken work, digital media, film, dance, or fine art. Confident familiarity with important foundational documents from American history and from the development of literature over time will accrue before the end of grade 12. Students will graduate with the fully developed ability to communicate in multiple modes of discourse, demonstrating a strong command of the rules of Standard English. Complexity levels are assessed based upon a variety of indicators.
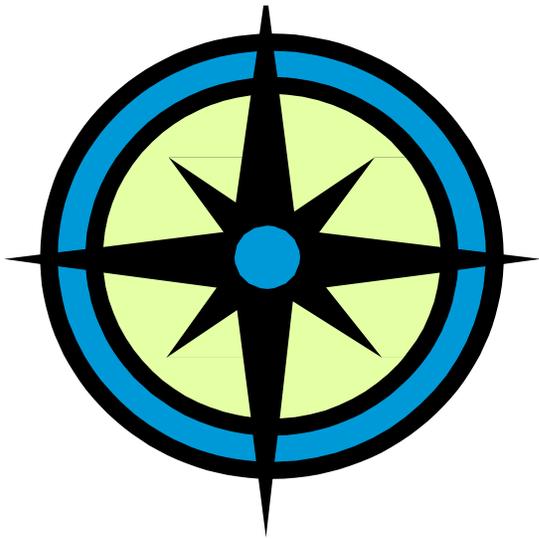
GSE TEACHER GUIDANCE:

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

	Ninth Grade GSE
	Reading Literary (RL)
	ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Practice close and critical reading
- Distinguish important facts from irrelevant details
- Recognize and identify literary elements for analysis (such as diction, tone, figurative language)
- Draw inferences from the text to support textual analysis
- Support all claims with textual evidence of how the text explicitly uses details to support key ideas
- Use an appropriate organizational strategy to support textual annotations and analysis

Instructional Strategies for Teachers:

- Use multiple reading strategies
- Teach and require appropriate organizational strategies to support textual annotations and analysis
- Implement a note-taking system, such as Cornell notes
- Require students to provide textual evidence for all claims and inferences, whether for a writing product or in discussion

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

In order to make inferences based on textual evidence, students choose a character to role-play in a mock interview. While one student acts as "journalist" from the era and setting of the text, the other student provides an interview in character providing somewhat detailed answers to ten questions (answers are expected to be the length of a brief paragraph). The interview is transcribed into text by the students, who then provide annotations from text to support the appropriateness and rationale of each question and each answer. For example: "I asked Romeo whether he had several failed relationships because the text tells us that there had been at least one prior failed relationship with Rosalyn" and "I answered that Rosalyn had been my only relationship prior to Juliet, because Romeo's risk taking at the celebration and rashness in visiting Juliet's window seem to indicate immaturity and inexperience."

Suggested Key Terms:

Annotation	Figurative language	Extraneous	Inference	Imagery	Detail	Diction
Text	Evidence	Tone	Genre	Support	Summary	

	Ninth Grade GSE
	Reading Literary (RL)
	ELAGSE9-10RL2: Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Skills/Concepts for Students:
- Practice close and critical reading
- Annotate texts to support comprehension and analysis
- Distinguish main ideas from irrelevant details
- Distinguish between the theme(s) of a text and the main idea of a text
- Summarize without editorial bias
- Exhibit knowledge of common literary devices and their applications
- Analyze the development of a theme or idea through the use of literary devices and articulate that development in both written and oral expression

Instructional Strategies for Teachers:
- Provide examples of theme(s) in well-known texts
- Review the elements of plot structure and characterization, emphasizing the ways in which plot and character shape theme
- Discuss and practice identifying the difference between main idea and theme (for example, the main idea in *Romeo and Juliet* may be the love affair between the protagonists, but the theme will be larger than the individuals, addressing fate, chance, wisdom of youth vs. age, etc.)

Sample Performance-based/Standards-based Task(s):
The "theme" of a text is usually a universal or archetypal idea or truism that is expressed through the microcosm of a story. As such, theme is identified through an aggregate of actions, words, symbols, and events in a tale and lends itself to multimodal expression such as collage, film, or digital representation. Students working in small groups will construct a multimodal project which may include photos, film clips, drawings, songs, etc. to express the theme of a text. Each item in the collage must be annotated with a specific text reference to explain its role in contributing to the overall theme of the text. Students write a reflection on how the completion of the project helps them to better understand the theme of the story.

Suggested Key Terms:

Theme	Setting	Resolution	Motif	Exposition	Archetype	Symbol
Rising action	Character(ization)	Climax	Protagonist	Plot	Falling action	Editorial bias

	Ninth Grade GSE
	Reading Literary (RL)
	ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Skills/Concepts for Students:
- Identify and analyze the elements of characterization, including the character's actions, words, thoughts, appearance, and the thoughts, feelings, and actions of other characters towards that character
- Identify and analyze the elements of plot
- Understand and identify differences between static and dynamic/flat and round characters
- Analyze multiple motivations and characters who embody disparate characteristics (for example, Gollum in *Lord of the Rings* or Professor Snape in *Harry Potter*)

Instructional Strategies for Teachers:
- Allow students to compare and discuss well-known characters from popular culture, fiction, and film to establish basic concepts of characterization
- Discuss personal traits and characteristics of real people, classmates, and themselves in understanding characterization
- Use note-taking and annotation to collect details contributing to characterization
- Use mock social-networking profiles to describe characters and establish whether they are static, dynamic, flat, and/or round

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

Making predictions about how characters will proceed or how they will react is one way to assess whether students have accurately synthesized the details provided by the author in constructing a character. At an appropriate point during the rising action of a narrative, students in teams will create a set of predictions about a character or multiple characters (instructor may provide a template to focus predictions or allow students to decide). Each prediction must be supported by providing supporting evidence for the prediction with several annotations from the text (for example: "pg. 304, David gets a speeding ticket" may support a prediction that David's dangerous driving will eventually result in a tragic accident). Predictions may be followed in the manner of a football pool to eventually determine a winning team.

Suggested Key Terms:

Character(ization)	Antagonist	Static	Protagonist	Dynamic	Round	Flat
Conflict	Plot	Direct	Indirect			

Ninth Grade GSE
Reading Literary (RL)
ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Skills/Concepts for Students:

- Accurately identify the tone of a text
- Understand how specific instances of diction contribute to tone
- Understand how other literary elements such as imagery and figurative language contribute to tone
- Identify and analyze impact of various types of figurative language (such as metaphor, simile, personification, hyperbole)
- Identify and analyze impact of various sound devices (such as alliteration, assonance, consonance, onomatopoeia)

Instructional Strategies for Teachers:

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

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

Students will examine the impact of figurative language on the tone of a text by comparing and contrasting a selection from the current extended text under study as originally written and with figurative and connotative language removed. Access an approximately 1000-word selection from a text digitally (so that it can be edited by the students). Step one of the process will be for students to identify each instance of figurative language or particularly connotative diction (they may work individually or in teams). The second step of the process is for students to edit the piece so that it maintains grammatical integrity with the figurative and connotative language removed. Finally, students will write a brief analysis (one page or less) citing specific ways in which the tone of the text is impacted by the changes.

Suggested Key Terms:

Figurative	Simile	Juxtaposition	Literal	Personification	Onomatopoeia	Connotation
Hyperbole	Tone	Denotation	Idiom	Mood	Metaphor	Alliteration
Imagery	Diction					

Ninth Grade GSE
Reading Literary (RL)
ELAGSE9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Skills/Concepts for Students:

- Recognize various structural formats of fictional texts (such as stanza, act, scene, chapter)
- Understand plot development and the elements of plot
- Identify and understand the function of flashback, foreshadowing, beginning a narrative *in media res*, and other manipulations of time
- Analyze the impact of an author's choice in disclosing narrative elements at a given point in a text

Instructional Strategies for Teachers:

- Discuss manipulations of time and how the experience of a story would change if, for example, a novel were told in linear time instead of through flashback
- Make purposeful text choices to demonstrate concepts such as flashback, foreshadowing, and parallel plot
- Provide narrative writing opportunities that require the construction of specific plot structures
- Provide opportunities for comparison and contrast of 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 result

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

At the conclusion of reading an extended text that is told in flashback, engage students in a group discussion of how knowing the end point of the story impacted their aesthetic experience of the text. Have students, either individually or in discussion groups, identify specific instances from the text that would impact the reader much differently (emotionally, logically, or in their inferences or predictions) than it did in the context of flashback. The analysis of the impact of the literary device of flashback through this comparison and contrast will be conveyed through a brief essay.

Suggested Key Terms:

Plot	Resolution	Chapter	Exposition	Parallel	Genre	Rising action	Foreshadowing
Act	Climax	Flashback	Scene	Falling action	In media res		

	Ninth Grade GSE
	Reading Literary (RL)
	ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Skills/Concepts for Students:

- Use annotation, keeping well-organized notes for reference
- Acquire background knowledge of foundational texts, archetypes, and mythology from world cultures
- Analyze point of view through the lens of perspective and cultural experience

Instructional Strategies for Teachers:

- Place a world map and world timeline on the walls of the classroom for easy contextual reference
- Engage students in a discussion of their own cultural heritages
- Make guest speakers, foods, international celebrations, and cultural artifacts a part of the classroom experience
- Make connections to commonalities among cultures and their foundational mythologies

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

Facilitate an interactive web-based communications experience between your students and a class of students from another culture (various avenues for creating these connections already exist, like One World Classroom at http://www.ccph.com/, or join other classrooms around the world in following *National Geographic* journalist Paul Salopek in his Out of Eden Walk at www.outofedenwalk.com). Local students may choose a myth that they feel is representative of their classroom or culture and will ask their partner classroom to do the same. Students will interact through a web connection to discuss their mythologies and the similarities and differences in their cultures.

Suggested Key Terms:

Myth	Archetype	Point of view	Race	Culture	Assimilation
Pluralism	Society	Identity	Cultural experiences		

	Ninth Grade GSE
	Reading Literary (RL)
	ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment.

Skills/Concepts for Students:
- Define and understand "text" as it applies to visual or aural mediums
- Understand the concept of theme as an aggregate of many literary or visual elements (such as tone, mood, imagery, setting, characterization)
- Be able to identify theme in visual as well as written text using similar strategies and identifying similar elements
- Analyze literary and aesthetic elements; conduct text-based comparison and contrast

Instructional Strategies for Teachers:
- Provide multiple opportunities for discussion and analysis of visual and written texts
- Choose appropriate examples for comparison and contrast that have easily identifiable aesthetic elements in common or in opposition
- Choose examples from a variety of artistic mediums, including tapestry, sculpture, oil painting, photography, even performance art
- Use technology to enhance visual, tactile, and aural integration of aesthetic elements

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

After studying specific text and visual (or tactile/aural) representations of the same text and having students write a formal analysis essay comparing and contrasting the two, choose a second written text for consideration. After attentive reading, annotation, and whole-class discussion, allow students to create their own artistic representation of the second text (either as a class in a single medium such as clay, or on their own in a medium of their own choosing). Require students to trade artistic representations with a partner (without allowing the artist to explain his or her raison d'être) and have each student write a brief analysis of the connection between the artwork and the text.

Suggested Key Terms:

Media/Medium	Perspective	Character	Aesthetic	Dimension	Imagery	Visual
Tone	Figurative	Aural	Mood	Literal/Concrete	Composition	Setting

Ninth Grade GSE
Reading Literary (RL)
ELAGSE9-10RL8: (Not applicable to literature) **ELAGSE9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).**

Skills/Concepts for Students:
- Understand and apply the concepts of allusion and allegory
- 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, "villain" or "dark and stormy night")
- Acquire or review background knowledge of foundational works in question
- Acquire or review basic knowledge of literary periods and major works

Instructional Strategies for Teachers:
- Place a world map and world timeline on the walls of the classroom for easy contextual reference
- Provide examples of well-known literary treatments (*West Side Story* from *Romeo and Juliet*, or *O Brother, Where Art Thou* from *The Odyssey*) as a springboard for understanding earlier treatments (such as Shakespeare) from ancient texts (such as the Bible)
- Provide examples of allusion to foundational texts (such as "you've really opened a Pandora's box) as a mini-example of a larger literary transformation
- Allow students to view popular treatments of classic literature in modern film and write analyses of the process (compare/contrast a key scene from Zeffirell's 1968 *Romeo and Juliet* and Luhrmann's 1996 *Romeo and Juliet*, for example)

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

Have students read the short autobiographical essay "The Pie" from Gary Soto's *A Summer Life* or another story chosen for its richness of allusion (Soto's story is an extended metaphorical treatment of biblical and mythological stories of temptation, primarily of Eve and the apple). Have students highlight and annotate each instance they can identify of a treatment of or allusion to another text (connections can be found to Dante, Milton, the Bible, and other creation myths). Students may work in pairs of groups to supplement background knowledge. Students will write a literary analysis showing the way in which Soto transformed the source material into a modern essay about a child's guilt.

Suggested Key Terms:

Allusion   Classical   Character   Allegory   Theme   Transform   Plot   Symbol   Setting

	Ninth Grade GSE
	Reading Literary (RL)
	ELAGSE9-10RL10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:
- Practice close and critical reading
- 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, cultures, and literary periods
- Keep a notebook of texts read with notes, annotations, and any relevant student work produced from reading

Instructional Strategies for Teachers:
- Choose texts of appropriate complexity (for helpful description and resources on text complexity, see Lexile.com site link: text complexity)
- Require reading through multiple modes (such as group, pairs, individual, in class, out of class, via digital mediums)
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Consider keeping a reader's notebook with notes, annotations, and any relevant work from reading

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

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.

Suggested Key Terms:

Literary   Annotation   Fiction   Plot   Setting   Inference   Character   Summary   Genre Analysis

Ninth Grade GSE
Reading Informational (RI)
ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:
- Practice close and critical reading
- Distinguish important facts from irrelevant details
- Recognize how important facts accrue to establish a main idea or prove a point
- Make inferences and generalizations based on evidence from one or more reliable sources
- Support all claims with evidence
- Take notes and annotate texts, both formally and informally

Instructional Strategies for Teachers:
- Use multiple reading strategies, including using a variety of digital media to access texts
- Implement a note-taking system, such as Cornell notes
- Teach and require annotation of text
- Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion
- Practice and scaffold reading informational texts (which may require more reader stamina than narrative text)

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

For teacher guidance, watch "Socratic Seminars: Patience and Practice" on the Teaching Channel. Socratic seminars provide a structure that encourages students to rely heavily upon textual evidence while participating in class discussions. Separate the class into two teams and allow them to research a major scientific question of our day. Questions may include whether global warming is man-made, whether electric cars are feasible for wide-spread use, whether certain vaccinations should be required, or other areas of inquiry defined by the students or instructor. Allow students an allotted amount of time to prepare for the Socratic seminar. Every piece of evidence introduced during the discussion must be accompanied by a citation to a reliable source, and teams will submit annotated works cited lists in APA or MLA format.

Suggested Key Terms:

Informational	Autobiography	Nonfiction	Claim	Peer review	Memoir	Periodical
Literary nonfiction	Evidence	Biography	Citation			

Ninth Grade GSE
Reading Informational (RI)
ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Skills/Concepts for Students:
- Practice close and critical reading
- Distinguish important facts from irrelevant details
- Take notes and annotate texts, both formally and informally
- Summarize without editorial bias
- Analyze the way that facts accrue to support a thesis or hypothesis

Instructional Strategies for Teachers:
- Provide informational texts with clear central ideas logically developed as exemplars
- Provide opportunities for students to write objective summaries of texts
- 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 Performance-based/Standards-based Task(s):

Provide students with a selection of scientific journal articles and a template for assessing the elements and qualities of the texts. Students should be required to note the title, subtitle if any, whether the article has one or multiple authors, whether it is prefaced with an abstract, which manuscript style it uses, and the basic structure of the information presented (chronological, comparison, experiment and results, etc.). After noting the relevant facts about the text, students will attempt to identify the main idea of the text and provide 3-5 specific items from the text that served to identify and develop that idea. Students will compare and discuss their results.

Suggested Key Terms:

Fact	Evidence	Journal	Opinion	Informational	Abstract	Citation
Claim	Expository	Objective	Manuscript	Style	Peer review	Inference
Subjective	Periodical					

	Ninth Grade GSE
	Reading Informational (RI)
	ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Skills/Concepts for Students:

- Understand and be able to identify common informational text structures (such as abstract, lab notebook, diary, editorial, etc.)
- Understand and apply the concept of generic text structures (such as chronological order, comparison and contrast, and order of importance)
- Understand the concepts of author's purpose and bias
- Distinguish between important facts or supporting details and extraneous information

Instructional Strategies for Teachers:

- 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)
- View television commercials and/or research popular advertising campaigns to determine how brand identities are introduced, developed, and connected to audience biases and concerns
- Expose students to the various steps of the design process, including identifying a need or problem, researching the need or problem, developing possible solutions, constructing prototypes, and testing/evaluating solutions
- Use graphic organizers to support students in identifying and illustrating interconnected points within an argument or analysis

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

After studying and analyzing several successful advertising campaigns, have students in small groups design an imaginary product to market. Students will create a one-minute video advertisement that will introduce their product and develop an audience awareness of its benefits, usefulness, or desirability. Students may use valid logic as well as logical fallacies such as bandwagon or glamour to appeal to their audience. Students will complete a brief assessment of each ad, providing the name and purpose of the product, its target audience, and each piece of evidence or support provided to prove the advertiser's claim (whether valid or not). After the initial summaries, students will choose one product that they believe had the strongest advertising appeal and will write a brief analysis detailing the strategies used to introduce and develop the appeal of the product and why they were effective.

Suggested Key Terms:

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

Ninth Grade GSE
Reading Informational (RI)
ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Skills/Concepts for Students:
- Acquire or review 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
- Differentiate between situations that require formal diction and those that do not
- Examine author's purpose in word choice
- Analyze the cumulative effect of diction in a text

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

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

Place students in pairs and provide them with samples of difficult text (these may include legal agreements, technical manuals, historic documents, or speeches). Use several texts for the whole class so that several pairs have identical texts. Allow students to attempt to make meaning of the text through repeated attentive readings, both quietly and aloud, through dictionaries or other resource documents, through group discussion, and through context (do not allow students to use the internet for this activity). Together, students will produce a second document that is a reader-friendly paraphrase of the original. Place pairs together with other students who had the same original document so that they can compare their paraphrased interpretations and discuss areas of convergence/divergence in their translations. Allow the final "teams" to produce one document per group that represents their very best modified whole-group interpretation of the original document. These may be compared between classes.

Suggested Key Terms:

Figurative	Academic	Tone	Connotative	Diction	Impact	Literal	Concrete
Cumulative	Author's purpose	Technical jargon					

Ninth Grade GSE
Reading Informational (RI)
ELAGSE9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Skills/Concepts for Students:

- Acquire or review foundational 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 (e.g., long and unnecessary complex sentences adversely impact clarity and the overuse of short, choppy sentences detracts from the mature, professional tone of a text)
- Understand the terms syntax and fluency
- Understand that, like diction, syntax may vary depending on audience and purpose
- Acquire or review knowledge of informational text structures and headings (e.g., understand the purpose and placement of letters or diary entries in an epistolary memoir)

Instructional Strategies for Teachers:

- Provide clear examples of appropriate syntax, fluency, and structure within informational documents (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
- Identify and discuss texts that may contain sections that do not necessarily contribute to the development of main ideas, illustrating how documents can wander off topic without proper planning and how digressions can detract from meaning and clarity

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

Using a selection of effective speeches from modern history (JFK's inaugural address, Steve Jobs' Stanford Commencement Address, Winston Churchill's "Blood, Toil, Tears, and Sweat,") Have students carefully read the speech at least twice, determining its main idea, message, or argument. Students will then deconstruct these speeches first by counting words, then sentences, then paragraphs. Have them note any other headings, titles, or graphics. (They may also use Microsoft Word and other internet tools to get the Lexile score of the speech and any other quantitative measures available). Have students then define the number of simple, compound, complex, and compound/complex sentences in the document. Using this quantitative information, students will write an analysis of about one page examining how structure alone impacted the rhetorical value of the speech (for example, Martin Luther King's use of parallel structure in opening each paragraph with "I have a dream that..." in the famous speech by the same name). Note: it may take more than one draft for students to be able to narrow the focus to structure alone.

Suggested Key Terms:

Author's purpose	Format	Syntax	Bias	Argument	Fluency	Audience
Claim	Rhetoric	Rhetorical strategy	Extraneous	Evidence	Structure	

	Ninth Grade GSE
	Reading Informational (RI)
	ELAGSE9-10RI6: Determine an author's point of view or purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

Skills/Concepts for Students:
- Understand the various purposes of rhetoric, both positive and negative (for example, propaganda and misinformation as well as inspiration)
- Distinguish the two academic meanings of point of view (narrative voice as opposed to bias or opinion on an issue)
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counterclaim and audience as well as author bias

Instructional Strategies for Teachers:
- Require students to identify audience, purpose, and main idea of a variety of essays on a regular basis so that this becomes an automatic summarizing technique
- Require students to summarize articles and essays to encourage the quick identification of these elements when beginning an analysis
- Provide students with examples of propaganda, advertising, political speeches, etc., that employ extreme and effective rhetorical strategies
- Provide students with examples of text where the author attempts (or pretends to attempt) to maintain objectivity and assess whether an opinion or point of view can be ascertained in some of these cases
- Allow students to attempt to write an article on a topic about which they have an extremely strong opinion without expressing any editorial bias whatsoever to illustrate how difficult this can be

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

Provide students with a variety of articles and essays that clearly use pathos, logos, or ethos to advance their claims. Have students read and reread the articles, then choose one to highlight and annotate to attempt to identify the rhetorical approach most prevalent in the piece. Students will then rewrite the article or essay changing the focus of the appeal to one of the other two focuses (they may use imaginary elements or their own background knowledge). For example, a student might begin by analyzing an essay on spaying and neutering pets that focuses on starving and abused pets roaming the streets (pathos). They will first quantify the effects of this strategy (for example: in paragraph 2, line 5, the author may lose some readers through the graphic description of the pet who was run over), then rewrite the piece to focus instead on, for example, the financial impact on the city's budget of failing to spay or neuter pets (logos).

Suggested Key Terms:

Author's purpose	Rhetoric	Audience	Point of view	Rhetorical strategy	Logic	Bias
Deduction	Pathos	Fallacy	Claim	Logos	Induction	
Counterclaim	Ethos					

	Ninth Grade GSE
	Reading Informational (RI)
	ELAGSE9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.

Skills/Concepts for Students:
- Practice analyzing, comparing, and contrasting literary elements, rhetorical strategies, and aesthetics of visual mediums (e.g., lighting, color, perspective, and purpose of visual elements)
- Practice constructing an objective summary, recognizing editorial bias in personal writing and in the writing of others
- Distinguish main ideas from extraneous details

Instructional Strategies for Teachers:
- Provide quality examples of texts that have been made into films to allow students accessible starting place to explore the concept (informational texts that have been made into movies include *An Inconvenient Truth* and *Fast Food Nation*)
- Provide text copies of screenplays along with original text (such as Mitch Albom's *Tuesdays with Morrie*) for student comparison and attentive reading
- Explore the archives of radio interview programs to select archived interviews with people who have also been profiled in magazines or newspapers or both (Mitch Albom has many radio and television interviews)

Sample Performance-based/Standards-based Task(s):
Explore the archives of radio interview programs to select archived interviews with well-known figures. Have students choose one interview that they find particularly interesting and conduct a search of magazines and newspapers (both print and digital) and television interview programs to find interviews with this individual in several formats, preferably on the same topic. (This will not be difficult to accomplish. Most television shows are now available for viewing through Hulu or other online television archive. Focus on individuals who have published a book or released a movie, run for office, or been involved in some other event that was covered by a variety of media. For example, Jon Stewart was interviewed by *Rolling Stone* magazine, by Terri Gross on radio, and by Sean Hannity on Fox News within six months, and all three transcripts are available). Students will write a detailed analysis of at least two pages comparing and contrasting the nature and content of each piece and how the medium influenced the content.

Suggested Key Terms:

Multimodal	Visual	Rhetoric	Aesthetic	Media/Medium	Symbol	Rhetorical	Compare
Digital	Icon	Abridged	Aural/Auditory	Contrast	Cinema/Film	Visual	

	Ninth Grade GSE
	Reading Informational (RI)
	ELAGSE9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Skills/Concepts for Students:

- Distinguish important facts from extraneous details
- Review the concepts of inductive and deductive reasoning in argument analysis
- Be able to identify logical fallacies as well as reliable and well-supported arguments
- Summarize without editorial bias
- Understand the various purposes of rhetoric, both positive and negative (for example, 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 counterclaim 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

Instructional Strategies for Teachers:

- Provide students with examples of propaganda, advertising, political speeches, etc., that employ extreme and effective rhetorical strategies
- Illustrate the various purposes of rhetoric, both positive and negative (for example, propaganda and misinformation as well as inspiration)
- Study commercials, public service announcements, famous speeches, and other strongly persuasive or argumentative texts to illustrate artful use of rhetorical strategies including fallacies
- Have students engage in formal and informal debate
- Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion

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

Have students watch an archived presidential debate from a previous election (a recent debate may be engaging and relevant, or a famous historical debate such as the Nixon/Kennedy debate may be more academically challenging and instructive. If time permits you may want to view one of each for purposes of comparison and contrast). You will find a wealth of televised debates available for viewing on the internet. After viewing, take a straw poll to determine which candidate the students believe to have been the strongest performer in the debate and discuss the reasons influencing their choice. After the discussion, provide students in small groups with a transcript of the debate (these are also readily available online; every network channel that broadcasts debates provides transcripts online). Have students fact-check assertions made in the transcripts and present a report that statistically profiles the accuracy claims made by the candidates. Conclude this inquiry with a whole-class discussion of factual accuracy versus emotional and visual appeal of the candidates.

Suggested Key Terms:

Audience	Bias	Fallacy	Purpose	Rhetoric	Logic	Claim	Proof
Argument	Evidence	Induction	Counterclaim	Support	Deduction		

	Ninth Grade GSE
	Reading Informational (RI)
	ELAGSE9-10RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.

Skills/Concepts for Students:

- Acquire or review knowledge of the definition of primary and secondary source documents
- Review background knowledge of United States history
- Distinguish theme from main idea or supporting details
- Understand the use of rhetoric and be able to identify rhetorical strategies and their uses and impact on an audience
- Be able to grasp nuances of opinion and strategy in speeches/texts on well-known historical subjects (such as freedom from British rule of the American colonies)

Instructional Strategies for Teachers:

- Place maps of colonial/frontier/modern United States in the classroom for reference
- Place a timeline of U.S. history in the classroom for reference
- Use seminal U.S. historical documents as examples in teaching informational text and rhetoric when possible
- Allow students to reenact debates to perform dramatic interpretations of famous speeches
- Compare and contrast the rhetoric of a variety of figures from U.S. history on the same subjects

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

Have students conduct a short or in-depth research project on the historical, geographic, economic, political, and biographical context of a given famous document from U.S. history. For example, students researching Frederick Douglass' famous speech commemorating the Fourth of July in Rochester, New York in 1952 might explain northern and southern sentiments and economic structures at the time, the audience at the hall, Douglass' speaking schedule, how this speech differed from others on that tour, whether he was married or a father at the time, repercussions of the impassioned and inflammatory speech, even what the weather was like that day or what the newspapers had to say about the event. Students may create a webpage sharing their findings complete with hyperlinks for each piece of information, or may present their findings to classmates through a Prezi or PowerPoint. The project should include a detailed and cogent evaluation of the document's rhetorical strategies.

Suggested Key Terms:

Seminal	Propaganda	Tract	Primary	Theme	Secondary	Literary merit
Sermon	Rhetoric	Interpretation	Address			

	Ninth Grade GSE
	Reading Informational (RI)
	ELAGSE9-10RI10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:

- Practice close and critical reading
- 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

Instructional Strategies for Teachers:

- Choose texts of appropriate complexity
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums
- 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
- Keep a reader's notebook with notes, annotations, and any relevant student work

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

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. 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.

Suggested Key Terms:

Annotation	Memoir	Argument	Periodical	Informational	Rhetoric	Analysis
Inference	Nonfiction	Summary	Citation	Autobiography	Genre	Journal
Literary nonfiction						

Ninth Grade GSE
Writing (W)
ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.** **b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.** **c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.** **d. Establish and maintain an appropriate style and objective tone.** **e. Provide a concluding statement or section that follows from and supports the argument presented.**

Skills/Concepts for Students:

- Distinguish supporting evidence from repetition or extraneous detail
- Distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Address audience bias and counterclaims
- Write with appropriate organizational structure for argument or claim (comparison/contrast, logical order, etc.)
- Understand persuasive rhetorical strategies
- Use transitions effectively
- Exhibit knowledge of formal manuscript styles including MLA and APA and create citations accordingly
- Use effective strategies for conclusion, avoiding simple restatement or introduction of new ideas

Instructional Strategies for Teachers:

- Provide engaging, stimulating, and relevant text-based topics for argumentation
- Vary writing assignments to include both short and sustained projects, researched argumentation, group projects, and multi-modal writing
- Require formal manuscript styles on some assignments, including formal works cited pages and appropriately formatted citations
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out persuasive strategies in everyday discourse (for instance, when students argue against weekend homework)
- Include the study of and writing of literary criticism as a type of argumentative writing

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

Students will conduct a short research project on discoveries that changed the world (penicillin, theory of relativity, DNA, silicon chip, etc.). Brief group digital inquiry will yield a bank of approved subjects for focus. Students may be asked to work independently, or in pairs or small groups, to

produce a two-page essay supporting their claim that their chosen discovery was indeed of primary importance, even in relation to the other important discoveries in the discussion. The resulting paper will combine significant research with argument writing that will advance the writer's claim and provide extensive support from appropriate texts. The writing process will include annotation of texts through the production of note cards providing evidence of supporting facts gathered from resources. Students will be allowed to reference their note cards in team debates to be held upon completion of the essays.

Suggested Key Terms:

Argument	Support	Syntax	Persuasion	Citation	Structure
Annotation	Organization	Counterclaim	Transition	Closure	Claim
Thesis	Evidence	Diction			

	Ninth Grade GSE
	Writing (W)
	ELAGSE9-10W2: 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** **b. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** **d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.** **e. Establish and maintain an appropriate style and objective tone.** **f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**

Skills/Concepts for Students:
- Construct a summary of a text without editorial bias
- Understand the interplay and progression of multiple ideas within a single theme or topic
- Distinguish important facts from extraneous details
- Format and structure expository essays for maximum clarity and impact, including effective use of transition words and phrases
- Use academic and technical vocabulary effectively; use sophisticated syntax
- Understand the rules of major manuscript styles such as MLA and APA, including appropriate use of correctly formatted citations

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

Sample Performance-based/Standards-based Task(s):
To sharpen students' skills at identifying and maintaining an objective and unbiased tone in informative and explanatory writing, it can be instructive to require expository writing in response to heavily biased text (some places to find heavily biased text include political debates, op-ed pieces in the local newspaper, agenda-driven books and magazines, and advertisements). Provide students with a persuasive text and require them

to write an informative/explanatory essay explaining the author's purpose, rhetorical strategies, and intended audience of the persuasive piece, using quotations and evidence from the text to support their unbiased analysis.

Suggested Key Terms:

Informative/Informational	Multimodal/Multimedia	Cohesion	Exposition/Expository
Transition	Closure	Topic	Theme
Thesis	Diction	Structure	Syntax
Organization	Implication/Inference	Manuscript style/MLA/APA	

	Ninth Grade GSE
	Writing (W)
	ELAGSE9-10W3: 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, 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.** **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:
- Know the elements of plot structure
- Understand the elements of characterization
- Use figurative language, imagery, sensory detail, and other literary devices to make stories realistic and engaging
- Employ appropriate organizational structures to ensure cohesion in narratives
- Use diction and syntax of appropriate sophistication for grade level, audience, and purpose

Instructional Strategies for Teachers:
- Always tie narrative writing opportunities to a text under consideration
- Because formal analysis and research papers will not require narrative writing, supplement narrative writing opportunities with daily writing
- Allow students to explore narrative styles by emulating the styles of favored authors for specific assignments
- Remember to require the same rigor and sophistication in narrative writing that is required in other grade-level appropriate texts

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

Have students extend the experience of a character in a literary text under consideration past the point where the novel stops a narrative line. For example, students may write an additional short chapter for *Lord of the Flies*, explaining what happens to Ralph in the days or weeks following the end of the novel. This narrative should use specific evidence from the original text to determine what words or actions the characters would use to be true to the characterization developed by the author. The student should emulate the diction, syntax, and other stylistic elements of the original author to illustrate his or her understanding of those elements.

Suggested Key Terms:

Exposition	Denouement	Character(ization)	Pacing	Rising action	Flashback	Chapter
Parallel	Plot	Climax	Foreshadowing	Epilogue	Dialogue	Conflict
Imagery	Falling action	In media res	Prologue	Figurative language	Resolution	Sensory detail

Ninth Grade GSE
Writing (W)
ELAGSE9-10W4: 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:
- Understand the elements of style in all genres of writing, including diction, syntax, tone, etc. (see sample writing rubrics for guidance)
- Understand the appropriate use of transitional words and phrases
- Use structure and organization for maximum clarity and effectiveness across all genres
- Understand and employ correct grammar and conventions for the English language, varying diction/style as appropriate for audience and purpose
- Maintain focus on audience and purpose
- Accurately read and interpret writing prompt
- Use appropriate tone by determining and respecting audience

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

Sample Performance-based/Standards-based Task(s):
Students review their own writing portfolios. Students will write a self-reflection on personal growth and specific changes they notice in developing and organizing ideas. Teachers may provide a graphic organizer steering students toward items for their attention. Students may choose a specific document from writing folder for other students to read. Reviewers will use provided sticky notes to write compliments/suggestions to fellow students. Once students read comments on sticky notes, they may summarize the suggestions as an addition to their self-reflection.

Suggested Key Terms:

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

Ninth Grade GSE
Writing (W)
ELAGSE9-10W5: 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 9–10.)

Skills/Concepts for Students:
- Cultivate the habit of drafting and revising major (and not so major) written work
- Understand and employ effective strategies for editing and revising (revising by element, reading aloud, reviewing with peers, etc.)
- Always review work for genre adherence (audience and purpose) and sharpen focus as appropriate
- Acquire and review increasingly sophisticated knowledge of grammar and conventions and avoid errors
- Engage in periodic self-reflection about writing growth

Instructional Strategies for Teachers:
- Use a consistent rubric and scoring system throughout the year and across grade levels when possible
- Guide students in how to effectively use rubrics to critique and enhance their writing
- 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 writing elements in all reading assignments and a reading component in all writing assignments, incorporating language and speaking/listening routinely

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

Put students into fairly large groups (4-6) and have them incorporate all of the requirements for effective team brainstorming, planning, and goal setting set forth in the Speaking and Listening standards to work effectively together to produce a peer review worksheet. Explain that this worksheet should represent the very best ideas of the entire group concerning what specific elements in a text should be reviewed by an editor and what kinds of feedback are most useful. When the groups have produced their peer review worksheets, project them for whole-class viewing. Conduct a comparison of the worksheets, keeping the best elements of each and adding any necessary elements to create a comprehensive and effective worksheet/template for class use. Items to note may include the inefficiency of "yes/no" questions such as "Did the student adequately support his claim?" Make sure all questions/check points require a text-based response by the reviewer (so instead, the question might read, "note three pieces of evidence from the text cited by the student in support of his claim").

Suggested Key Terms:

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

	Ninth Grade GSE
	Writing (W)
	ELAGSE9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Skills/Concepts for Students:

- Proactively maintain knowledge of and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire and maintain keyboarding skills adequate to produce text in the quantities and within the time limits required
- 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 others to access

Instructional Strategies for Teachers:

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

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

As a class, produce, direct, and publish a weekly podcast. Use guidelines for Speaking and Listening to establish collegial rules of conduct, set goals, and divide tasks fairly. The podcast may include weekly installments of a text, literary criticism, class news, world news, arts and entertainment, or any other instructionally-based material the students wish to produce. A routine podcast that occurs weekly or monthly can provide an infrastructure for a great deal of instruction, providing a framework for broadcasting, journalism, peer editing, group collaboration, reading, commentary, and analysis.

Suggested Key Terms:

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

Ninth Grade GSE
Writing (W)
ELAGSE9-10W7: 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:
- Understand the concept of plagiarism and avoid it; cite all source material accurately
- 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
- Routinely synthesize cited material, quotations, inferences, and other support into research, writing smoothly and coherently
- Practice planning appropriately, adhering to goals and deadlines, and using research and writing time allotted efficiently

Instructional Strategies for Teachers:
- Allow opportunities for both formal and informal research projects, including group and individual projects, short and sustained, formal and informal citation styles
- 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
- Share research findings with interested parties outside of the classroom when possible

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

In the context of a study of Thomas Friedman's *Hot, Flat, and Crowded*, have students construct a research inquiry into applications of Friedman's "Geo-Greenism" in their own communities. Using principles from the text for the greening of local enterprises, students will research and compile a brochure or website that will serve as a guide to local businesses on ways to recycle, locally available programs, alternative cleaning supplies, and any other resources available locally to assist business owners in conserving resources and reducing pollution. The information should be promoted effectively within the community so that stakeholders are aware of it. An extension of this activity could include a follow-up study of practices that were effectively implemented as a result of the student project.

Suggested Key Terms:

Compile	Synthesis	Qualitative	Evaluate	Inquiry	Quantitative	Annotate	Credibility
Secondary	Source	Citation	Manuscript style		Digital	Header/Footer	Relevance
Bias	Primary						

Ninth Grade GSE
Writing (W)
ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Skills/Concepts for Students:

- Practice maintaining appropriate focus in research, narrowing or broadening inquiry as appropriate, avoiding digression and ineffective sources/strategies
- Understand the concept of plagiarism and avoid it; citing all source material accurately
- Distinguish between relevant facts and extraneous facts or details
- Distinguish credible sources, whether digital or textual, from sources that are not credible or reliable
- Become familiar with common manuscript styles, including MLA and APA, and format papers and citations appropriately

Instructional Strategies for Teachers:

- Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, and discuss how citation styles vary for these media
- Examine indicators of credibility in resources, especially digital resources; teach the concept of peer review in scientific articles
- Teach major manuscript styles and require composition of citations without dependence on electronic citation generators

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

Sample Task for Integration:

Provide a list of several websites/digital resources for students to evaluate. Plant several sources on the list that are known to be unreliable (these may have varying levels of obviousness/subtlety in their unreliability). Have students provide a citation and annotation for each website/resources, summarizing its contents by citing specific quotes/facts/evidence from the text of the site itself. Students should assign a grade for reliability between 1 and 10, supporting their assessment with evidence.

Suggested Key Terms:

Digital	Credibility	Plagiarism	Multimedia	Evaluation	Relevant	Citation
Summarize	Extraneous	Annotation	Paraphrase	Integrate	Reliability	Quote
Manuscript style/format						

Ninth Grade GSE
Writing (W)
ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").** **b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").**

Skills/Concepts for Students:

- Gain a deep understanding of the terms analysis and synthesis, and apply these parameters in responding intelligently to literature and informational text
- Understand the literary elements that should be examined in a literary analysis essay (such as diction, syntax, tone, mood, imagery, figurative language)
- Understand the informational and rhetorical elements that should be examined in an informational analysis essay (such as diction, syntax, structure, logical fallacies, pathos, logos, ethos, peer review)
- 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 and of provide evidence and support for the asserted claim

Instructional Strategies for Teachers:

- Maintain the practice of requiring text-based evidence and support for all claims, inferences, and assertions proposed in the classroom, whether formal or informal
- Share effective student models of analysis essays
- Review the concept of analysis and the elements to be considered (a checklist may even be provided to scaffold this skill initially, précis writing is also an effective organizational tool for analysis)
- Incorporate the study of popular literary criticism to scaffold the concept of text analysis

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

Following the completion of a literary novel study (for example, *To Kill a Mockingbird*,), introduce the concept of literary criticism (literary criticism is the evaluation, analysis, description, or interpretation of literary works by both amateurs and professionals) with students, introducing several styles of literary criticism and providing a list of literary terms and rhetorical strategies for their reference. Students will choose a critical essay that they believe best captures the style and intent of the novel and will write an evaluation of the critical essay that 1) explains why the student finds it accurate or insightful and 2) researches and examines at least three claims made by the critic about specific facts or elements from the text.

Suggested Key Terms:

Genre	Analysis	Literary criticism	Informational	Rhetoric	Evaluation	Citation
Synthesis	Evidence					

	Ninth Grade GSE
	Writing (W)
	ELAGSE9-10W10: 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 written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

Instructional Strategies for Teachers:

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

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

See sample tasks provided for ELAGSE9-10W1 through ELAGSE9-10W9 for suggestions on implementation of routine, research, and analysis writing in grade 9.

Suggested Key Terms:

Diction	Introduction	Syntax	Fluency	Conventions	Figurative language	Structure
Evidence	Style	Organization	Imagery	Detail	Voice	

	Ninth Grade GSE
	Speaking and Listening (SL)
	ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles, as needed.** **c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.** **d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**

Skills/Concepts for Students:

- Confidently interact with peers and adults
- Make eye contact, speak loudly enough to be heard, shake hands or make introductions in a mature manner
- Cultivate the ability to present information to a group or audience
- Be courteous and attentive, taking turns and setting goals as appropriate
- Cultivate a mature perspective on diverse cultures and points of view
- Provide evidence and support for positions, claims, and assertions made, whether formally or informally
- Treat conversation as a skill, preparing for discourse by learning about diverse perspectives and subjects and eliciting comments from others
- Thoughtfully incorporate what you learn from listening to and speaking with others to shape your own world views

Instructional Strategies for Teachers:

- Provide opportunities for students to present material not only to peers but to a wider audience
- 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

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

Convene a mock academic conference modeled after those that colleges frequently host, where the topic of discussion will be the works of an author under consideration in your class. Review the agendas of literary or scientific conferences available online to determine the kinds of roundtable discussions you might schedule. Assign students topics of expertise, such as the author's use of symbolism in his works, or how his or her childhood impacted the themes of the novels, etc. Several if not all students may be scheduled to "present" a paper they have written to the

group and conduct a discussion afterward. The "conference" may be scheduled to last more than one day and may include fun touches such as ordering a special lunch, reserving the auditorium, combining multiple classes, or inviting guests.

Suggested Key Terms:

Diverse	Evidence	Paraphrase	Evidence	Collegial	Explicit	Multimedia
Discussion	Implicit	Consensus	Accountable talk			

Ninth Grade GSE
Speaking and Listening (SL)
ELAGSE9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Skills/Concepts for Students:
- Understand and practice the concept of synthesizing ideas to present a case or claim
- Understand the commonalities between ideas presented in diverse media and emphasizing those commonalities in support of the case or claim
- Evaluate all sources, especially websites, for credibility, understanding what the indicators of credibility are
- Evaluate sources for accuracy when appropriate (for example, a site may be credible, but may contain a typo making 1,000 into 10,000)

Instructional Strategies for Teachers:
- Require multiple media and format in source materials (for example, a research project may require two interviews, three peer-reviewed journals, one resource text, and two digital sources, such as websites)
- Practice and model synthesis and integration with students; "Document-Based Questions" 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 for evaluation that are inaccurate or not credible so that students have experience identifying unreliable sources
- Consider providing (or constructing as a class) a resource evaluation checklist or template that might include tips such as checking for the domain of the site (.edu or .org for example), date of last update, or credentials of the webmaster

Sample Performance-based/Standards-based Task(s):
Using a released CollegeBoard practice prompt for United States History, World History, or Language that is at a comprehension level appropriate for 9th grade, familiarize students with the concept of the synthesis essay. Generally a synthesis prompt will contain 4-6 resources of diverse genre/origin relating to a single topic, (for example, a map, a newspaper article, a diary entry, and an encyclopedic text relating to the bombing of Dresden) and will require students to integrate all or most of these resources in a cogent essay on the topic. After acquainting students with the composition of a synthesis essay packet, allow them to construct a synthesis essay packet for a text under consideration in your classroom. For example, if your students are reading *Animal, Vegetable, Miracle* by Barbara Kingsolver (a book about conserving resources by using locally grown foods), they might compile a synthesis packet and prompt containing a map of the US or world, a graph showing statistics regarding how far the average piece of fruit is transported to get to market, a list of vendors at the local farmers' market, etc. Students must annotate each source to explain its relation to the original text. Finally students will trade synthesis packets and write essays using the material provided using the same skills and conventions they would use in a "DBQ."

Suggested Key Terms:

Integrate	Credible	Textual	Diverse	Accurate	Digital	Media
Qualitative	Evaluate	Oral	Quantitative	Visual	Cite	

	Ninth Grade GSE
	Speaking and Listening (SL)
	ELAGSE9-10SL3: Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Skills/Concepts for Students:
- Distinguish supporting evidence from repetition or extraneous detail
- Distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Address speaker bias and counterclaims
- Understand and effectively analyze a speaker's use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Consider the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Instructional Strategies for Teachers:
- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion, and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse (for instance, when students argue against weekend homework)

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

In advance, choose a TED Talk based on a topic or idea currently being studied in class. Prior to video presentation, have the class brainstorm about what elements would contribute to an effective speech (eye contact, appropriate volume, ease of the speaker, staying focused and on topic, using humor or other strategies to engage the audience, supporting claims with evidence, etc.). Have students rate the speaker and take notes on his or her main points during the talk. Provide a graphic organizer for students to fill in while listening to the talk. Provide a place for students to write personal questions about claims made within the speech. Students will write an analysis of the speaker's performance afterward, evaluating the speech and including specific references to the speech to support assertions. An extension of this activity could be for students to research unsupported claims or fallacies in the speech.

Suggested Key Terms:

Argument	Support	Spin	Persuasion	Visual rhetoric	Point of view	Claim	Audience
Fallacy	Bias	Counterclaim	Reasoning	Author's purpose	Evidence	Distortion	

	Ninth Grade GSE
	Speaking and Listening (SL)
	ELAGSE9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Skills/Concepts for Students:

- Make eye contact and speak loudly enough to be heard
- Cultivate the ability to present information to a group or audience
- Distinguish between circumstances calling for formal language and those calling for less formal language
- Provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Distinguish supporting evidence from repetition or extraneous detail
- Distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Address audience bias and counter-claims
- Understand persuasive rhetorical strategies

Instructional Strategies for Teachers:

- 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
- Provide engaging, stimulating, and relevant text-based topics for presentations
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out rhetorical strategies in everyday discourse (for instance, when students argue against weekend homework)

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

This slightly unusual task focuses students on presenting information in ways that are extremely focused as to audience and task. Have students in groups of prepare presentations based on a text currently under consideration, varying the audience and purpose for each as a way to examine the impact of audience and purpose on the presentation's diction, content, length, and other parameters. For example, for students reading *Animal Farm* by George Orwell, they may receive the following instructions: Group One will produce a puppet show enacting chapter one of *Animal Farm* that accurately captures the characterization of each major character through appearance, tone of voice, actions, etc., which would be appropriate for 6th graders; Group Two will present a PowerPoint providing visual examples of the imagery described by Orwell, with commentary on the impact of that imagery and his use of sensory details on the reader which would be appropriate for a college-level group of Orwell scholars; Group Three will create a Prezi that gives an overview of Orwell's life and political beliefs that explicate some of his rationale for writing *Animal Farm* which would be appropriate to an audience who had never heard of him or read his books; and so on.

Suggested Key Terms:

Presentation	Task	Support	Media	Purpose	Presence	Speaker	Substance	Eye contact
Audience	Style	Concise	Discourse	Evidence	Reasoning			

	Ninth Grade GSE
	Speaking and Listening (SL)
	ELAGSE9-10SL5: 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, as well as to add interest.

Skills/Concepts for Students:

- Proactively maintain knowledge of and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Publish personal work routinely, both to fellow classmates and digitally to the general public, including posting or creating films, blogs, podcasts, Prezis, Wikis, websites, and other bases for information to be accessed
- Consider the word *strategic* in the standard to make a decision about when and how to use digital media for maximum impact

Instructional Strategies for Teachers:

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

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

Have students choose a poem from a variety under consideration by the class. Students will thoroughly explore this poem including the meanings of unknown words, its form and meter, sound devices, figurative language, imagery, relevant background on the poem's author, other contextual elements such as heritage or geography, etc. Students will complete the exploration part of the project by writing a literary analysis of the poem. Finally, the student will create a website (using Dreamweaver or any other simple platform) about the poem. All of the information gathered through the exploration (which should include pictures, maps, dictionary entries, written text, and any number of other pieces of relevant information) will be attached to the poem through hyperlinks attached to a relevant word in the poem or title. Poetryoutloud.org provides an extensive collection of student-appropriate poems.

Suggested Key Terms:

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

	Ninth Grade GSE
	Speaking and Listening (SL)
	ELAGSE9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Skills/Concepts for Students:
- Acquire and periodically review the rules of standard English, avoiding mistakes in agreement, tense, and other common conventions of use
- Bring judgment and critical thought to the considered use of formal and informal English, carefully considering the appropriate discourse for a given occasion
- Routinely go to reference materials to refresh knowledge of particulars of use, such as which titles are underlined and which are in quotations, or when to capitalize *father* or *east*

Instructional Strategies for Teachers:
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the ELAGSE's "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)

Sample Performance-based/Standards-based Task(s):
Allow students to explore dialectic speech through story-telling. Students may research and find stories from various cultures or practice reading excerpts from novels that are written in dialect (such as "Thank you, M'am"). For this exploration, guest story-tellers may be invited to present to the class. Students should conclude the activity by writing a reflection providing specific examples of dialect from the text and analyzing the impact of its use on the reader and the story. Students should address why the author would make the choice to write or speak in dialect given its inherent difficulties.

Suggested Key Terms:

Colloquial   Dialect   Conventions   Discourse   Formal   Informal   Standard   Non-standard

Ninth Grade GSE
Language (L)
ELAGSE9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a. Use parallel structure.** **b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.**

Skills/Concepts for Students:
- Periodically review and maintain familiarity with common and more sophisticated rules of use, grammar, and conventions in standard English such as the parts of speech, agreement, and antecedents, etc.
- Employ parallel structure in writing for effect, and recognize its use in texts
- Review and employ knowledge of construction of phrases and clauses and use them correctly and effectively to construct varied sentences

Instructional Strategies for Teachers:
- Consult the ELAGSE's "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 9th grade level, students may be able to experiment with using non-standard constructions to purposeful effect, but this should be undertaken advisedly (students must know and understand the rules they intend to bend)

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

For any major text under consideration by the class, a learning wall may be created where "cheers and jeers" may be posted. Here students can place new and interesting vocabulary, interesting sentences or quotes, exceptions to usage or "mistakes" (such as William Faulkner's run-on sentences or e.e. cummings' lack of capitalization). These entries may be studied holistically after several items have accrued to shed light on an author's voice and style. For those with the site permission to do so, chalkboard paint is available that will turn a wall into a blackboard simply by painting it. Windows are fun to write on with expo markers (which, of course, wipe right off).

Suggested Key Terms:

Standard	Verb phrase	Independent clause	Parallel structure	Non-standard
Adjectival phrase	Dependent clause	Grammar	Conventions	Participial phrase
Prepositional phrase	Noun clause	Relative clause	Noun phrase	
Absolute phrase	Adverbial clause			

	Ninth Grade GSE
	Language (L)
	ELAGSE9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.** **b. Use a colon to introduce a list or quotation.** **c. Spell correctly.** **d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.**

Skills/Concepts for Students:

- Review and maintain familiarity with rules and patterns of spelling in standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Understand the rules of colon and semi-colon usage and use them correctly
- 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 precious points in SAT, AP, college entrance essays, and job applications

Instructional Strategies for Teachers:
- 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 Performance-based/Standards-based Task(s):

Conduct a punctuation court. Wear a judge's black robe, and use a gavel. Provide students with passages that are punctuated incorrectly. Students must provide evidence to the court on why a punctuation error has occurred. The judge will rule whether the discussed sentence is guilty or not guilty of the error.

Suggested Key Terms:

Conventions	Semicolon	Quotation	Legible	Capitalization	Punctuation	Colon
Revision symbols						

	Ninth Grade GSE
	Language (L)
	ELAGSE9-10L3: 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, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Skills/Concepts for Students:
- 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 grade 9, be thoroughly familiar with what is meant by "manuscript style" and know the basic requirements of APA and MLA styles

Instructional Strategies for Teachers:
- Require a formal manuscript style such as MLA or APA for at least a few papers each year
- Require students to construct stylistically accurate citations without the assistance of an electronic citation generator
- Use tact and perspective in considering colloquial and dialectic language, remembering that non-standard language is extremely prevalent in the digital age; this concept will require increasing attention as media become ever more prevalent in students' lives
- Provide opportunities for students to write for a purposefully diverse array of audiences and purposes to allow exploration of various choices for meaning and style

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

Allow students to translate portions of a Shakespearean text under consideration in grade 9, such as *Romeo and Juliet*, in a variety of styles to facilitate a discussion of effective language choices. Text sections may be translated into "IM" (instant message) language, into standard modern English, into a regional dialect, non-standard (appropriate) slang, or even "Spanglish" or a foreign language. This activity can aid comprehension of the Elizabethan dialogue, but can also give important insight to students as to how the nature of the language changes the meaning and perception of the text. This activity should be accompanied by close, attentive reading of the original text, and responsible and text-based explanations of the choices made in translation, along with thoughtful analysis of the nuances of meaning introduced or removed through translation. Make sure to use a text that does not provide a summary or paraphrase of the passage under consideration.

Suggested Key Terms:

Style manual (APA, MLA)	Colloquial	Discipline (subject)	Format Comprehension	Context
Style	Effective	Dialect		

	Ninth Grade GSE
	Language (L)
	ELAGSE9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **a. Use context (i.e., 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., analyze, analysis, analytical; advocate, advocacy).** **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.** **d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

Skills/Concepts for Students:

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

Instructional Strategies for Teachers:

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

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

Have students keep a log book of all unfamiliar words encountered, both within texts and in academic and technical contexts (for example, literary and rhetorical terms). Terms gleaned from texts should be logged with text reference of text, author, title, and page. Encourage students to maintain this book beyond the school year, logging words they particularly like or are intrigued by. Incentives for well-kept logs could include their allowance as reference when testing or writing, or during a spelling bee.

Suggested Key Terms:

Etymology	Inference	Source	Analyze	Determine	Context	Diction	Clarify
Identify	Connotation						

Ninth Grade GSE
Language (L)
ELAGSE9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a. Interpret figures of speech (e.g., euphemism, oxymoron) 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 (such as metaphor, simile, personification, hyperbole, euphemism, oxymoron)
- Understand the impact of writer's craft when using literary elements such as imagery and figurative language
- Identify and analyze various sound devices (such as alliteration, assonance, consonance, onomatopoeia)
- Bring a high-school level of sophistication to the consideration of nuances of meaning in words (e.g., close versus slam, or strut versus walk)

Instructional Strategies for Teachers:

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

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

Students will study a visual text that is connected to texts under consideration (for example, "Bronzeville at Night" by Archibald Motley, within the context of a study of works of the Harlem Renaissance). This is an opportunity for small group and whole class discussion on the aesthetics of certain kinds of visual texts and the relationship of those aesthetics to literary elements (such as tone, imagery, mood, author's purpose). Independently, students will compile a list of adjectives describing the painting. From this list of adjectives, students will create phrases of figurative language (for example, "mysterious" may become "as mysterious as an unopened book"). Finally, students will make a list of ten examples of figurative language from texts under consideration in class. Using art books and digital resources, students will choose a visual representation for each example of figurative language, writing a brief annotation for each choice explaining how the visual resonates aesthetically with the text and the phrase.

Suggested Key Terms:

Figurative	Simile	Juxtaposition	Literal	Personification	Onomatopoeia	Connotation
Hyperbole	Euphemism	Denotation	Idiom	Oxymoron	Metaphor	Alliteration
Nuance						

	Ninth Grade GSE
	Language (L)
	ELAGSE9-10L6: 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
- Acquire or review 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
- Differentiate between situations that require formal diction and those that do not
- Examine author's purpose in word choice and be aware of your own purpose when choosing language
- Analyze the cumulative effect of diction on a text

Instructional Strategies for Teachers:

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

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

Instruct students to pull eight relatively difficult words from the studied text. List the words on the board as students suggest them. Ask for students to randomly call out numbers one through eight. As students provide each number, write it beside the listed word. When finished, each word should have a different number (1-8). Instruct students to write an eight-line poem using the eight words. If the first suggested word happens to be *ubiquitous* and the number 4 is beside it, then *ubiquitous* must be the fourth word in the first line of the poem. If the second listed word is *antiquated* and the number 8 is beside it, then *antiquated* is the eighth word in the second line of the poem. The poems must be cohesive and must make sense. The original eight words must be used purposefully.

Suggested Key Terms:

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

Revisions to GSE

A comparison of the previous standards and the revised GSE

Overview

The following pages contain a comparison of items from the previous standards and the revised Georgia Standards of Excellence (GSE). This section is not meant to serve as the definitive guide to each of the GSE standards; that is provided in the previous section, entitled "Guidance," along with skills, concepts, tasks, and strategies. In this section, you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise altered.

Summary of Changes for English Language Arts (ELA) Standards

Grade Nine – Literature and Composition

This document identifies **grade level changes for the 2015-2016 school year and beyond**.

Previous Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond

Reading Literary (RL)

Previous Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond
ELACCL9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ELACCL9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée de Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment.

Reading Information (RI)

Previous Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond
ELACCL9-10RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.

Previous Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond

Writing (W)

ELACCL9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain an appropriate style and objective tone. e. Provide a concluding statement or section that follows from and supports the argument presented.

Previous Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond
ELACCL9-10W2: 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary 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).	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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain an appropriate style and objective tone. 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).
ELACCL9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generate 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.	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.

Previous Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond

Speaking and Listening (SL)

ELACCL9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language (L)

ELACCL9-10L3: 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	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, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, APA Handbook, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

AT-A-GLANCE GUIDE FOR COMPARISON STANDARDS - GRADE NINE

Grade Level	Strand	Standard
Grades 9-10	Reading Literary Text	GSE9-10RL2
		GSE9-10RL7
	Reading Informational Text	GSE9-10RI9
	Writing	GSE9-10W1.d
		GSE9-10W2.e
		GSE9-10W7
	Speaking and Listening	GSE9-10SL3
	Language	GSE9-10L3

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

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

STANDARD	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**					
ELACSE1L1i. Use frequently occurring prepositions.		▓	▓	▓	Subsumed by **ELAGSE4L1e**						
ELAGSE1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. 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. ELACC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				▓	▓	▓	▓	▓	▓	▓	▓
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.				▓	▓	▓	▓	▓	▓	▓	▓
ELAGSE3L3a. Choose words and phrases for effect.				▓	▓	▓	▓	▓	▓	▓	▓
ELAGSE4L1e. Form and use prepositional phrases.					▓	▓	▓	▓	▓	▓	▓
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					▓	▓	▓	▓	▓	▓	▓
ELAGSE4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					▓	▓	▓	▓	▓	▓	▓
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.					▓	▓	▓	Subsumed by **ELAGSE7L3a**			
ELAGSE4L3b. Choose punctuation for effect.					▓	▓	▓	▓	▓	▓	▓
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.						▓	▓	▓	▓	▓	▓
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						▓	▓	▓	▓	▓	▓
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						▓	▓	▓	▓	▓	▓
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							▓	▓	▓	▓	▓
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							▓	▓	▓	▓	▓
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							▓	▓	▓	▓	▓
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							▓	▓	▓	▓	▓
ELAGSE6L3b. Maintain consistency in style and tone.							▓	▓	▓	▓	▓
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.