TEACHER GUIDANCE

For teaching the Georgia Standards of Excellence (GSE)

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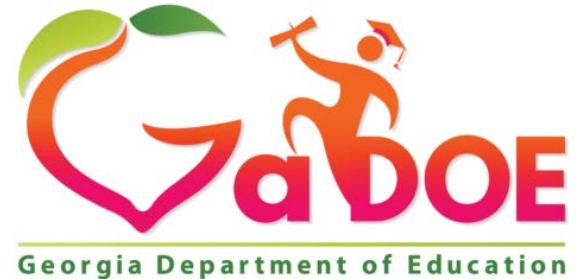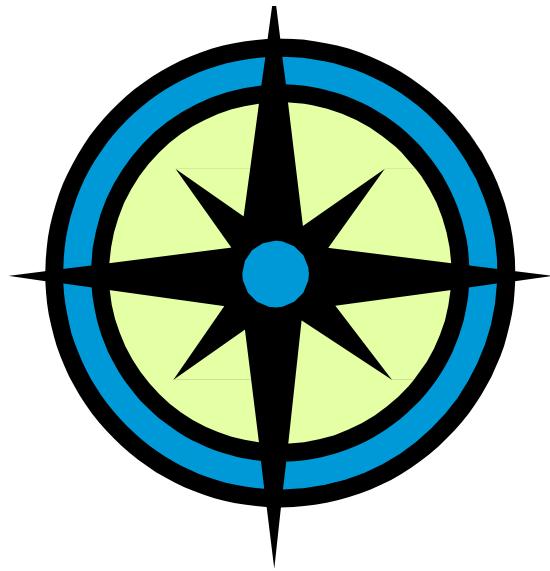
Richard Woods, Georgia's School Superintendent
*"Educating Georgia's Future"*

Grade Ten

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.
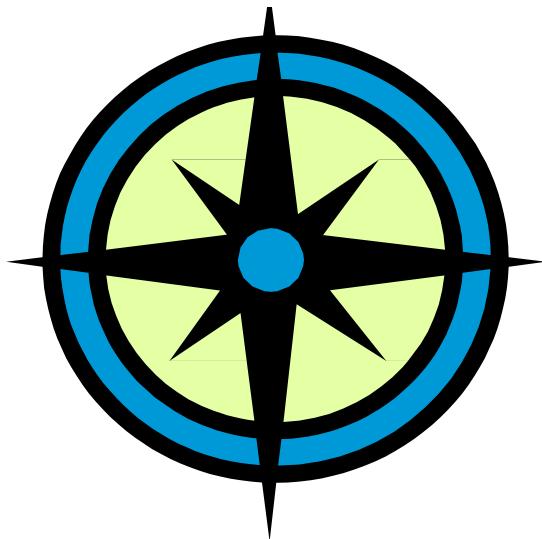
GSE TEACHER GUIDANCE:

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

	Tenth 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 details from irrelevant details
- Recognize and select literary elements for analysis (such as diction, tone, imagery, figurative language, motif)
- 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 strategy 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):

An interview of a major character allows students to analyze what the text says explicitly and to make inferences and predictions based on textual evidence. For the mock interview, students choose a character from a text they have read. One student interviews, and the other student responds in character. The pairs draft in-depth interview questions and detailed answers. The students provide annotated evidence from the text and a rationale for each question and its answer. If Shakespeare's *Julius Caesar* is the source text, the interviewer asks Brutus whether he truly supported Caesar, based upon his misgivings expressed in conversations with Cassius. Brutus replies using lines from the text, both explicit and paraphrased, and by directly alluding to his conversations with Cassius. He supports his claim that he loves Caesar but loves his country more. The interviewer infers from Brutus' response for the next question inquiring about the contents of the letter he has received in 2.1. After this work, students have a clear understanding of the importance of textual evidence to support analysis and are ready to practice these skills.

Suggested Key Terms:

Annotation	Figurative language	Inference	Imagery	Detail
Diction	Text	Evidence	Tone	21Genre
Fact	Support			

	Tenth Grade GSE
	Reading Literary (RL)
	ELAGSE9-10RL2: 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.

Skills/Concepts for Students:

- ♣ Practice attentive 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 be able to articulate that development in both written and oral expression

Instructional Strategies for Teachers:

- Provide examples of theme(s) in well-known texts
- Have students learn and practice précis writing as a method of objective summary
- 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 (e.g., the main idea in *Julius Caesar* may be the murder of Julius Caesar by his former supporters, but theme(s) may be pride, a drive to power, or betrayal)

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. Theme is expressed not only through the aggregate of words and actions in a text, but also through a motif that develops or explains a theme (e.g., recurring images, ideas, or actions that have a symbolic significance). In *Julius Caesar*, for example, omens and prophecy frequently appear at crucial times, moving the plot forward and giving the reader a clue that the belief in fate motivates major theme(s) in the play. Letters are also a motif that connotes the theme of miscommunication and misunderstanding caused by hubris. Have students justify their perception of a text's theme by explaining why the selected motif or recurring symbol develops the theme. After students have recorded notes based on textual evidence of the function and message of that motif within the piece in their reader's notebook, they create an artistic representation of the motif (e.g.,-picture, an object, a song,). Their work may be presented orally via a museum walk of the artistic representations posted in a specific location (e.g., the classroom walls, a hallway wall). This activity early in the year strengthens the year's foundation of literary analysis.

Suggested Key Terms:

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

	Tenth 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 of characters who embody disparate characteristics (for example, Gollum in *Lord of the Rings*)

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
- Guide students in thinking critically about an author's choices in character and plot development, asking not only how, but why a character, plot, or setting is developed in a certain manner
- 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, or round

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

Examining the motivations that predict or reveal how characters will proceed or how they will react in a given circumstance provides readers and writers a way to assess whether they have accurately synthesized the details provided by the author in constructing a character. Choose a well-developed protagonist from a text and have students conduct a "psychoanalysis" timeline throughout the text that attempts to decipher the character's reasons and motivations for his or her actions and thoughts. This info-graphic will require specific textual evidence and warranted inferences about the development of the character and the underlying beliefs and motivations that shape his or her behaviors and choices in the text. For example, analyze the dynamic changes in Jerry, the young English boy in Doris Lessing's short story, "Through the Tunnel." Jerry finds his own identity and experiences a transformational rite of passage, changing from a little boy, only child of a widowed mother, to a competent child ready to embrace his future as a young man.

Suggested Key Terms:

Character(ization)   Antagonist   Static   Protagonist   Dynamic
Round   Flat   Conflict

	Tenth Grade GSE
	Reading Literature (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 the identified tone of a text
- Understand how other literary elements such as imagery and figurative language contribute to tone
- Identify and analyze impact of various types of figurative language (e.g., metaphor, simile, personification, hyperbole, synecdoche, metonymy)
- Identify and analyze impact of various sound devices (e.g., alliteration, assonance, consonance, onomatopoeia)

Instructional Strategies for Teachers:

- Guide students in identifying various types of figurative language; provide contextual examples
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary
- Practice illustrating how diction of a text impacts the author's perspective and its tone

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

Students will examine the impact of figurative language on the tone of a text (e.g., Anton Chekov's "The Looking-glass" or Homer's *Iliad*) 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 digital text. 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 that these edits change the tone and meaning of the text.

Suggested Key Terms:

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

	Tenth 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, stave)
- Be able to accurately identify rhyme scheme and acquire an understanding of basic metrical formulas (for example, iambic pentameter)
- Understand the elements of plot development
- 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:

- Teach literary text structures and how to make purposeful text choices to demonstrate concepts such as flashback, foreshadowing, and parallel plot (eReading Worksheets provides a useful text structure resource)
- 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
- Review rhyme scheme and introduce meter, including iambs and feet
- 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):

Build on students' background knowledge by asking them to describe what they already know or remember about how an author crafts a story. Allow students to discuss structural elements of stories they have read or movies that they have seen that use flashbacks, foreshadowing, parallel plots, or setting to build suspense and increase the readers' and/or viewers' tension. Select an appropriate text that utilizes multiple examples from the standard (e.g., "The Night Face Up" by Julio Cortazar, "Desiree's Baby" by Kate Chopin, "A Rose for Emily" by William Faulkner). After an attentive reading of the story, have students describe important structural elements present (e.g., the two plots in Cortazar's story, the irony in Chopin's story, the surprise in the setting upstairs in Faulkner's story). Ask students what the author does that builds suspense as they read. Ask students how different the story would have been if the author had NOT structured the story in the way he or she has chosen (e.g., flashback, foreshadowing, parallel plots, rising action, setting, diction, tone). Have students design a visual retelling of the story that illustrates which structures have been used to successfully build the suspense and the tension (e.g., the parallel plots, the impact of the shift in the structural elements, the use of setting, the choice of diction).

Suggested Key Terms:

Rhyme scheme	Exposition	Parallel Magical realism	Rising action	Foreshadowing Act	Climax
Flashback	Scene	Falling action	In media res	Meter	Rhyme scheme

Tenth 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:

- Utilize annotation keeping well-organized notes for reference
- Acquire background knowledge of foundational texts, such as 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/or world timeline on the walls of the classroom for easy contextual reference
- Engage students in a discussion of their own cultural heritages
- Build foundational knowledge of other cultures' mythology through background informational texts
- Include popular fiction from outside the United States in text choices
- Make connections to commonalities among cultures and their foundational mythologies
- Cite details in the text that promotes a certain perspective or cultural experience
- Examine the relationships of the point of view or cultural experience in a wide range of texts from various cultures

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

Build text sets with short stories or myths from various cultures with accompanying background informational texts. In choosing the text sets, consider a universal theme or topic to unite the set. Use visuals to provide the class with an overview of the topic or theme of the different sets of texts. After a large group question and answer session, allow for thoughtful consideration. Provide students the opportunity to select the text set of their choice. Group according to student selection and organize the groups as literature circle book clubs. Students should pay particular attention to how point of view and/or cultural experience is developed throughout the pieces. They can present their findings to the class. Consider the format of a television show that uses a panel discussion to set up formal panel discussions. Students must use textual evidence recorded in their reader's notebook in the panel discussion. Each group discusses the impact of point of view and cultural experience on the theme(s) or topic the text set addresses. Allow questions from the class.

Suggested Key Terms:

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

	Tenth Grade GSE
	Reading Literature (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:
- Gain a basic understanding of terms helpful to analysis of visual texts such as perspective-and audience
- Understand the concept of theme as an aggregate of many literary or visual elements (tone, mood, imagery, setting, characterization)
- Be able to identify theme in visual as well as written text using similar strategies and identifying similar elements
- Analysis of literary and aesthetic elements; text-based comparison and contrast

Instructional Strategies for Teachers:
- Provide multiple opportunities for discussion and analysis of visual and written texts
- Assist students in gaining a basic understanding of terms helpful to analysis of visual texts, such as perspective and audience
- Choose appropriate examples for comparison and contrast 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):

Review vocabulary terms that may be unfamiliar to students. Have students research the names *Daedalus* and *Icarus* and record their findings. Provide time for studying the painting and guide them through what strikes them as important or interesting. Have students popcorn read the background information about the painting. Be sure to read attentively the background information about the myth, text, and poem. For a second time, have students study the painting. Provide a Thinking Map that will help them organize their grouping of elements, their "why" questions and their analysis of the elements and perspective. Students may work individually or in pairs/small groups to consider questions (e.g., what elements are present in the poem and painting, what elements are left out, why and how do they serve the author's purpose, and what are the perspectives of each text). Have them record in their writer's notebook how these develop Bruegel's purpose. Discuss why the author would only include some of the elements and not others.

Suggested Key Terms:

Medium	Perspective	Character	Aesthetic	Imagery	Visual
Figurative	Mood	Setting	Composition		

	Tenth 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 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 to source material in a specific work
- Acquire or review background knowledge of foundational works, including Shakespeare, Homer, Ovid, Dante, Sophocles, Virgil, etc.
- Acquire a firm knowledge of literary periods and major works
- Analyze literary works that are drawn and transformed from source materials

Instructional Strategies for Teachers:

- Place a world map and world timeline on the walls of the classroom for easy contextual reference
- Provide examples of pairings of well-known literature and contemporary retellings, (e.g., *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's) 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

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

In the context of a reading an entire novel or strategically-chosen excerpts from *Brave New World* by Aldous Huxley, *The Picture of Dorian Gray* by Oscar Wilde, or *Inferno* from *The Divine Comedy* by Dante Alighieri, have students keep a log of Shakespearean allusions spotted throughout the text. Allusions abound, including several from *The Tempest*, *King Lear*, and *Macbeth*. It may be necessary to scaffold this activity by dividing the class into groups who will each be assigned to read a synopsis of one of the plays. In this way, students will have an opportunity to find the allusions to a given play, even if he or she is unfamiliar with the other two. By sharing and compiling the findings at the end of the reading, the totality of the references can be documented. After extensive whole-class discussion comparing results of close reading, have students write an analysis of the impact of source material within the literary work, citing specific textual evidence for all claims.

Suggested Key Terms:

Allusion	Classical	Character	Allegory	Shakespeare	Theme
Transform	Plot	Homer	Symbol	Synopsis	Setting

	Tenth Grade GSE
	Reading Literary (RL)
	ELAGSE9-10RL10: By the end of Grade 10, 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 attentive reading, both independently and within the classroom
- Use annotation and note-taking, maintaining coherent records that are useful for review
- Read assigned works but also read proactively and independently
- Keep a reader's notebook of texts students have 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: (e.g., 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 reader's notebook that includes notes and personal commentary on each text read throughout the course, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating "book tweets." (The "book tweets" do not have to be on Twitter. They may be emailed to teacher to copy and paste into a digital document or posted on classroom wall.) Students create tweets as book characters to encourage others to read the book. Additionally, students can give book talks about favorite reads. Ideally, by the end of the year, each student has a list of engaging books from various genres and of appropriate text complexity to draw recommendations for continued independent reading.

Suggested Key Terms:

Literary	Annotation	Fiction	Plot	Setting	Inference	Character
Summary	Genre	Analysis				

	Tenth 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:

- Read attentively
- Distinguish important facts from irrelevant details
- Think critically and analytically about text, making connections within a text and among texts
- 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
- Understand the concept of claim and counterclaim and audience as well as author bias
- Take notes and annotate texts

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 and periodically assess or review students' notes
- Teach and require annotation of text
- Teach and require formal citations in an accepted manuscript style when appropriate
- Require students to provide textual evidence for all claims and inferences, in both written work and in discussion
- Attend to the gradual release of responsibility for reading densely-worded informational texts or those that introduce topics unfamiliar to the tenth grade-audience

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

Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges: http://stoaca.org/main/sites/default/files/StoaTPRules.pdf.) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a real world topic (e.g., an issue affecting the youth of our day). Topics may include whether the use of social media sites cause more harm than good, the impact of global warming, the efficacy of wind energy sources, or other areas of inquiry defined by the students or teacher. Allow students an allotted amount of time to prepare for the debate. Every piece of evidence introduced during the debate must be accompanied by a citation to a reliable source.

Students will submit annotated works cited lists in APA format. Organize the debate in four Rounds, depending on class size, with students teams of four: a Judge, the Affirmative and the Negative position debaters, and the Timekeeper. The students draw for their roles in the first round. Create a rubric for the Judges to use. Each time the Judge reaches a decision the Winner and the Timekeeper draw for new roles, and the debater who did not win becomes a Timekeeper. In that way, everyone has the opportunity to serve in all four roles.

Suggested Key Terms:

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

	Tenth 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 attentive reading
- Distinguish important facts from irrelevant details
- Distinguish between the theme of a text and the main idea of a text
- Take notes and annotate texts
- Summarize without editorial bias
- Analyze the way that facts accrue to support a thesis or hypothesis

Instructional Strategies for Teachers:
- Choose texts so that at least half are informational
- 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 as outline texts they will write
- Practice distinguishing fact from opinion and distinguishing supporting facts and reliable opinions from superfluous information

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

Provide students with a selection of scholarly journal articles in a variety of disciplines, (e.g., psychology, biology, anthropology, literary criticism), 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 (e.g., ̶chronological, comparison, experiment and results). After noting the relevant facts from the texts, students will attempt to identify the central idea of each text and provide several specific pieces of evidence from the text that develop that central idea. On charts around the room or digital charts, students post the characteristics of the specific content's text. Then, allow students to examine and explain the reasons for the key differences between texts in each discipline. Discuss how certain structural choices are particularly suited to various content areas. Students will compare and discuss their results and write an objective summary of the article the student or group of students read.

Suggested Key Terms:

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

	Tenth 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 types (e.g., abstract, lab notebook, diary, editorial)
- Understand and apply the concept of text structures (e.g., chronological order, comparison, cause and effect, problem and solution)
- Understand the concepts of author's purpose and bias
- Distinguish between important facts or supporting details and extraneous information
- Note the differences in the types and quantity and quality of evidence and support required for claims in various formats and disciplines (for example, the evidence required in a letter to the editor may be scant and based on emotion, while the evidence required to advance an hypothesis in a scientific journal may be extensive)
- Use an appropriate organizational strategy to support textual annotations and analysis

Instructional Strategies for Teachers:

- Explicitly teach expository text structures
- 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
- Teach an organizational strategy, digital or traditional, to support students in identifying and illustrating interconnected points within an argument or analysis
- Examine the strategies the author uses to introduce and develop his or her points
- Analyze the author's use of organizational patterns and techniques to connect ideas and communicate overarching ideas

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

Have students read various types of informational texts, such as articles, essays, short news clips, and commercials on the same topic but with various points of view, purposes, and structures. An example text set might include Chipotle's ad featuring Willie Nelson's "The Scientist" or the ad entitled "The Scarecrow;" *Los Angeles Times* article "Man-made Meat Could Solve a Meaty World Problem" or any of the numerous articles found on newsela.com (these articles can be differentiated by Lexile level.); the *Washington Post* article, "Is Organic Better for Your Health: A Look at Milk, Meat, Eggs, Produce, and Fish;" and Best Drug Rehabilitation's info-graphic, "Organic Foods vs GMO/Conventional Foods." In groups, students should analyze how each author develops ideas and decide which ideas are developed more effectively. Students will present what they believe to be more effective and support with evidence from the text.

Suggested Key Terms:

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

	Tenth 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, prefixes, 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 on meaning and tone within 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
- Use Think-alouds to role model how to examine unfamiliar words in context to determine their meaning and the author's purpose in word choice
- 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 (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):

Place students in pairs and provide them with samples, no longer than 1000 - 1500 words, of text whose language may be difficult to interpret (e.g., legal contracts, historical documents, scientific procedures). Use two or three 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 annotate the key terms and paraphrase the central ideas of the text. Place pairs together with other students who had the same original document so that they can compare annotations and choice of key terms, as well as the choice of central idea and the similarities of the paraphrases of the central idea. 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	Author's purpose	Technical jargon		

	Tenth 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 that diction and 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:

- Teach literary text structures and how to make purposeful text choices to demonstrate concepts such as flashback, foreshadowing, and parallel plot
- (eReading_Worksheets provides a useful text structure resource)
- Provide clear examples of appropriate syntax, fluency, and structure within informational documents for student practice
- Allow opportunities for students to disassemble and reassemble texts based on structural and contextual clues
- Illustrate how documents can wander off topic without proper planning and how digressions can detract from its clarity and effective delivery

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

Have mini-lesson type activities to review/introduce students to syntax and diction by using examples of good sentences from informational texts the students are reading. Include multiple examples of sentences that are too long and complex, as well as sentences that are too short and choppy. Explain to students that the text structure in which sentences and word choice are delivered within a text or a speech can determine whether an audience responds positively or negatively to the topic. Select an effective speech from history,(e.g., Ronald Reagan's, January 28, 1986, "Explosion of the Space Shuttle *Challenger* Address to the Nation," John F. Kennedy's Moon Speech - Rice Stadium," September 12, 1962). Give students a hard copy of the entire speech and play the audio of the speech so that they can hear the auditory elements and follow along on their own. Have students break into pairs to practice fluency by instructing each to read the speech aloud for a set amount of time while the partner makes notes on pronunciation, readability, and comfort level. Students can also count sentences and words within each paragraph for further knowledge of the length they are analyzing to build reading and listening stamina. Ask students to draw a box around the phrases that are especially important to the cause or that impact their emotions the most. Have students discuss the purpose and audience of this speech. Have them justify the text structures, the syntax, and the sentence types within the speech. Have students compare and discriminate between the statements

that appeal to ethos, pathos, and logos. Afterwards, students are ready to practice these same skills individually on a self-selected speech. American Rhetoric: Top 100 Speeches provides a reliable source.

Suggested Key Terms:

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

	Tenth 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 (e.g., propaganda and misinformation as well as inspiration)
- Understand point of view as perspective, not just as first person, third person, and so forth
- Acquire or review knowledge of rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counterclaim and audience as well as author bias
- Analyze how the author's use of rhetorical strategies furthers his or her point of view or purpose

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
- 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

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

Have students view a short, two- to three-minute clip of social satire and draw conclusions about the object of the satire (e.g., *The Colbert Report*, *The Office*, *Parks and Recreation*, *M.A.S.H.*). Using a selection of satirical essays from *The Onion*, have students critically analyze how the authors use satire to develop their claims. Provide background knowledge that provides the context for the satire. Have students carefully read the assigned essay or essays, determining main idea, message, or argument. Students will then deconstruct the essays to locate and analyze the use and effectiveness of instances of identifiable satirical rhetoric. This analysis may be especially rigorous, as satire can be a difficult concept to understand. One of its hallmarks is the author's avoidance of directly stating his or her position. Conclude the task by having students describe and illustrate the universality of satirical jibes and texts that emerge across cultures when poor decisions result in suffering or inept and immoral leaders gain authority and power. Allow students to select ideas, people, or events that have been satirized and to provide the cultural context for why the satirist may have selected these examples.

Suggested Key Terms:

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

	Tenth 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
- Distinguishing main ideas from extraneous details

Instructional Strategies for Teachers:

- Provide quality examples of texts that have been made into films to allow students an accessible starting place to explore the concept of determining which details are emphasized (e.g., informational texts that have been made into movies include *An Inconvenient Truth*, and *Fast Food Nation*)
- Provide text copies of screenplays along with the original text source for student comparison and attentive reading (for example, read the chapter from *Mandela's Way: Lessons on Life, Love, and Courage* about promoting rugby in South Africa and compare to *Invictus*)
- Explore the radio interview programs to select archived interviews with people who have also been profiled in magazines or newspapers

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

After students have completed a close reading of various accounts of a subject told in different mediums, they are ready to determine which details have been emphasized in each account (e.g., *Night* by Elie Wiesel and the Oprah Winfrey interview of Elie Wiesel that includes visuals of the Jewish Holocaust). Using their reader's and writer's notebook(s) for responses to the anchor text and for the answers to questions that the class predicted before engaging with multimedia accounts (e.g. interview, visuals, video, music, sculpture) and have now answered, students may work in small groups to compare and contrast which details were emphasized in the various accounts. Include discussion, both large and small group, as students move from one section of analysis to the next. After organizing their recorded thoughts, comparing and contrasting the various accounts of one subject, students draft a position or claim statement on the necessity of analysis of multiple mediums that the student has as a personal resource to provide cited textual evidence in an argument essay.

Suggested Key Terms:

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

	Tenth 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
- Use the concepts of inductive and deductive reasoning and syllogism in argument analysis
- Consistently and readily identify logical fallacies as well as reliable and well-supported arguments
- Recognize editorial bias in the writings of others
- Understand the various purposes of rhetoric, both positive and negative (e.g., propaganda, misinformation, and inspiration)
- Acquire or review knowledge of rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the functions of diction, syntax, organizational structure, and other literary elements of a powerful, persuasive argument

Instructional Strategies for Teachers:

- Provide students with examples of propaganda, advertising, and/or political speeches that employ 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 the artful use of rhetorical strategies, including the logical fallacies (See the Using Logic Purdue OWL explanation.)
- 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):

Choose and assign a topic for argument (e.g., year-round education, loss of arable land to management of water resources, America's money funding other countries, the right to bear arms, the power of the International Criminal Court to prosecute). Have students create a learning map that includes their topic, their supporting evidence, and what in their argument appeals to ethics, emotion, and logic. Students conclude what evidence could be argued as fallacious. Explain to students that Group A is going to be pro-topic. Group members will create a solid argument on why the topic should stay the same, and why the people should approve. In addition to creating an argument, members must prepare for counter-arguments, specifically what the opposing group could identify as persuasive appeals. Group B is going to be against the topic. Monitor student groups as they research and form their argument. Instruct each group to delegate the roles for who will be responsible for the position, warrant, evidence, and claims during the debate. Include time for groups to practice their arguments and any counter-claims that they may encounter during the actual debate. A group of students, teachers, administrators, or guests may be invited to act as judges for the event if desired. College debate teams are often eager to act as guest lecturers, mentors, and judges.

Suggested Key Terms:

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

	Tenth Grade GSE
	Strand: Reading Informational (RI)
	Standard: 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 the definition of primary and secondary source documents
- Review relevant background information of U.S. history for clear comprehension of texts
- Distinguish theme from main idea or supporting details
- Understand the use of rhetoric and be able to identify rhetorical strategies and their 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)
- Compare and contrast rhetorical and literary elements of text

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 or perform dramatic interpretations of famous speeches
- Compare and contrast the rhetoric of a variety of figures from U.S. history on the same subjects
- Show video clips or auditory recordings of historical speeches for students to analyze and evaluate the impact and rhetoric used
- to influence an audience during specific periods in history. See The History Place as a resource

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, 1852, in Rochester, New York, 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, or 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:

Foundational	**Rhetorical strategy**	**Treatise**	**Seminal**	**Propaganda**	**Tract**
Primary	**Address**	**Theme**	**Revolution**	**Secondary**	**Literary merit**
Sermon	**Rhetoric**	**Interpretation**			

	Tenth Grade GSE
	Reading Informational (RI)
	ELAGSE9-10RI10: By the end of Grade 10, 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 attentive reading, both independently and within the classroom
- Use annotation and note-taking to enhance comprehension of texts under consideration and keep well-organized resources useful for review
- Read assigned works but also read proactively and independently
- Choose works from multiple genres, cultures, and literary periods

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, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion
- Consider keeping a reader's notebook with notes, annotations, and any relevant student work

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

Conference one-on-one with students to set personal literacy goals appropriate to each individual, including a suggested nonfiction and informational text 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 may enjoy, such as *Motor Sports* magazine, various high-interest documentary films, and relevant memoirs. Students can keep a reader's notebook that includes notes and personal commentary on each text read throughout the course, including any relevant analyses or other work produced in relation to given texts.

Suggested Key Terms:

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

	Tenth 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 a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Skills/Concepts for Students:

- Consistently distinguish supporting evidence from repetition or extraneous detail
- Consistently 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
- Write with appropriate organizational structure for argument or claim (comparison/contrast, logical order, etc.)
- Understand and effectively employ 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):

During or after a study of *Freakonomics,* by Steven Levitt and Stephen Dubner, a text where the authors assert that statistics prove dishonesty among professional athletes, the minimal correlation between quality of parenting and grade point averages among students, and the lack of impact of police presence on urban crime among others, students will construct a rebuttal against one of the book's many claims. (This task may be used with any informational text under consideration, but *Freakonomics* asserts many claims and seems to back them up with credible evidence, so there are many engaging opportunities for rebuttal.) After careful consideration and attentive reading of the text, choose one assertion from the book to rebut. Feeling passionately that the authors are wrong or misguided is not a prerequisite to writing a good rebuttal. Carefully address the evidence for the author's' assertion point by point, analyzing the rhetorical strategies and presenting your own counterclaims logically and effectively.

Suggested Key Terms:

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

Tenth 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 a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Skills/Concepts for Students:
- Determine formal style and objective tone while attending to the norms and conventions of informative/explanatory texts
- Understand the interplay and progression of multiple ideas within a single theme or topic and practice weaving multiple complementary ideas together in your own writing
- Consistently distinguish important facts from extraneous details
- Format and structure informative/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 (like a biased news report)
- 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 (e.g., 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, online sites and e-zines, 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. An extension to this activity can involve analysis of news reporting from sources known to be slanted or biased to a conservative or liberal point of view. Students can compare reportage on a single event from each source, finding subtle examples of bias in ostensibly expository accounts.

Suggested Key Terms:

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

	Tenth 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 and be able to identify the elements of plot structure
- Understand and be able to identify the elements of characterization
- Be able to effectively use figurative language, imagery, sensory detail, and other literary devices to make stories realistic and engaging
- Employ appropriate organizational structures to ensure coherence 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
- Since formal analysis and research papers will not require narrative writing, supplement narrative writing opportunities with daily routine writing
- Allow students to explore narrative styles by emulating the styles of favored authors for specific assignments

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

Instruct students to either hand write or type (technology permitting) a monologue.

a. Explain to students that they will write a monologue as if they were a character in the text. Encourage students to not choose the protagonist (for instance, choose Jocasta, Creon, or Shepherd in *Oedipus the King*). This will challenge students to think of the same events that they read but through a different perspective.

b. Have students pull key words from the text (perhaps a group of ten) that they can use to help write their monologue.

c. Encourage students to choose a particular moment from the original text. The monologue is a self-reflection about the character's circumstances in that moment.

d. Students must reference key events from the selected text within the monologue.

e. Use figurative language and imagery within the monologue. (For instance, what images would Tiresias use to describe his hesitancy in revealing the truth to Oedipus?) Use phrases or words that will enhance reader's interest.

f. When students finish writing their monologue, they write a reflection of the task. How did writing this piece influence understanding of the text?

g. As an extension, have students practice reading the monologue to capture the character's emotions.

Suggested Key Terms:

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

	Tenth 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 and effectively employ the elements of style in all genres of writing, including but not limited to diction, syntax, and tone (see sample writing rubrics for guidance)
- Understand and effectively use transitional words and phrases
- Effectively use structure and organization for maximum clarity and effectiveness across all genres
- Understand and effectively employ correct grammar and conventions for the English language, varying diction style as appropriate for audience and purpose
- Maintain focus on audience and purpose

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):

In pairs, have students trade writing portfolios. Students will write a literary review of the collected works of the other student, which may or may not be facilitated by a template steering reviewers towards items for their attention (e.g., students may be required to count the number of works in the portfolio, sort by genre or by quality, read at least three pieces in their entirety, and choose a favorite for commentary).

Suggested Key Terms:

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

	Tenth 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 meaningfully revising all major (and not so major) written work
- Understand and employ effective strategies for editing and revising (revising by element, reading aloud, reviewing with peers)
- 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 consistently avoid errors

Instructional Strategies for Teachers:

- Use a consistent rubric and scoring system throughout the year and across grade levels when possible
- Establish a clear understanding of difficult concepts such as voice and style so that students know and understand specifically what is included in and required of them in these categories
- Remember to include 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):

For this sample task, choose an essay assignment that will generate 300-500 words from students. Have a peer-review checklist already created that outlines exactly what the editing student is expected to identify in the classmate's written product. Some requirements can be in checklist form, such as the elements of the paragraphs. However, the questions or checkpoints that are applicable to the standard need to be in text-based response form: list three examples where the student could use better word choice, list two examples where the student accurately supported his claim, show evidence of where the student demonstrates who the audience is. You can also instruct students to underline certain parts (e.g., thematic statements, topic sentences, action verbs, words that identify a specific text structure, or to draw a box around any part of the essay that is unclear). Instruct students to pair off and exchange rough drafts to practice fluency and peer revision. Always make the peer revision a part of the student's overall essay/response assessment. Use these types of tasks as a vehicle for one-to-one conferences.

Suggested Key Terms:

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

	Tenth 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 an dynamically.

Skills/Concepts for Students:
- Be proactive in maintaining knowledge of and using the latest digital trends for gathering and sharing information
- Publish work routinely to classmates and digitally to the general public, including posting and creating films, blogs, podcasts, prezis, 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 within the class cohort and beyond it
- Investigate opportunities to partner with other classrooms, including internationally (many platforms exist to facilitate these connections)
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies, as well as encouraging purchasing of and receiving 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):
Create a singular website with links that lead to a different page for each class period that you teach. Appoint two students in each period to be responsible for updating the website in a timely manner. If possible, rotate the students responsible for updating the website. As class instruction and assignments progress, these students have the ability to choose what elements will be chosen, revised, and published on the class website. As a whole group, especially for projects and essays, the class will routinely complete the required assignments. Once a month, have a day that is dedicated to the selection and revision of certain elements. Require students to use technology to revise and type essays and written responses. Be sure that you are including the opportunity for students to utilize their kinesthetic style by demonstrating their content knowledge through the creation of videos, group work, and online resources, such as wikis, flipcharts, and Prezis. For motivation, it might be in your favor to run a monthly contest between your class periods for who has the best information and most creativity with the class website.

Suggested Key Terms:

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

	Tenth 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; citing all source material accurately
- Be able to readily distinguish between credible sources, whether digital or textual, from sources that are not credible or reliable
- Know the basic formatting requirements of 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
- Consistently make good judgments in 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, and films, 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 Eric Schlosser's *Fast, Food, Nation*, have students construct a research inquiry into the impact of the fast food industry on their own communities. Using claims from the text, students will research the industry's reports their findings, uses extensive cogent evidence, and includes specific evidence from Schlosser's text. An extension of this activity could include community awareness campaigns about nutrition, animal welfare, working conditions, or other causes about which the students may have strong reactions. Another point-of-view documentary that offers a similar opportunity for meeting this standard is *Nickel and Dimed* by Barbara Ehrenreich.

Suggested Key Terms:

Compile	Synthesis	Qualitative	Evaluate	Inquiry	Quantitative	Annotate	Citation
Credibility	Manuscript style	Source	Digital	Header/Footer	Point-of-view	Documentary	

	Tenth 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; cite all source material accurately
- Distinguish between relevant and extraneous facts or details
- Be able to distinguish between credible and unreliable sources, whether digital or textual
- Be 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, and films
- Discuss how citation styles vary for these media
- Reserve resources well in advance to ensure adequate access to resources such as media center, computers, and laboratories
- Examine indicators of credibility in resources, especially digital resources; teach the concept of peer review in scientific articles
- Teach major manuscript styles and require composition of citations without dependence on electronic citation generators

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

Research a topic and present the research. The Galileo link on the school website is a good place to start. Provide students with either or both an online and a hard copy booklet to guide them through, gathering relevant information from multiple authoritative print and digital sources on a social issues topic (e.g., healthcare, environment, defense). The booklet needs to contain the following: table of contents page, assignment and list of sub-topics of the major topic and those same sub-topics organized in categories, timeline checklist, website evaluation checklist, brainstorm place for questions students want their research to answer, note-taking instructions, rough draft rubric, final draft rubric, peer review comments page, A.P.A. citation format, and any other organizational resources (e.g., developing a thesis statement/controlling idea, outline format, using quotations). If possible, create a digital master folder that houses individual student folders, shared with teacher, inside a class folder for each class, so that student progress and work are visible. Use a modified writer's workshop model as students peer edit and confer with one another and the teacher. Schedule student conferences throughout the research timeline. Once research is complete and the students have submitted the final draft, incorporate time for a multi-tiered Socratic seminar that hopefully results in the group planning a service project that addresses an aspect of the social issue that the whole class researched. Use ideas from Edutopia or dosomething.org for realistic, innovative service projects.

Suggested Key Terms:

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

	Tenth 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 analysis and synthesis by applying these parameters through responding to literature and informational text
- Understand the literary elements that should be examined in a literary analysis essay (e.g., diction, syntax, tone, mood, imagery, figurative language)
- Understand the informational and rhetorical elements that should be examined in an informational analysis essay (e.g., diction, syntax, structure, logical fallacies, syllogism, pathos, logos, ethos, peer review)
- Determine theme(s) and trace development of theme through aggregation of facts, characters, events, etc.
- Use textual evidence and support for any claim presented to you, and of providing evidence and support for any claim you assert
- Synthesize effective pieces of evidence from research to support analysis and reflection

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 research into analysis and reflection writing

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

Following the completion of a literary novel study have the students undertake the reading of a complementary text independently (for example, *Catch 22* and *Slaughterhouse Five*, both of which deal with the horrors and absurdities of war from the perspective of a disillusioned young soldier). Have the students conduct an in-depth comparison and contrast of the novels and their unique treatments of similar themes. Using specific evidence from the texts, students will construct a coherent analysis that adheres to an organizational structure that makes the writer's points clear (e.g., comparison by subject, by chapter, by character). An extension of this activity could be the delineation and evaluation of the arguments against war inherent in both books.

Suggested Key Terms:

Analysis   Literary criticism   Informational   Rhetoric   Evaluation   Citation   Synthesis   Evidence

	Tenth 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
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time

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 10. It is important to note that students should not only write when major assessments are assigned. Students should write routinely for extended periods and shorter periods. Quick writes are effective ways of implementing writing routinely. Students can quick write reflections on reading and writing skills taught to help cement knowledge learned. During student conferences, offer a point-recapture of a specified amount if the student is able to answer questions from his or her own essay or argument during an oral interview.

Suggested Key Terms:

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

	Tenth 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:

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

Instructional Strategies for Teachers:

- Provide opportunities for students to present material not only to peers but to a wider audience
- 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. 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   Collegial   Explicit   Multimedia   Discussion   Implicit   Consensus   Accountable talk

	Tenth 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
- Understanding the commonalities between ideas presented in diverse media and emphasizing those commonalities in support of the case or claim
- Routinely evaluate all sources, especially websites, for credibility, understanding what the indicators of credibility are
- Routinely evaluate sources for accuracy when appropriate (e.g., a site may be credible, but may contain a typo making 1,000 into 10,000)

Instructional Strategies for Teachers:
- Require a variety of 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) or checking for date of last update, or credentials of the webmaster

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

Give each group a text set to synthesize and then to present to the large group (e.g., historical context, relevant visual, author biography, other authors' fiction or information texts on topics author writes about, or reviews and criticism to evaluate the credibility of the sources). Each group will have the option of how they will present their synthesis (e.g., photographs, an oral presentation, a Prezi, Wiki, or PowerPoint, music, an interview, or a website).

Suggested Key Terms:

Integrate	Credible	Textual	Diverse	Accurate	Evaluate	Qualitative
Oral Paraphrase		Quantitative	Visual	Cite		

Tenth Grade GSE
Speaking and Listening (SL)
ELAGSE9-10SL3: Evaluate 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:
- Consistently and effectively distinguish supporting evidence from repetition or extraneous detail
- Consistently and effectively distinguish valid reasoning from logical fallacy (e.g., bandwagon, ad hominem, red herring, straw man fallacy)
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Effectively address speaker bias and counterclaims
- Understand and effectively analyze a speaker's use of rhetorical strategies that appeal to ethics, emotion, and logic

Instructional Strategies for Teachers:
- Invite guest speakers to the classroom, watch political debates and news coverage 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 to 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 small groups, have students create a presentation or speech on an agreed-upon topic related to a text under consideration by the class. Each group will be assigned a qualitative element to be achieved in their presentation that other students will recognize and identify. For example, group one may be given the directive to use three types of logical fallacies in their presentation. Group Two may be asked to make two completely unsupported claims. Group Three may design a presentation with no clear point of view, or a lack of audience awareness. For example, their presentation could be geared towards preschoolers with cartoon pictures or a puppet and overly simplistic language. The students will create a rubric that requires them to find the specific elements to assist them in identifying how each presentation fails to meet the standard. The rubric will have a commentary section where students will share their reflections after each presentation, citing specific items from presentations that were instructive for them.

Suggested Key Terms:

Argument	Support	Persuasion	Visual rhetoric	Point of view	Claim	Fallacy	Bias
Counterclaim	Reasoning	Author's purpose	Evidence	Distortion	Audience	Bandwagon	
Ad hominem	Red herring	Straw man fallacy					

Tenth 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:
- Consistently make eye contact and speak loudly enough to be heard
- Exhibit the ability to present information to a group or audience
- Effectively distinguish between circumstances calling for formal language and those calling for less formal language
- Routinely provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Effectively distinguish supporting evidence from repetition or extraneous detail
- Effectively and consistently distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Routinely address audience bias and counterclaims
- Understand and effectively employ 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
- Be aware that occasionally students will demur, claiming to be "too shy" to participate or present; avoid the tendency to give these students a pass or refrain from calling on them; make sure every student meets the standard
- Provide engaging, stimulating, and relevant text-based topics for speakers to present on
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out rhetorical strategies in everyday discourse (for instance, when students argue against weekend homework)

Sample Performance-based/Standards-based Task(s):
Use the RAFT strategy for students to craft a three-minute timed speech for their peers. Have students draw a topic from a bowl, much like the Speech teacher had the students choose in the *Larry Crowne* movie (e.g., LED lighting, the potato, Oklahoma City, Opera). Provide them with steps for "How to Write and Deliver a Speech." Step One - Audience, Step Two - Voice cadence, Step Three - Diction, Step four - Linking or Transitions, Step Five - The Ending, Step Six - The Introduction, and Step Seven - Checking Timing. Emphasize the importance of rehearsing. Allow students to use the rubric while the teacher presents an exemplar speech. Show students the drafts. If possible, move to a formal location with a sound system for students to deliver speeches.

Suggested Key Terms:

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

	Tenth 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, and to add interest.

Skills/Concepts for Students:

- Be proactive in maintaining knowledge of and using 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 student 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 multiple assignments
- Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies whenever possible
- Learn from students, who are 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):

Assign students to groups with no more than five members per group (four if possible). Be sure to have any materials and technology that are needed already on the desks (e.g., chrome books, iPads, printed articles or newspaper ads). Students can also access their smart phones or personal devices. Assign each group a different topic to research within the same concept, such as the Holocaust, and a different form of digital media to present their research. Read and listen to other accounts of Holocaust survivors using www.holocaustsurvivors.org and embody them on a created talk show; research Dr. Mengele and create a PowerPoint using google slides; research calorie intake for Jews and compare it to what is eaten by regular students on a daily basis using google sheets; research genocide and create a Prezi; find and analyze articles about the Holocaust and create an online blog. Be sure to give students an ordered checklist of how to best complete the task and a rubric. These groups and stations can be used throughout the entire year with different topics. You can rotate student groups so that they have an opportunity to present information in the various forms of digital media.

Suggested Key Terms:

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

	Tenth 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:

- Attend to audience, situation, and purpose effectively in a speech
- Speak effectively in a variety of situations
- Utilize the rules of standard English
- Bring judgment and critical thought to the considered use of formal and informal English, carefully considering the appropriate discourse for a given occasion

Instructional Strategies for Teachers:

- Allow a variety of opportunities for students to present speeches for various purposes
- Allow students to listen to speeches for a variety of audiences and have them compare and create checklists of effective strategies for different purposes and audiences
- Show how author's craft, specifically grammar moves, makes a speaker more effective through a mentor text
- 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 variances in speech through the considered examination of extended excerpts from texts written in dialect. Provide students with an excerpt from *The Color Purple* by Alice Walker or *Civil Peace* by Chinua Achebe and have them rewrite the piece in standard or formal standard English. Have students critically analyze and discuss the aesthetic impact after reading each version of the text aloud two or three times. At the end of the exercise, have students write a thoughtful reflection citing specific instances in the text where the impact on the reader changes radically with the change in speech.

Suggested Key Terms:

Colloquial   Dialect   Conventions   Discourse   Formal   Informal   Standard   Non-standard

	Tenth 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:

- Exhibit familiarity with common and more sophisticated rules of use, grammar, and conventions in standard English (e.g., indicative, imperative, subjunctive mood, subject-verb agreement, pronoun-antecedent agreement)
  - Routinely and effectively employ parallel structure in writing for effect, and recognize its use in texts
  - Routinely and effectively employ knowledge of construction of phrases and clauses and use them correctly and effectively to construct complex sentences
  - Familiarize yourself with grammatical vocabulary

Instructional Strategies for Teachers:

- Consult the ELAGSE's "Language Progressive Skills Chart" to plan continued instruction that builds on key aspects of grammar and conventions introduced in earlier grades and through grade ten

- Include explicit and implicit instruction on the language standards and vocabulary daily, always in connection to a text under consideration

- At the 10th 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 to shed light on an author's voice and style. Experiment with interesting visual ways to accrue this information and give students ownership for populating the wall. Teachers can also use sentence structure and examples of the conventions of English as warm-up or summarizing activities for students to incorporate this standard into their daily routine.

Suggested Key Terms:

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

	Tenth Grade GSE
	Language (L)
	Standard: 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:

- Exhibit 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 meaning in formal writing
- Understand the rules of colon and semicolon usage and consistently use them correctly
- In typing and when writing long hand, bring a mature, high-school level of consideration to the neatness and legibility of personal work; illegible handwriting can cost precious points in SAT, AP, college entrance essays, and job applications

Instructional Strategies for Teachers:

- Consult the ELAGSE's "Language Progressive Skills Chart" to plan continued instruction that builds on key aspects of grammar and conventions introduced in earlier grades and through grade ten
- Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration
- Insist upon legibility in student work
- Provide a section on every rubric or written work that focuses specifically on legibility, grammar, and conventions in order to provide students with specific feedback in these areas

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

Direct students to choose one piece of text-connected writing to practice peer revision only on grammar, spelling, punctuation, and conventions. Create an extremely strict and specific rubric for this purpose that gives all points to the above referenced categories without consideration of content. The rubric should include examples of citation styles, title and heading conventions, comma usage, and quotation punctuation. Student questions can be submitted on a document viewer so that areas where the students are unsure as to a rule or use can become teachable moments for the class. Students should grow and become fluent in the use of the conventions of English as the year progresses, especially if spelling, capitalization, and punctuation are measured on rubrics.

Suggested Key Terms:

Conventions   Semicolon   Quotation   Legible   Capitalization   Punctuation   Colon
Revision symbols

Tenth 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 work 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 10, be thoroughly familiar with what is meant by "manuscript style" and know the basic requirements of APA or MLA styles
- Understand how language functions differently in different contexts

Instructional Strategies for Teachers:
- Require a formal manuscript style such as MLA or APA for multiple papers each year
- Require students to construct stylistically accurate citations
- Use tact and perspective in considering colloquial and dialectic language, remembering that non-standard language is extremely prevalent in the digital age
- 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 10, such as *Julius Caesar* or various sonnets, in a variety of styles to facilitate a discussion of effective language choices. Text sections may be translated into text or Twitter language, into standard modern English, into a regional dialect, or nonstandard (appropriate) slang. 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. For this assignment, avoid using texts that already paraphrase or summarize the original language.

Suggested Key Terms:

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

Tenth Grade GSE
Language (L)
ELAGSE9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade*s 9– 10 reading and content, choosing flexibly from a range of strategies. **a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.** **b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., 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
- Read daily to enhance vocabulary and develop skills to determine word meaning using context clues
- 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
- Provide an organizational structure for students as they acquire new vocabulary
- Require daily reading in order to build vocabulary and skills needed to determine word meaning using context clues
- 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):

On a weekly basis, and during the time that particular texts are under consideration by the class, require students to acquire and apply, in written and oral expressions, at least ten new words from a variety of sources (e.g., class texts, television, magazines, newspapers, online articles, SAT and ACT word lists). Depending on the learning target and organization strategy, (e.g., Frayer model, vocabulary thinking map, reader's notebook section), word entries may include the source, original sentence the word was used in, student's definition, dictionary definition, part of speech, and origin. As the class reads these texts, or when reading independently, have students identify and compile a list of ten unfamiliar terms, write their own definition of the term based on context clues, and then use a dictionary to define the term. Students should then be required to incorporate the newly-acquired terms into daily classroom discussion and into their reader's notebook to be checked weekly for accuracy of usage and completion.

Suggested Key Terms:

Etymology	Inference	Source	Analyze	Determine
Context	Diction	Clarify	Identify	Connotation

	Tenth 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:

- Analyze various types of figurative and connotative language (e.g., 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 (e.g., alliteration, assonance, consonance, onomatopoeia)
- Bring a high-school level of sophistication to the consideration of nuances of meaning in words (e.g., close vs. slam, strut vs. walk, sniffle vs. sob)

Instructional Strategies for Teachers:

- Guide students in identifying various types of figurative language; provide contextual examples
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary, as well as newer vocabulary
- Compare mentor text to see the effect of diction and figurative language

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

Students will study a visual text that is thematically connected to texts under consideration (for example, "The Lady of Shalott" by John Waterhouse within the context of a study of works of Arthurian Legend, or Norman Rockwell's painting of Ruby Bridges as she goes to school – "The Problem We All Live With" – in a study that includes race relations). 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 (e.g., 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						

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

Instructional Strategies for Teachers:

- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Build vocabulary using a variety of strategies (resource materials, context, roots); 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):

Provide small groups with several synonyms. Students must place the synonyms in order of intensity and support their rating (for example, from weakest to strongest--chatting, effusive, fluent, gabby, loquacious, verbose, wordy; from kindest to meanest--lanky, thin, angular, emaciated, rawboned).

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 Ten

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)

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)

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)

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

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

These standards are revised for 9 - 10th grade. Several of them are aligned to GSE standards in other grades and are representative of the increased rigor of the GSE. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in 9 - 10th grade.

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	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELAGSEKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by **ELAGSE5L5c**					
ELAGSE1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by **ELAGSE5L2a**					
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.