

**Troup County School System**  
**11<sup>th</sup>/12th Grade ELA Curriculum Map**

This document provides standard guidance. It contains all of the ELA standards for a grade level, as well as what the students should know and be able to do. Additionally, it contains suggested instructional approaches for each standard. Click on the standard number for specific guidance on that standard.

<b>Reading Literature</b>	<b>Reading Informational</b>	<b>Writing</b>	<b>Language</b>	<b>Speaking and Listening</b>
<a href="#"><u>ELAGSE11-12RL1</u></a>	<a href="#"><u>ELAGSE11-12RI1</u></a>	<a href="#"><u>ELAGSE11-12W1</u></a>	<a href="#"><u>ELAGSE11-12L1</u></a>	<a href="#"><u>ELAGSE11-12SL1</u></a>
<a href="#"><u>ELAGSE11-12RL2</u></a>	<a href="#"><u>ELAGSE11-12RI2</u></a>	<a href="#"><u>ELAGSE11-12W2</u></a>	<a href="#"><u>ELAGSE11-12L2</u></a>	<a href="#"><u>ELAGSE11-12SL2</u></a>
<a href="#"><u>ELAGSE11-12RL3</u></a>	<a href="#"><u>ELAGSE11-12RI3</u></a>	<a href="#"><u>ELAGSE11-12W3</u></a>	<a href="#"><u>ELAGSE11-12L3</u></a>	<a href="#"><u>ELAGSE11-12SL3</u></a>
<a href="#"><u>ELAGSE11-12RL4</u></a>	<a href="#"><u>ELAGSE11-12RI4</u></a>	<a href="#"><u>ELAGSE11-12W4</u></a>	<a href="#"><u>ELAGSE11-12L4</u></a>	<a href="#"><u>ELAGSE11-12SL4</u></a>
<a href="#"><u>ELAGSE11-12RL5</u></a>	<a href="#"><u>ELAGSE11-12RI5</u></a>	<a href="#"><u>ELAGSE11-12W5</u></a>	<a href="#"><u>ELAGSE11-12L5</u></a>	<a href="#"><u>ELAGSE11-12SL5</u></a>
<a href="#"><u>ELAGSE11-12RL6</u></a>	<a href="#"><u>ELAGSE11-12RI6</u></a>	<a href="#"><u>ELAGSE11-12W6</u></a>	<a href="#"><u>ELAGSE11-12L6</u></a>	<a href="#"><u>ELAGSE11-12SL6</u></a>
<a href="#"><u>ELAGSE11-12RL7</u></a>	<a href="#"><u>ELAGSE11-12RI7</u></a>	<a href="#"><u>ELAGSE11-12W7</u></a>		
	<a href="#"><u>ELAGSE11-12RI8</u></a>	<a href="#"><u>ELAGSE11-12W8</u></a>		
<a href="#"><u>ELAGSE11-12RL9</u></a>	<a href="#"><u>ELAGSE11-12RI9</u></a>	<a href="#"><u>ELAGSE11-12W9</u></a>		
<a href="#"><u>ELAGSE11-12RL10</u></a>	<a href="#"><u>ELAGSE11-12RI10</u></a>	<a href="#"><u>ELAGSE11-12W10</u></a>		

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<b>Grade</b>	<b>Grade-Specific Standard</b>	<b>Approach to Instruction of Standard Content and Skill</b>
<b>Grades 11-12 HP</b>	<p><b>ELAGSE11-12RL1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• textual evidence is a quote, paraphrase, or summary from a text that supports a specific argument or claim that is being made</li> <li>• some evidence may not yet be verified or the author may not have adequate evidence to satisfy his/her position or the “verdict” of proof for an interpretation is left up to the reader (literature)</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• draw inferences from literary text to make and support an analysis that uses strong and thorough evidence gathered from reading</li> <li>• determine where the text leaves matters uncertain and be able to infer what happens next</li> <li>• support their conclusions with explicit and implicit textual evidence</li> <li>• synthesize evidence collected from the text to best support their conclusions</li> </ul> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• draw inferences from literary text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence gathered from reading</li> <li>• support their conclusions with explicit and implicit textual evidence</li> <li>• synthesize evidence collected from the text to best support their conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Review citing strong and adequate evidence to support explanations of what a text says explicitly and implicitly</li> <li>• Model analyzing texts to determine when the author has adequate evidence and where gaps exist, including when authors acknowledge such gaps</li> <li>• Analyze how and why the author may have left matters uncertain</li> <li>• Routinely assign reading passages of appropriately complex grade-level text to challenge and extend students’ “endurance”</li> <li>• Explain, model, and enforce the practice of annotating as you read</li> <li>• Allow students to choose at least a small percentage of their own reading material within appropriate complexity levels to foster an ownership of their literary development and to explore their own tastes</li> <li>• Within the broad parameters described by the GSE (fiction/non-fiction/technical text/poetry) explore a wide variety of genres, including avant-garde genres</li> <li>• Practice in-class reading, both silent and aloud, and incorporate professional audio and video renditions of text as well as graphic novels and other visual art as a viable way to experience text</li> <li>• Always require textual evidence and support for any claim, argument, or opinion from a text, even in informal discussion</li> </ul>
<b>Grades 11-12 HP</b>	<p><b>ELAGSE11-12RL2:</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• how to analyze and compare two or more works by the same author, from the same period, from different cultures, presented in different forms, with similar themes using given criteria</li> <li>• how central ideas and themes interact (love and tragedy) and build on one another (love and bravery)</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• analyze the development of multiple themes throughout the text, including evidence from the text as support</li> <li>• synthesize the analysis of the major ideas in two or more texts in order to compare the complexity and depth of each text</li> <li>• describe how central ideas and themes interact and build on one another to develop the full message of the text</li> <li>• summarize the text using the central themes as well as supporting details</li> <li>• use a range of textual evidence to support summaries and</li> </ul>	<ul style="list-style-type: none"> <li>• Choose texts that express complex or multiple themes. For fiction, choose a novel that features two or more equally strong and likable protagonists in direct opposition to one another</li> <li>• Engage students in extrapolating two or more themes in a text and analyzing how each is developed over the course of a whole text</li> <li>• Illustrate how central ideas and themes within a text influence each other and build on one another to convey the full message</li> <li>• Provide explicit instruction including strong examples on classic themes of American Literature (Individualism, the American dream, “noble savage,” etc.)</li> <li>• Provide clear-cut opportunities for the creation of both unbiased summaries and argumentative analysis. Model both and provide strong student examples</li> <li>• Whenever practical and possible, choose short texts and more sustained readings that will spark strong reactions</li> </ul>

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	<p>interpretations of texts (e.g., purpose, plot/subplot, central idea, theme)</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text</li> <li>analyze how a theme or central idea develops over the course of the text, including evidence from the text as support</li> <li>explain how specific details from the text refine or create subtle distinctions that shape the theme</li> <li>use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme)</li> <li>provide an objective summary</li> </ul>	
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RL3:</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>that an author makes a conscious choice about developing and relating a story</li> <li>those choices impact meaning</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>analyze an author's choices regarding the development of literary elements in a story or drama (setting, plot, characterization)</li> <li>analyze the impact of author's choices regarding the development of literary elements on the story or drama itself and/or the reader</li> </ul> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>analyze characters (e.g., flat, round, static, dynamic, stock, archetype, antihero, etc.) and their traits</li> <li>differentiate character motivation and analyze how those motivations influence theme or story</li> <li>recognize how complex characters develop and change over the course of a text</li> <li>analyze how character interactions can advance the plot and theme of a text</li> </ul>	<ul style="list-style-type: none"> <li>For a particular story or drama, analyze why the author may have chosen a particular setting, mood, language style, character types, events in plot</li> <li>Examine the impact of the author's choice on the literary piece and on the reader</li> <li>Purposefully and thoroughly provide instruction in foundational work of American Literature and relate the literary works and characteristics to the literary period in which it was written</li> <li>Guide students in learning to identify literary or rhetorical elements of texts by examining discrete elements in isolation.</li> <li>Use précis writing as a foundational skill preliminary to advanced analysis. A précis requires concise summary coupled with identification of literary or rhetorical elements, theme/topic, audience, and purpose.</li> <li>Expose students to texts from a variety of genres; comparing literary elements of drama, narrative, film, etc.</li> <li>Have students experiment with the impact of specific changes on plot, setting, and character</li> <li>Isolate and examine the techniques most often/most artfully employed by individual authors, noting how the nature of these choices lend a flavor to their overall body of work</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RL4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>how to identify figurative language in text</li> </ul>	<ul style="list-style-type: none"> <li>Have students routinely identify diction, syntax, tone, imagery, and figurative language in every work they examine</li> <li>Practice all recommended strategies for making meaning of unknown words (context, roots, word structure, reference materials, etc.)</li> <li>Require students to keep a journal of phrases and quotes that they</li> </ul>

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	<ul style="list-style-type: none"> <li>words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word) (e.g., stingy, scrimping, economical, thrifty)</li> <li>tone is the author's attitude toward the topic</li> <li>every text has a tone, and that an author's choice of words and phrases controls the tone of the text</li> <li>tone can be formal or informal</li> <li>language evokes a sense of time and place</li> <li>words may have multiple meanings when used in specific contexts (foot in science and math)</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>analyze text for word choice and analyze how the use of language advances the plot or affects the tone or pacing of the work</li> <li>determine how word choice affects meaning and advances the plot</li> <li>analyze how specific word choice creates fresh, engaging, and aesthetically pleasing text</li> <li>analyze how words with multiple meanings create aesthetically pleasing text</li> <li>examine the specific patterns of diction in the text and determine its specific impact and overall meaning</li> </ul> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>analyze text for word choice as it impacts meaning and tone of text</li> <li>analyze how specific word choice sets the tone of a text (e.g., formal vs. informal)</li> <li>analyze how word choice creates a sense of time and/or place</li> <li>analyze and evaluate the overall patterns of diction in the whole text and its impact on meaning and tone</li> <li>analyze the cumulative impact of figurative language (e.g., metaphor, simile, metonymy, overstatement, oxymoron, understatement) and its impact on meaning and tone</li> </ul>	<p>particularly like (these can be analyzed for patterns periodically, giving students insight into their personal aesthetic preferences as readers)</p> <ul style="list-style-type: none"> <li>Integrate new vocabulary into lessons and lectures</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RL5:</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>know aesthetic impact is the appreciation of beauty</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>analyze an author's choices about structure and organization of a story or drama (e.g. multiple points of view, flashback)</li> <li>analyze the effect of an author's choices on the story or drama itself and/or the audience</li> <li>analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of the text</li> <li>analyze how author's choices impact the overall structure, me</li> </ul>	<ul style="list-style-type: none"> <li>Allow students to explore texts that experiment with structure in interesting ways (such as magical realism)</li> <li>Require students to isolate and analyze structural elements (such as identifying the climactic scene and defending their choice through text evidence)</li> <li>Have students compare and contrast texts that are suspenseful, comic, or otherwise create an emotional/tonal response; direct students in identifying a variety of structural approaches to achieve a similar results (for example comic structural elements like surprise or dramatic irony)</li> <li>Explore the structure of poetry including metrical terms and formulas (such as iambic pentameter) and rhyme scheme</li> <li>Engage students in analyzing an author's choices about structure</li> </ul>

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	<p>and/or aesthetic impact of a text</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• identify multiple or parallel plots within a text and how they impact the meaning of text</li> <li>• analyze how the author manipulates time in the text and how it creates effects such as mystery, tension, or surprise</li> <li>• classify and evaluate the sequence of events in a text</li> <li>• examine how the structure of the text creates an emotional response from the reader</li> <li>• analyze an author's choices about structure and organization of a story or drama (e.g. multiple points of view, flashback)</li> <li>• analyze the effect of an author's choices on the story or drama itself and/or the audience</li> </ul>	<p>and organization of a story or drama (e.g., multiple points of view, flashback) and the effect of those choices on the story or drama itself and/or the audience</p> <ul style="list-style-type: none"> <li>• Analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of the text</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RL6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• the meaning of satire, irony, hyperbole, and understatement</li> <li>• how to recognize an author's use of satire, irony, hyperbole, and understatement</li> <li>• authors use language to create effects which are sometimes not directly stated</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• analyze text in order to recognize and interpret styles of writer's craft (e.g., sarcasm, satire, irony, and understatement)</li> <li>• evaluate how words or expressions can carry literal and figurative meaning (e.g., in Marc Antony's speech from <i>Julius Caesar</i>: "Brutus says he is ambitious, and Brutus is an honorable man")</li> <li>• evaluate how the author's use of irony creates nuances in a text</li> </ul> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• determine which details in a particular work of literature relate to a cultural experience or support the author's or character's point of view</li> <li>• compare and contrast the author's or character's point of view or cultural experience from a wide variety of texts</li> <li>• analyze how a particular cultural belief affects the point of view of a topic</li> <li>• analyze how cultural experiences differ in literary works of similar topics</li> <li>• evaluate the influence of cultural experiences and their effects on the author's or character's point of view within a text</li> </ul>	<ul style="list-style-type: none"> <li>• Employ these figurative constructions in your everyday speech, lessons, and lectures; point out when you have used satire or irony to make a point</li> <li>• Use the plethora of examples from modern media of these figurative constructions; compare modern examples with classical ones</li> <li>• Choose text examples to introduce these concepts that are accessible and engaging (for example a Mark Twain or David Sedaris satirical essay may be much more effective in introducing the concept than Jonathan Swift).</li> <li>• Ensure that students begin with a very strong grasp of the basics of figurative language (metaphor, simile, personification, hyperbole, idioms)</li> </ul>
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12RL7:</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• there are multiple interpretations of literary works</li> <li>• interpretations may differ from the original intent</li> </ul> <p><b>Do:</b></p>	<ul style="list-style-type: none"> <li>• Compare and contrast specific characteristics of different genres as they develop and change over time for different purposes (i.e., personal, meditative Colonial writing vs. public, political documents of the Revolutionary era, or replication of traditional European styles [Bradstreet, Taylor] vs. emerging distinctive American style [Dickinson, Whitman] in poetry). Create opportunities for students to compare texts across mediums, avoiding using only text/film for</li> </ul>

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	<ul style="list-style-type: none"> <li>analyze written text (story, drama, or poem) compared to a source text or different interpretation of that text (e.g., <i>Tristan y Isold vs Romeo and Juliet</i>)</li> <li>evaluate how the alternative version depicts the original text</li> </ul> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>analyze and interpret subjects and key scenes in each representation</li> <li>compare and contrast key ideas or artistic treatments in both representations</li> <li>analyze what is emphasized or absent in each representation of a subject or key scene</li> </ul>	<p>these comparisons</p> <ul style="list-style-type: none"> <li>Expose students to interpretations that are true to the original and those whose interpretation is “loosely based,” having students identify the literary elements that have changed and those that remain</li> <li>Focus discussion of literary elements on the “why” more than the “what” at every opportunity; in literary analysis it is not as important to know that the movie tells a story using flashback whereas the novel does not, only why the author(s) made these choices and how they affect the reader</li> <li>Teach and review literary terms, including sophisticated terms and concepts such as dramatic irony, verisimilitude, stream of consciousness, etc. (use a glossary of terms for reference) so that students have the language to talk about more abstract concepts</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RL9:</b> Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>the various characteristics of foundational American literature from the eighteenth-, nineteenth-, and early twentieth centuries</li> <li>how to connect the major ideas and themes common in American literature by time period</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>compare and contrast similar themes or topics in two or more texts from American literature written in the same time period</li> <li>must analyze two or more authors’ treatments of themes or topics in foundational works of American literature written in the same period</li> </ul> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>analyze how and why an author transforms source material in a specific work</li> <li>analyze the purpose an allusion serves in a text</li> </ul>	<ul style="list-style-type: none"> <li>Provide a visual/graphic representation of a timeline of American Literary periods, works, and authors in the classroom</li> <li>Provide a visual/graphic representation of relevant geography if appropriate</li> <li>Purposefully select texts that represent a broad spectrum across the sweep of American Literary history; include significant poetry study; avoid focus on a single era</li> <li>Integrate a variety of textual representations including visual, aural, and digital texts</li> <li>Use a variety of strategies to increase the amount of text covered, including jigsaw, literary seminar, in-class and independent reading</li> <li>Purposefully select texts that represent diverse voices from American cultural history (women, Native Americans, people of color, immigrants, etc.)</li> </ul>
<p><b>Grades 11-12 Support Standard</b></p>	<p><b>ELAGSE11-12RL10:</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>Know:</b></p>	<ul style="list-style-type: none"> <li>Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion</li> <li>Model distinguishing among evidence that supports <u>and evidence that most strongly supports</u> claims for explicit analysis and</li> </ul>

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	<ul style="list-style-type: none"> <li>• difference between explicit information and inference, supportive and non-supportive evidence, and adequacy of evidence for claim made</li> <li>• when texts present content that has adequate evidence and/or when gaps exist or are acknowledged</li> <li>• conventions of how to cite evidence</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• analyze the evidence that supports explicit information or is the basis for inference made</li> <li>• distinguish among multiple pieces of evidence and cite adequate evidence to thoroughly support claims</li> <li>• recognize where the text does not provide a definitive answer</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• select textual evidence that most strongly and adequately supports a claim</li> </ul>	<p>inferences</p> <ul style="list-style-type: none"> <li>• Model distinguishing among evidence to <u>cite adequate evidence</u> that thoroughly supports a claim</li> <li>• Model analyzing texts to determine when the author has adequate evidence and where gaps exist, including when authors acknowledge such gaps</li> <li>• Require students to take notes on textual content, modeling appropriate procedures and content (e.g., Cornell Notes, outline)</li> <li>• Scaffold reading of informational texts as needed (which may require more reader stamina than narrative text)</li> <li>• Purposefully choose a variety of challenging informational texts from a variety of categories (legal, scientific, technical, literary non-fiction such as memoir)</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RI2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• how to differentiate among two or more central ideas</li> <li>• how to trace interaction among ideas and trace how they build the central idea</li> <li>• how to summarize several ideas showing the relationship among them</li> <li>• difference between objective and subjective</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• analyze/trace the progression of two or more central ideas using supporting ideas across the whole text and understand how they interact and build on one another</li> <li>• summarize the central idea using the most supportive ideas</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• determine a central idea and supporting details</li> <li>• objectively summarize the text</li> </ul>	<ul style="list-style-type: none"> <li>• Provide informational texts with clear central ideas logically developed as exemplars</li> <li>• Analyze how two or more central ideas interact and build on one another to convey the author's purpose</li> <li>• Provide informational texts from American history or British history with nuanced or complex central ideas to challenge readers and provide contrast</li> <li>• Provide opportunities for students to write objective summaries of texts and provide exemplars of biased and unbiased summary</li> <li>• Require students to reverse-engineer outlines of provided texts as well out outlining texts they will write</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RI3:</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• how an author develops individuals, ideas, and events in a text</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• analyze a set of ideas or sequence of events and explain their interaction in a text</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• analyze interactions among individuals, events, or ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Engage students in teasing out ideas that involve complex relationships over the course of a text using graphics or outlines</li> <li>• Examine author's technique for using interactions among individuals, ideas, events to develop his/her purpose</li> </ul>
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12RI4:</b> Determine the meaning of words and phrases as they</p>	<ul style="list-style-type: none"> <li>• Provide examples of word choice that illustrate both extreme</li> </ul>

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<p><b>HP</b></p>	<p>are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• general meanings of words as well as uses for effect: figurative, connotative, technical</li> <li>• techniques authors use to refine and shape the meaning of key terms over the course of a text (imply contextual meaning that may persuade, create desired image or tone)</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• determine how the author's use of words and phrases match the purpose of the content</li> <li>• analyze how the meaning of a key term is shaped over the course of a text</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• determine how the author's use of words and phrases suits the purpose and impacts meaning and tone</li> <li>• analyze the cumulative impact of specific word choices on meaning and tone</li> </ul>	<p>formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each</p> <ul style="list-style-type: none"> <li>• Engage students in analyzing author's word choice in relationship to purpose</li> <li>• Analyze techniques used by the author to shape word meaning for a purpose</li> <li>• Analyze impact of author's decision about word choice on meaning and/or bias</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RI5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• how authors use the structure of text (sentences, paragraphs, sections) to convey their message or purpose</li> <li>• ways to evaluate the effectiveness of structure for the author's purpose (is point clearly presented, convincingly stated, and engaging for the reader)</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• determine the effectiveness of a text structure for an author's purpose</li> <li>• identify where text structure contributes or does not contribute to clarity of exposition or argument</li> <li>• critique effectiveness of structures used to convince and engage the reader</li> </ul> <p><b>Pre-requisites:</b></p> <ul style="list-style-type: none"> <li>• analyze how text structures (particular sentences, paragraphs, or larger portions of a text) were used by an author to develop and refine ideas and claims</li> <li>• describe specific sections of text used to refine an idea or claim</li> </ul>	<ul style="list-style-type: none"> <li>• Engage students in analyzing which text structures were used to develop an author's exposition or argument</li> <li>• Critique effectiveness of structures in terms of how they made the exposition or argument clear, convincing, and engaging</li> <li>• Engage in examining weaknesses in author's use of structures for a given purpose and the impact on the exposition or argument</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RI6:</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>Know:</b></p>	<ul style="list-style-type: none"> <li>• Purposefully choose texts in which biases and author's point of view are readily evident, as well as texts where the author may intentionally obscure his point of view or motives, allowing students to be challenged in identifying the intent behind clever rhetoric</li> </ul>

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	<ul style="list-style-type: none"> <li>• the objectivity of a text can be influenced by an author’s purpose or personal bias</li> <li>• authors may acknowledge other positions or viewpoints to reinforce or contrast their own</li> <li>• authors use rhetoric (influential or persuasive language) to advance their point of view or purpose</li> <li>• authors may have developed a style of writing where they use rhetoric so effectively they convey their message with a power that is believable and persuasive</li> <li>• authors may assert themselves as experts or trustworthy sources but that does not mean this is always true</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• determine the point of view or purpose in a text</li> <li>• analyze rhetorical strategies the author used to convey his/her message</li> <li>• analyze if and how rhetoric added to the power and persuasiveness of the message</li> <li>• assess the author’s reliability as a source of information</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• determine and explain author’s point of view or purpose, and analyze how he uses rhetoric to advance it</li> </ul>	<ul style="list-style-type: none"> <li>• Point out every instance of rhetorical strategy in argument (pathos used to avoid weekend homework)</li> <li>• Engage students in extrapolating rhetorical techniques used by authors and determining the effectiveness of each</li> <li>• Have students describe author’s style of rhetoric and the possible impact on the reader</li> <li>• Have students routinely construct précis from both straight-forward and difficult texts in order to become adept at zeroing in on the piece, the author, his or her aim, and his or her strategies as a matter of course when encountering a new text</li> </ul>
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12RI7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• information is presented in various forms including print or digital text, multimedia, video, and audio</li> <li>• when audio, visual, and multimedia versions may help address a specific question or problem</li> <li>• how to integrate mediums to convey an answer or a solution</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• analyze information presented in different media or formats and determine which details are emphasized in each account</li> <li>• use the information obtained from text and media to analyze and present a meaningful and complete answer or solution</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• analyze various accounts of a subject told in different mediums</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to analyze text in multiple formats to answer questions and solve problems</li> <li>• Engage in extrapolating and integrating information from an array of text and media sources on a topic to answer questions and solve problems</li> <li>• Acquire knowledge of and use all available current technologies in short and extended research projects</li> <li>• Be creative in locating resources to use, including personal interviews, primary source documents, archival footage, recordings, etc to answer questions or solve problems</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12RI8:</b> Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (eg, in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (eg, <i>The Federalist</i>, presidential addresses).</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• the reasoning in seminal US texts</li> <li>• the basic constitutional principles to seminal US texts</li> </ul>	<ul style="list-style-type: none"> <li>• Trace the line of an argument in seminal US texts and identify the key purpose of the arguments and identify specify claims used to advocate the case</li> <li>• Define premise and illustrate using examples of propositions in historical documents and court cases</li> <li>• Engage students in explaining what arguments are made in historical documents and their effectiveness in supporting advocacy for a point of view</li> </ul>

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	<ul style="list-style-type: none"> <li>• legal reasoning in seminal US texts</li> <li>• the premise(s), purpose(s), and argument(s) in works of public advocacy</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• identify reasoning in seminal US texts</li> <li>• evaluate the reasoning in seminal US texts based on constitutional principles and the author's use of legal reasoning</li> <li>• evaluate the premise(s), purposes, and arguments in works of public advocacy</li> <li>• analyze perspectives from two or more seminal US texts on related topics</li> <li>• justify the cogent viewpoint in two or more seminal US texts (eg, different accounts of the same event/ issue)</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• determine false statements in an argument</li> <li>• identify fallacious reasoning in an argument</li> <li>• delineate and evaluate specific claims in a text</li> <li>• analyze whether the reasoning used in an argument is valid</li> <li>• analyze whether the evidence cited in an argument is relevant and sufficient</li> <li>• evaluate the effectiveness and credibility of argument(s) presented in a text</li> <li>• evaluate the effectiveness of rhetorical fallacies in advancing an argument</li> <li>• know how to determine the validity of an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Examine argumentative techniques used in historical documents and compare to techniques in modern Supreme Court arguments</li> <li>• Compare and contrast popular rhetorical strategies used in arguments as they have evolved over time</li> <li>• Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion</li> </ul>
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12RI9:</b> Analyze foundational US documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• the themes, purposes, and rhetorical features of foundational US documents</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• analyze significant foundational US documents for key themes</li> <li>• discern the purposes of foundational US documents by analyzing theme and text structure</li> <li>• analyze rhetorical features of foundational US documents and evaluate their impact of meaning</li> <li>• analyze the combined role of themes, concepts, and rhetorical devices in foundational US documents</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• analyze seminal US documents for key themes</li> <li>• discern the purpose(s) of seminal US documents by analyzing</li> </ul>	<ul style="list-style-type: none"> <li>• Explore themes, ideas, and attitudes common to specific periods of American history</li> <li>• Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in foundational US documents of the seventeenth-, eighteenth- and nineteenth- centuries</li> <li>• Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion</li> <li>• Consider displaying a timeline of US history in the classroom for reference</li> <li>• Examine themes of conformity, rebellion, individualism, and other driving themes in foundational documents</li> <li>• Require students to summarize and paraphrase difficult documents, including writing précis</li> <li>• Compare and contrast popular rhetorical strategies as they have evolved over time</li> <li>• Conduct quantitative analyses of the structure and vocabulary (text complexity) of historical documents to modern informational documents</li> </ul>

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	<p>author's purpose and text structure</p> <ul style="list-style-type: none"> <li>analyze rhetorical features and literary elements of seminal US documents and evaluate their impact on meaning and purpose</li> <li>analyze multiple seminal US documents for related themes and concepts</li> </ul>	
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12RI10:</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>an argument is a logical way of demonstrating that a position, belief, or conclusion is based on reasoning and evidence gained from analysis of a topic or text</li> <li>a claim is a debatable thesis—something on which people could have differing opinions</li> <li>an analysis is an examination of a complex topic or issue</li> <li>the effectiveness of an argument is grounded in valid reasoning and appropriate evidence</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>establish precise, knowledgeable claims that demonstrate a thorough analysis of a topic or text</li> </ul>	<ul style="list-style-type: none"> <li>Provide engaging, stimulating, and relevant text-based topics for argumentation</li> <li>Model and engage students in writing arguments that address the Know and Do of this standard</li> <li>Vary writing assignments to include both short and sustained projects, researched argumentation, group projects, and multi-modal writing</li> <li>Require formal manuscript styles on some assignments, including formal works cited pages and appropriately formatted citations</li> <li>Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion</li> <li>Point out persuasive strategies in everyday discourse (for instance when students argue against weekend homework)</li> <li>Include the study of and writing of literary criticism as a type of argumentative writing</li> </ul>

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	<ul style="list-style-type: none"> <li>• structure arguments logically and thoroughly using relevant evidence</li> <li>• interpret, apply evidence, and establish significance to support claims</li> <li>• anticipate the knowledge, concerns, values, and biases of the audience</li> <li>• structure arguments logically by sequencing claims, counterclaims, reasons, and evidence</li> <li>• establish and maintain a formal style and objective tone</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• establish a claim that demonstrates a thorough understanding of a topic or text</li> <li>• structure arguments to support claims using reasons and evidence</li> <li>• interpret and apply evidence that supports claims</li> <li>• anticipate the knowledge and concerns of the audience</li> <li>• clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims</li> <li>• maintain a formal style and objective tone</li> </ul>	
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12W2:</b> 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.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ol> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• an informative/explanatory topic that can be reasonably explained or clarified within the text</li> </ul>	<ul style="list-style-type: none"> <li>• Model and engage students in writing informative/explanatory texts to examine a topic and convey ideas and concepts that address the specific strategies described in the Know and Do of this standard</li> <li>• Explore a variety of professional essays with students that illustrate the difference between reporting facts and expressing an opinion, paying special attention to types of text whose purpose may be unclear (biased news reporting, for instance)</li> <li>• Construct newspapers and journalistic articles based on both literary and informational text</li> <li>• Provide opportunities for both short and extended informative essay writing</li> <li>• Use real world examples (for example political debate) for whole-class discussions on the distinctions between fact and opinion, and the importance of critical analysis of information presented in various formats as fact, but without supporting evidence</li> </ul>

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	<ul style="list-style-type: none"> <li>• how to effectively organize complex ideas so that each new element builds on the previous idea in order to create a unified whole that communicates the author's purpose effectively</li> <li>• how to develop the topic thoroughly by selecting and synthesizing the most significant and relevant facts, definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• select an informative/explanatory topic that can be reasonably explained or clarified within the text</li> <li>• effectively organize complex ideas so that each new element builds on the previous idea in order to create a unified whole that communicates the author's purpose effectively</li> <li>• develop the topic thoroughly by selecting and synthesizing the most significant and relevant facts, definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• select an informative/explanatory topic that can be reasonably explained or clarified within the space and time allotted</li> <li>• effectively organize complex ideas that communicate the author's purpose</li> <li>• develop the topic by selecting and synthesizing relevant facts, definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic</li> </ul>	
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• how to formulate a real or imagined experience</li> </ul>	<ul style="list-style-type: none"> <li>• Always tie narrative writing opportunities to a text under consideration</li> <li>• Purposefully choose texts to provide examples of strong characterization, nontraditional structures, and other literary elements students can experiment with in their writing; ensure that they experiment with specific techniques such as dialogue and flashback</li> <li>• Because formal analysis and research papers will not require narrative writing, supplement narrative writing opportunities with daily routine writing</li> <li>• Allow students to explore narrative styles by emulating the styles of favored authors for specific assignments</li> <li>• Remember to require the same rigor and sophistication in narrative writing that is required in other grade-level appropriate texts</li> </ul>

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	<ul style="list-style-type: none"> <li>• how to engage and orient the reader by clearly setting out a situation and its significance</li> <li>• how to develop experiences, events, and/or characters by using effective narrative techniques</li> <li>• how to incorporate well-chosen details into an original narrative</li> <li>• how to structure narratives with appropriate sequencing so they build toward a particular tone and outcome</li> <li>• how to manipulate time within a narrative as a means of developing complex event sequences</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• formulate a real or imagined experience</li> <li>• engage and orient the reader by clearly setting out a situation and its significance</li> <li>• develop experiences, events, and/or characters by using effective narrative techniques</li> <li>• incorporate well-chosen details into an original narrative</li> <li>• structure narratives with appropriate sequencing so they build toward a particular tone and outcome</li> <li>• be able to manipulate time within a narrative as a means of developing complex event sequences</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• formulate a real or imagined experience</li> <li>• engage and orient the reader by clearly setting out a problem or situation</li> <li>• develop experiences, events, and/or characters by using effective narrative techniques</li> <li>• incorporate well-chosen details into an original narrative</li> <li>• structure narratives with appropriate sequencing to create a coherent whole</li> </ul>	
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12W4:</b> 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.)</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• development, organization, and style of writing (e.g., argument, informational/explanatory, and narrative) are dependent on purpose and audience</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• develop ideas, details, and/or evidence for a specific writing task, based on the purpose and audience</li> <li>• organize their writing based on a specific task, purpose, and audience</li> <li>• determine and use appropriate writing style and structure (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• Purposefully incorporate opportunities to write in all genres</li> <li>• Provide frequent writing opportunities, both formal and routine, brief and extended</li> <li>• Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both</li> <li>• Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium</li> <li>• Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits</li> </ul>

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	<p>diction, voice, sentence structure) based on the specific task, purpose, and audience</p> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• develop ideas, details, and/or evidence for a specific writing task, based on the purpose and audience</li> <li>• organize their writing based on a specific task, purpose, and audience</li> <li>• determine appropriate writing style and structure (e.g., diction, voice, sentence structure) based on the specific task, purpose, and audience</li> </ul>	
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• how to apply the five stages of the writing process independently and proficiently based on the task-specific purpose for writing and the audience</li> <li>• how to strengthen their writing by identifying what is most important for a specific audience or purpose</li> <li>• when to revise, rewrite, or change the focus of writing based on what is most significant to the audience or important to the purpose for writing</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• apply the five stages of the writing process independently and proficiently based on the task-specific purpose for writing and the audience</li> <li>• strengthen their writing by identifying what is most important for a specific audience or purpose</li> <li>• revise, rewrite, or change the focus of writing based on what is most significant to the audience or important to the purpose for writing</li> <li>• use correct grammar and conventions</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• analyze how an author uses diction and syntax to develop ideas and/or claims</li> <li>• analyze how text structure develops and defines an author's ideas or claims</li> <li>• analyze text structure for its effectiveness in presenting an author's ideas or claims</li> <li>• analyze the way an idea or claim is revealed through syntax, paragraphs, and/or larger portions of text (e.g., a section or chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• Require students to use all steps of the writing process; collect both preliminary and final drafts and award additional points for a well-revised original draft</li> <li>• Use a consistent rubric and scoring system throughout the year and across grade levels when possible</li> <li>• 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</li> <li>• Remember to include a writing elements in all reading assignments and a reading component in all writing assignments, incorporating language and speaking/listening routinely</li> </ul>
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12W6:</b> Use technology, including the Internet, to produce,</p>	

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	<p>publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• different mediums of technology are used to produce writing</li> <li>• why the relationship between ideas and sources are important through their writing</li> <li>• how to effectively cite the sources used producing and publishing writing using technology using MLA format</li> <li>• how to determine the length of the published writing</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• evaluate technology to determine the most effective method to publish and produce writing</li> <li>• use technology to produce, publish, and update an individual or shared product</li> <li>• evaluate feedback and new information in order to make appropriate revisions to writing using technology</li> <li>• use technology to share and update writing products</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• analyze how an author uses rhetoric to develop and/or advance a point of view or purpose</li> <li>• analyze how an author uses language and tone to illuminate his/her point of view or purpose</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Investigate opportunities to partner with other classrooms in remote locations, including internationally (many platforms exist to facilitate these connections)</li> <li>• Partner with the media specialists in your school whenever possible</li> <li>• Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies whenever possible</li> <li>• Learn from your students, the digital natives, about emerging technologies</li> <li>• Share student work beyond the borders of the classroom whenever possible and appropriate</li> </ul>
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12W7:</b> 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.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• the scope of research may broaden or narrow depending on the audience's needs and the author's purpose</li> <li>• using multiple sources allows for deeper understanding of a topic</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• identify and/or generate their own research question or problem</li> <li>• adapt the scope of topic (narrow or broaden) based on research findings</li> <li>• analyze and determine the relevance of data and information collected based on the research questions(s)</li> <li>• synthesize information gathered from multiple print and online sources</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• determine criteria for comparing various accounts of a subject told or presented in different mediums</li> <li>• analyze the various accounts of a subject, taking into consideration the conventions of a specific medium</li> </ul>	<ul style="list-style-type: none"> <li>• Require long-term, in-depth research inquiries to be completed that result in a formal paper strictly conforming to an accepted manuscript style</li> <li>• Require in-text citations, footnotes, running headers and footers, and other technical structural elements when appropriate</li> <li>• Allow opportunities for both formal and informal research projects, including group and individual projects, short and sustained, formal and informal citation styles, etc.</li> <li>• Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, etc., and discuss how citation styles vary for these media</li> <li>• 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</li> </ul>

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	<ul style="list-style-type: none"> <li>compare the various accounts of a subject, noting significant details emphasized in each account</li> <li>explain how and why different mediums depict a subject in a specific way</li> <li>how different mediums use different conventions and structures to address the same subject</li> </ul>	
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12W8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>what plagiarism is and how to avoid it</li> <li>how to cite sources using a standard format (in TCSS, we use MLA)</li> <li>how to use advanced searches (e.g., scholarly data bases, library searches) to find relevant, credible research to answer a research question</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>assess the strengths and limitations of a source used for research</li> <li>evaluate sources to determine their strengths and weaknesses</li> <li>evaluate sources' effectiveness in speaking to writer's task, audience, and purpose</li> <li>recognize the value of using a variety of sources, rather than relying heavily on a single source</li> <li>integrate evidence collected during research into their writing while avoiding plagiarism</li> <li>use required format correctly</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>determine if a source (print or digital) is credible, relevant, and/or useful in answering a research question</li> <li>effectively use quotes and paraphrases in order to support their assertions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Employ a formal note-taking style in the classroom, such as Cornell notes</li> <li>Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, etc., and discuss how citation styles vary for these media</li> <li>Reserve resources well in advance to ensure adequate access to resources such as media center, computers, and laboratories</li> <li>Examine indicators of credibility in resources, especially digital resources; teach the concept of peer review in scientific articles</li> <li>Teach major manuscript styles and require composition of citations without dependence on electronic citation generators</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</li> <li>Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning</li> </ol>	<ul style="list-style-type: none"> <li>Maintain the practice of requiring text-based evidence and support for all claims, inferences, and assertions proposed in the classroom, whether formal or informal</li> <li>Share effective student models of analysis essays</li> <li>Require reliable and easily-referenced knowledge of extensive grade-appropriate list of literary and rhetorical terms</li> <li>Incorporate the study of popular literary criticism to scaffold the concept of text analysis</li> </ul>

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	<p>[e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• how to identify appropriate organization based on the specific task or objective and audience for writing</li> <li>• how to connect evidence to analysis, reflection, and research</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• analyze multiple works to extrapolate evidence to support central ideas/claims related to purpose</li> <li>• compose analysis, reflection, and research for key literary works, literary non-fiction, and scholarly works</li> <li>• present and support reasoned arguments and critiques of texts, issues, or problems for authentic and varied audiences</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• analyze seminal U S documents for key themes</li> <li>• discern the purpose(s) of seminal U S documents by analyzing author's purpose and text structure</li> <li>• analyze rhetorical features and literary elements of seminal U S documents and evaluate their impact on meaning and purpose</li> <li>• analyze multiple seminal U S documents for related themes and concepts</li> </ul>	
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12W10:</b> 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.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• writing can be done in any academic area</li> <li>• writing should be done routinely, each time with a specific purpose</li> <li>• writing can be completed in extended and short time frames</li> <li>• the difference between informational text and literary non-fiction</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• determine the purpose, task, and audience their writing will address</li> </ul> <p><b>Pre-requisite:</b></p> <ul style="list-style-type: none"> <li>• determine the purpose, task, and audience their writing will address</li> </ul>	<ul style="list-style-type: none"> <li>• Provide frequent writing opportunities, both formal and routine, brief and extended</li> <li>• Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both</li> <li>• Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium</li> <li>• Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits</li> <li>• Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• conventions are agreed upon rules used in writing and speaking</li> <li>• usage follows a set of rules</li> <li>• differences in usage exists (e.g., British and American English, regional dialects)</li> <li>• usage changes over time (e.g., using nouns as verbs, technology-</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit familiarity with common and more sophisticated rules of use, grammar, and conventions in standard English such as the parts of speech, agreement, antecedents, etc.</li> <li>• Acquire a fundamental knowledge of the evolution of the English language over time (for example that the English vocabulary has grown from 10,000 words in Shakespeare's time to over 1 million words today)</li> <li>• Educate students on accepted authorities to consult for usage disputes (such as Strunk and White's Manual of Style, or the Oxford</li> </ul>

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	<p>related changes)</p> <ul style="list-style-type: none"> <li>usage can sometimes be contested (e.g., whether or not to use a comma before the last in a series "the serial comma")</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Students must revise speaking and writing to reflect the conventions appropriate to purpose, audience and format.</li> <li>Students must recognize the difference between Standard English usage and conventional usage.</li> <li>Students must recognize when to use Standard English and when to apply conventional understanding.</li> </ul> <p><b>Pre-requisite:</b></p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>the conventions of standard English grammar and usage</li> <li>how to use reference sources (e.g. <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner 's Modern American Usage</i>)</li> <li>issues of complex or contested usage can be resolved by consulting reference sources</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>use conventions of standard English grammar and usage in writing</li> <li>resolve contested issues of usage</li> </ul> <p><b>Pre-requisite:</b></p>	<p>English Dictionary), advising as to the unreliability of internet sources</p> <ul style="list-style-type: none"> <li>Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)</li> <li>At the 11th and 12th grade level, students may be able to experiment with using non-standard constructions to purposeful effect, but this should be undertaken advisedly (students must know and understand the rules they intend to bend)</li> </ul>
<p><b>Grades 11-12 HP</b></p>	<p><b>ELAGSE11-12L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>how to identify correct hyphenation usage</li> <li>how to identify compound words and numbers that should use a hyphen</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>use hyphens in phrases and clauses correctly</li> </ul> <p><b>Pre-requisite:</b></p> <p>b. Spell correctly.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Students must identify misspelled words when writing.</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Students must correct errors independently and proficiently in spelling when writing.</li> </ul> <p><b>Pre-requisite:</b></p>	<ul style="list-style-type: none"> <li>Exhibit familiarity with rules and patterns of spelling in standard English</li> <li>Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)</li> <li>Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas</li> </ul>

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<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12L3:</b> 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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• syntax is the discipline that examines the rules of a language that dictate how the various parts of sentences go together</li> <li>• various syntactical structures</li> <li>• the proper arrangement of words in a sentence clearly expresses the sentence's intended meaning</li> <li>• syntactic variation creates focus and voice at the sentence level</li> <li>• syntactical variation is rhetorical; the writer chooses the structure according to the intended effect on an audience</li> <li>• references such as <i>Tufte's Artful Sentences</i> demonstrate how sentence forms and patterns contribute to meaning and the craft of writing</li> <li>• how to identify syntactical structures and patterns within complex texts</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• vary syntax for effect in writing</li> <li>• consult references as guides to use syntax for effect</li> <li>• identify and apply knowledge of syntactical structure and patterns within complex texts</li> <li>• apply an understanding of syntax to the study of complex texts when reading</li> <li>• consult references such as <i>Tufte's Artful Sentences</i> to demonstrate sentence forms and patterns</li> </ul> <p><b>Pre-requisite:</b></p>	<ul style="list-style-type: none"> <li>• Because syntax is an area of focus in the grade 11-12 standards, spend some instructional time on this concept; many students repeat the word "syntax" throughout high school without ever developing a deep understanding of what it means and how it impacts their writing and speaking</li> <li>• Explain the definition and concept of syntax (patterns of formation of sentences and phrases from words); when we refer to syntax we are referring to the construction and length of sentences and their placement in relation to one another</li> <li>• Provide examples of various types of sentence constructions one may employ to add variety to your writing (for example, think about the difference in impact on you as a reader when you read each of these three statements: I like cake. I like ice cream./While I enjoy ice cream, I prefer to eat it with cake./Cake. Ice cream. What difference does it make?)</li> <li>• Require a formal manuscript style such as MLA or APA for at least a few papers each year</li> <li>• Require students to construct stylistically accurate citations without the assistance of an electronic citation generator</li> <li>• Use tact and perspective in considering colloquial and dialectic language, remembering that non-standard language is extremely prevalent in the digital age; this concept will require increasing attention as media become ever more prevalent in students' lives</li> <li>• 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</li> </ul>
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• words that are unknown or unfamiliar in a sentence</li> <li>• how to identify context clues using the overall meaning of a sentence or paragraph and/or the position or function of a word in a sentence</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• determine the meaning of a word or phrase from context clues</li> </ul> <p><b>Pre-requisite:</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to use their own resources to at least make an attempt at guessing the meaning of a new word before accessing reference materials</li> <li>• Encourage students to build their own vocabulary; an extensive vocabulary is one of the best indicators of a high score on SAT and ACT exams, as well as one of the best indicators of success in professional and academic discourse</li> <li>• Embed SAT/ACT vocabulary into your assignments</li> <li>• Routinely list and explore new words introduced through class texts</li> <li>• Point out roots and patterns in unfamiliar words</li> <li>• 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.</li> <li>• Review the construction of dictionary entries to ensure that students</li> </ul>

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<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p><b>Know:</b></p> <ul style="list-style-type: none"><li>• that patterns of word changes indicate different meanings (e.g. <i>conceive</i>, <i>conception</i>, <i>conceivable</i>)</li><li>• that patterns of word changes indicate different parts of speech</li><li>• that affixes create word patterns that influence the meaning and part of speech of a word</li></ul> <p><b>Do:</b></p> <ul style="list-style-type: none"><li>• determine the meaning of words from word changes such as affixes</li><li>• determine the part of speech using patterns of word changes such as suffixes</li><li>• apply patterns of word changes to words to determine a word's part of speech within context</li><li>• correctly identify and use the appropriate suffix to maintain a concept across a variety of sentences</li></ul> <p><b>Pre-requisite:</b></p> <p>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, its etymology, or its standard usage.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"><li>• how to use general and specialized print and digital reference material</li><li>• how to identify the pronunciation of a word</li><li>• how to identify the part of speech of a word</li><li>• that etymology is the study of the history of words, their origins, and how their form and meaning have changed over time</li><li>• the standard usage of a word as it fits in its context</li></ul> <p><b>Do:</b></p> <ul style="list-style-type: none"><li>• clarify the precise meaning of a word as it is used in a text</li><li>• clarify the part of speech of a word as it is used in a text</li><li>• clarify the etymology of a word</li><li>• recognize standard usage of a word as it fits in its context</li></ul> <p><b>Pre-requisite:</b></p> <p>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).</p> <p><b>Know:</b></p> <ul style="list-style-type: none"><li>• multiple methods of determining word meanings</li><li>• how to identify the appropriate method to determine word meanings</li></ul> <p><b>Do:</b></p> <ul style="list-style-type: none"><li>• determine the meaning of an unknown word or phrase</li><li>• confirm initial understandings using a variety of methods</li></ul>	<p>understand each part</p>
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	<p><b>Pre-requisite:</b></p>	
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• the context in which the figures of speech are used</li> <li>• that hyperbole is an exaggeration that creates emphasis or effect</li> <li>• that a paradox is a seemingly true statement or group of statements that leads to a contradiction</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• determine where figures of speech are used in a text</li> <li>• interpret the precise, intended meaning of the figure of speech based on the context in which it is used</li> <li>• analyze the role of figures of speech in a text</li> </ul> <p><b>Pre-requisite:</b></p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• that nuance means a subtle or slight degree of difference in meaning</li> <li>• what denotation means</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• differentiate between words with similar meaning</li> <li>• make connections between words with similar meaning</li> <li>• interpret the precise, intended meaning of words with similar meaning</li> </ul> <p><b>Pre-requisite:</b></p>	<ul style="list-style-type: none"> <li>• Identify and analyze various types of figurative and connotative language (including sophisticated constructions such as satire, pun, irony, synecdoche, metonymy, etc.)</li> <li>• Analyze the impact on text of literary elements such as imagery and figurative language</li> <li>• Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)</li> <li>• Provide examples of nuances of meaning in words (for example close versus slam, or strut versus walk)</li> <li>• Guide students in identifying various types of figurative language; provide contextual examples</li> <li>• Choose texts rich in figurative and connotative language</li> <li>• Require students to translate figurative expressions into concrete language and vice versa</li> <li>• Practice exploring connotations of common vocabulary as well as newer vocabulary</li> </ul>
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12L6:</b> 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.</p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• general academic words and phrases</li> <li>• general academic words and phrases usually include words that give precise and nuanced meaning to common and simple things (e.g., sauntered rather than walked)</li> <li>• general academic words and phrases are not as frequently defined within a text as domain-specific words and phrases</li> <li>• domain-specific words and phrases are words and phrases are specific to a particular field of study and are more common in informational texts than in literary texts</li> <li>• the meanings of general academic words and phrases and the meanings of domain-specific words and phrases contribute to</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each</li> <li>• 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</li> <li>• Use both figurative/connotative language and literal/concrete language in lecture and discussion</li> </ul>

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	<p>overall comprehension</p> <ul style="list-style-type: none"> <li>• reference materials, such as dictionaries and glossaries, can provide assistance with regard to vocabulary</li> <li>• clues about the meanings of words can often be located in a text</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• acquire and use accurately general academic words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>• acquire and use accurately domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>• use resources such as glossaries, dictionaries, and other reference materials to understand the meaning of a word or phrase important to comprehension or expression</li> <li>• locate and use context clues within a text to gather vocabulary knowledge important to comprehension or expression</li> <li>• demonstrate independence in gathering vocabulary knowledge important to comprehension or expression</li> </ul> <p><b>Pre-requisites:</b></p> <ul style="list-style-type: none"> <li>• acquire and use grade-appropriate academic and domain-specific words</li> </ul>	
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12SL1:</b> Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12SL2:</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	
<p><b>Grades 11-12</b></p>	<p><b>ELAGSE11-12SL3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas,</p>	

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	word choice, points of emphasis, and tone used.	
<b>Grades 11-12</b>	<b>ELAGSE11-12SL4:</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
<b>Grades 11-12</b>	<b>ELAGSE11-12SL5:</b> 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.	
<b>Grades 11-12</b>	<b>ELAGSE11-12SL6:</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	