

TEACHER GUIDANCE

FOR TRANSITION TO THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS



BRITISH LITERATURE

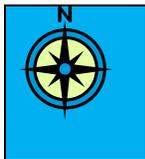
Reading Literary and Reading Informational

For use with Grades 11-12 Writing,

Speaking and Listening, and Language Guidance



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"



Grade 11-12 CCGPS
Reading Literary (RL)
ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Skills/Concepts for Students:

- Practice attentive reading both in the classroom and independently
- Locates and analyzes such elements as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, epistolary narrative, frames narrative) in works of British and Commonwealth fiction from different time periods.
- Distinguish important and relevant information from extraneous or redundant information
- Understand how to annotate text (both formally and informally) and the rationale for doing so; practice annotation consistently.
- Understand and practice skimming and close reading and know when each is appropriate
- Understand and practice summarizing and paraphrasing
- Read with appropriate fluency and speed for grade level text requirements (i.e. finish a 500 page novel in a prescribed time-frame).
- Understand inference, and the difference between explicit fact and inference
- Distinguish between analysis and summary
- Know the elements of analysis (e.g., how diction impacts tone)
- Tolerate uncertainty – texts cannot and do not always provide solutions or clear positions; identify when a straight-forward conclusion cannot reliably be drawn

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 British Literature (see above)
- Assign enough reading of appropriately complex grade-level text to challenge and extend students’ “endurance.”
- Explain, model, and enforce the practice of annotating as you read.
- Allow students to choose at least a small percentage of their own reading material within appropriate complexity levels to foster an ownership of their literary development and to explore their own tastes.
- Within the broad parameters described by the CCGPS (fiction/non-fiction/technical text/poetry) explore a wide variety of genres, including avant-garde genres.
- Practice in-class reading, both silent and aloud, and incorporate professional audio and video renditions of text as well as graphic novels and other visual art as a viable way to experience text.
- Always require textual evidence and support for any claim, argument, or opinion from a text, even in informal discussion.

Sample Task for Integration:

Preliminary to beginning a major literary text study, have students explore the various lenses of literary criticism. Students should choose or be assigned one of the following schools of criticism to research: traditional, sociological, archetypal, formalist, psychoanalytical, feminist, and structuralist. Students will prepare a 3 minute oral presentation describing the major academic points of this school of criticism and providing examples of criticism of this school as applied to a familiar text. Students may be grouped into teams of 7 so that they will only have to hear one presentation on each school of criticism if desired. Students will prepare and use index card annotations citing the results of their research. These cards may be used during the presentation and should be turned in as part of the assessment of the presentation.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 11-12 CCGPS
	Reading Literary (RL)
	ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Skills/Concepts for Students:

- Practice attentive reading both in the classroom and independently
- Relates identified elements in fiction to theme or underlying meaning
- Analyzes, and applies knowledge of the themes, structures, and elements of British and Commonwealth literature including drama and poetry
- Distinguish between theme, topic, main/central idea, concept, and thesis and understand the nuanced connotations of these words and understand exactly what you are attempting to identify or explain in a given instance
- Understand the concept of objectivity and work consistently toward providing summaries that are completely free of editorial bias (this is much more difficult than you might think)
- Determine when an assignment requires you to analyze or argue a claim and when it requires you to summarize without bias
- Determine what defines centrality in a theme; whether it is simply frequency of appearance in the text, or is it something more
- Understand and be able to identify techniques authors use to develop theme, such as exposition, dialogue, imagery, and conflict
- Identify dualities, contradictions, and parallel plot lines within texts; analyze the intentionality of these events and determine whether you as a reader believe they strengthen or detract from a text; do not shy away from forming a strong opinion of your own while remaining open to guidance from more experienced readers (strong and well-supported opinions are the basis of great analysis essays)
- Distinguish between “abstract” and “concrete” as concepts; concrete facts often accrue to form an abstract concept

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 British Literature (see above)
- Analyze and compares texts that express universal themes characteristic of British and/or Commonwealth literature across time and genre (i.e., classism, imperialism) and provides support from the texts for the identified themes
Provide clear-cut opportunities for the creation of both unbiased summaries and argumentative analysis. Model both and provide strong student examples
- Whenever practical and possible, choose short texts and more sustained readings that will spark strong reactions
- Choose texts that express complex or multiple themes. For fiction, choose a novel that features two or more equally strong and likable protagonists in direct opposition to one another

Sample Task for Integration:

Students will explore common themes in British and Commonwealth literature, including social change, the misuse of power, unrequited love, colonial alienation, etc. In order to build background knowledge and context for the study of British and Commonwealth literature, students will share examples of novels exemplifying the assigned theme. Students will present via PowerPoint or Prezi providing examples from the texts or from synopses of the texts to illustrate how the novels provide examples of the theme in question. In this way students will begin a unit of literary study with a foundation of contextual knowledge of genre, theme, and important authors and time periods of British and Commonwealth literature.

Recommended Vocabulary for Teaching and Learning:

Theme	Main Idea	Analysis	Summary	Paraphrase
Commonwealth	Classicism	Imperialism	Bias	Abstract
Concrete	Technique	Duality	Parallel	

	Grade 11-12 CCGPS
	Reading Literary (RL)
	ELACC11-12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Skills/Concepts for Students:

- Determine the impact of word choice (diction) on a text, specifically on the tone of the text
- Analyze such elements as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, epistolary narrative, frame narrative) in works of British and Commonwealth fiction from different time periods
- Determine the impact of sentence structure (fluency and syntax) on a text
- Learn to recognize literature that appeals to your own sensibility and identify the elements that are appealing
- Always annotate text as you read, whether formally or informally
- In literary texts, make it your practice to identify “DTSFI” (diction, tone, syntax, figurative language, imagery) in every text; these are the elements most often discussed in analysis
- Keep a record of new vocabulary, both conversational and academic, as your literary acumen develops

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 British Literature (see above)
- Guide students in learning to identify literary or rhetorical elements of texts by examining discrete elements in isolation.
- Use précis writing as a foundational skill preliminary to advanced analysis. A précis requires concise summary coupled with identification of literary or rhetorical elements, theme/topic, audience, and purpose.
- Expose students to texts from a variety of genres; comparing literary elements of drama, narrative, film, etc.
- Have students experiment with the impact of specific changes on plot, setting, and character
- Isolate and examine the techniques most often/most artfully employed by individual authors, noting how the nature of these choices lend a flavor to their overall body of work

Integration Sample Task:

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

Recommended Vocabulary for Teaching and Learning:

Audience	Purpose	Genre	Point of view	Narrative structure
Exposition	Diction	Rising action	Climax	Falling action
Resolution	Denouement	Tone	Syntax	Imagery
Figurative language	Characterization	Setting	Plot	Dynamic
Static	Flat	round	Allusion	flashback
Allusion	Flashback	Allegory	Direct/indirect	Motif
Chronological	Irony	Antagonist	Protagonist	Foreshadowing
In medias res	Flashback	Frame narrative	Epistolary narrative	

	Grade 11-12 CCGPS
	Reading Literary (RL)
	ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Skills/Concepts for Students:

- Analyze the effects of diction, figurative language, and complex language constructions, including: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance, personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion, controlling images, extended metaphor, understatement, hyperbole, irony, and paradox, as they relate to underlying meaning) on poems, drama, and novels in works of British and Commonwealth Literature
- Identifies and analyzes patterns of imagery or symbolism
- Acquire and review knowledge of strategies for making meaning, such as word patterns and Greek and Latin roots
- Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions
- Keep a notebook of words and phrases that you particularly like
- Understand the difference between figurative language, idiomatic language, and poetic (sound) devices and be able to readily identify each
- Make a practice of actively identifying the tone of a text, remembering that all literary analysis should examine diction, syntax, tone, imagery, and figurative language

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning for Teaching and Learning:

Definition	Denotation	Connotation	Figurative	Idiomatic
Sound device	Tone	Root word	Diction	Concrete
Alliteration	End rhyme	Slant rhyme	Internal rhyme	Consonance
Assonance	Personification	Imagery	Metaphor	Conceit
Simile	Metonymy	Synecdoche	Hyperbole	Symbolism
Allusion	Controlling image	Extended metaphor	Understatement	Hyperbole
Irony	Paradox	Idiom		

	Grade 11-12 CCGPS
	Reading Literary (RL)
	ELACC11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Skills/Concepts for Students:

- Analyze the effects of form in poetry (fixed and free, lyric, ballad, sonnet, heroic couplets, elegy, narrative poem, dramatic monologue) and drama (act, scene, line, stage directions)
- Identifies and analyzes patterns of imagery or symbolism
- Analyzes and explains the structures and elements of nonfiction works of British literature such as letters, journals and diaries, speeches, and essays.
- Know the elements of plot structure and be able to identify those parts
- Recognize various structural formats of fictional texts (stanza, act, scene, chapter, etc.)
- Identify and understand the function of flashback, foreshadowing, beginning a narrative in the middle of action (in media res)
- Be able to accurately identify rhyme scheme and basic metrical formulas
- Analyze the impact of an author's choice in disclosing narrative elements at a particular point in a text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 British Literature (see above)
- Allow students to explore texts that experiment with structure in interesting ways (such as magical realism)
- Require students to isolate and analyze structural elements (such as identifying the climactic scene and defending their choice through text evidence)
- Have students compare and contrast texts that are suspenseful, comic, or otherwise create an emotional/tonal response; direct students in identifying a variety of structural approaches to achieve a similar results (for example comic structural elements like surprise or dramatic irony)
- Explore the structure of poetry including metrical terms and formulas (such as iambic pentameter) and rhyme scheme

Sample Task for Integration:

Require students to acquire or review knowledge of meter by comparing and contrasting a Petrarchan, a Spenserian, and a Shakespearean sonnet. After acquainting students with the concept of stressed and unstressed syllables and basic metric feet (such as iambs and spondees) allow students to attempt to define the metrical formula of each type of sonnet. Students will write a brief analysis positing a claim about what they perceive to be the author's purpose in writing within the strict confines of a sonnet's formula. Students' claims and inferences must be based on cited text evidence.

Recommended Vocabulary for Teaching and Learning:

Exposition	Rising action	Climax	Falling action	Resolution
Denouement	Flashback	Foreshadowing	In media res	Aesthetic
Chapter	Prologue	Epilogue	Stanza	Scene
Act	Nonlinear	Linear	Meter	Verse
Rhyme scheme	Fixed/free	Lyric	Ballad	Sonnet
Heroic couplet	Elegy	Narrative poem	Dramatic monologue	Stage directions

	Grade 11-12 CCGPS
	Reading Literary (RL)
	ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Skills/Concepts for Students:

- Build upon a strong foundational knowledge of figurative language (such as metaphor and simile) to explore more nuanced constructions such as pun, satire, irony and their use in works of British and Commonwealth fiction from different time periods
- Relate modern satire (such as “The Simpsons” or “The Daily Show”) to classic satire (such as “A Modest Proposal”) to sharpen understanding of underlying concepts
- Practice using nuanced language constructions in your own speech and writing and identifying them in the speech and language of others
- Annotate the use of these figurative constructions as they occur in texts
- Proactively and independently continue to build vocabulary to enhance understanding of text (subtle constructions such as puns are difficult to recognize without a firm grasp of all vocabulary within the construction)

Strategies for Teachers:

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

Sample Task for Integration:

Students will use Jonathan Swift’s classic satire “A Modest Proposal,” as their model in creating an outline for a modern satire. First, students will deconstruct Swift’s essay by creating an outline of its major points and identifying the rhetorical strategies used (Swift uses understatement and hyperbole primarily, but many subtle strategies are at play). After students have studied Swift’s structure and strategies, they will choose a modern issue to lampoon, and using Swift’s technique, will create an outline (or write an essay) that will echo the master’s original. These may be published digitally or in a bound volume as an extension of the task.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 11-12 CCGPS
	Reading Literary (RL)
	ELACC11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)

Skills/Concepts for Students:

- Analyzes the influence of mythic, traditional, or classical literature on British and Commonwealth literature
- Traces the development of British fiction through various literary periods (i.e., Anglo-Saxon, Medieval, Renaissance, Romantic, etc.)
- Analyzes and compares texts that express universal themes characteristic of British and/or Commonwealth literature across time and genre (i.e., classism, imperialism) and provides support from the texts for the identified themes
- Traces the history of the development of the novel
- Make it a practice to compare version of texts that you have enjoyed (if you've seen a good film, read the book. If you've read a good book, see the film.
- Practice making your own aesthetic evaluation of a text, whether written, aural, or visual, instead of relying first on professional critics or instructors; own your own literary experience and understand your personal preferences
- Acquire and review the appropriate literary terminology to review texts of all kinds (diction, syntax, angle, perspective, etc.)
- Note what has been added or removed from various interpretations of a text; think about an author's purpose and strategy in deletions and additions that are specific to medium)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 British Literature (see above)
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 British Literature (see above)
- Create opportunities for students to compare texts across mediums, avoiding using only text/film for these comparisons.
- Expose students to interpretations that are true to the original and those whose interpretation is "loosely based," having students identify the literary elements that have changed and those that remain
- Focus discussion of literary elements on the "why" more than the "what" at every opportunity; in literary analysis it is not as important to know that the movie tells a story using flashback whereas the novel does not, only why the author(s) made these choices
- Teach and review literary terms, including sophisticated terms and concepts such as dramatic irony, verisimilitude, stream of consciousness, etc. (use a glossary of terms for reference) so that students have the language to talk about more abstract concepts

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

Interpretation	Abride(ment)	Drama	Narrative	Film
Act	Scene	Line	Chapter	Dialogue
Script	Angle	Perspective	Staging	Dues ex machina

	Grade 11-12 CCGPS
	Reading Literary (RL)
	ELACC11-12RL8: (Not applicable to literature) ELACC11-12RL9: 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.

Skills/Concepts for Students:

- Analyze the influence of mythic, traditional, or classical literature on British and Commonwealth literature
- Trace the development of British fiction through various literary periods (i.e., Anglo-Saxon, Medieval, Renaissance, Romantic, etc.)
- Trace the history of the development of the novel
- Analyze and compares texts that express universal themes characteristic of British and/or Commonwealth literature across time and genre (i.e., classism, imperialism) and provides support from the texts for the identified themes
- Relate a literary work to primary source documents of its literary period or historical setting (Empire, Post-colonialism , Anglo-Saxon, Medieval, Renaissance, Restoration/Neo-Classical, Romantic, Victorian, Modern, Postmodern)
- Compare and contrast specific characteristics of different genres as they develop and change over time for different purposes (i.e., heroic elegy, satirical essay, serial novel, etc.).
- The student analyzes a variety of works representative of different genres within specific time periods in order to identify types of discourse (i.e., satire, parody, allegory, romance, and pastoral) that cross the lines of genre classifications
- Understand how literary elements such as tone, mood, imagery, diction, syntax, and plot elements accrue to establish theme
- Acquire and review knowledge of foundational documents, making explicit text choices to enhance that knowledge
- Acquire and review the necessary vocabulary within historical context to effectively make meaning of the historical texts
- Supplement the study of fictional works from history with contextual knowledge about the historical period and author
- Generalize concepts of setting, plot, characterization, and other narrative elements so that specific instances of these may be recognized as having thematic similarities or differences (for example tragic flaw)
- Acquire a firm knowledge of literary periods, major works, and major authors of American Literature

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 British Literature (see above)
- Provide a visual/graphic representation of a timeline of American Literary periods, works, and authors in the classroom
- Provide a visual/graphic representation of relevant geography if appropriate
- 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
- Integrate a variety of textual representations including visual, aural, and digital texts
- Use a variety of strategies to increase the amount of text covered, including jigsaw, literary seminar, in-class and independent reading
- Purposefully select texts that represent diverse voices from American cultural history (women, Native Americans, people of color, immigrants, etc.)

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

Anglo-Saxon	Neoclassical	Restoration	Modern	Post-modern
Medieval	Renaissance	Romantic	Contemporary	Victorian
British	Commonwealth	Classicism	Imperialism	Empire
Post-colonial	Parody	Pastoral		

	Grade 11-12 CCGPS
	Reading Literary (RL)
	ELACC11-12RL10: 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. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

Skills/Concepts for Students:

- Practice attentive reading, both independently and within the classroom
- Use annotation and note-taking, maintaining coherent records that are useful for review
- Read assigned works but also read proactively and independently
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Begin to establish a clear personal aesthetic, understanding the types of literature that appeal to you and being able to articulate the reasons why

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

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

Incorporate all terms from previous standards in Reading Literary

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Skills/Concepts for Students:

- Read a variety of informational texts attentively, both independently and within the classroom
- Analyze and evaluate the logic and use of evidence in an author’s argument
- Analyze, evaluate, and apply knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works
- Recognize when a text has not or cannot provide a definitive answer on a subject; learn to tolerate uncertainty within a process or text
- Become familiar with and adept at decoding complex legal and technical documents, including contracts, manuals, etc.
- Readily distinguish important facts from extraneous details
- Think critically and analytically about text, making connections within a text and among texts including highly technical texts
- Recognize the rhetorical and structural strategies employed by an author establish a main idea or prove a point
- Make inferences and generalizations based on evidence from one or more reliable sources
- Always support claims and inferences, both in formal analysis and informal discussion with well-chosen textual evidence
- Take notes and annotate texts, both formally and informally

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for R11 British Literature (see above)
- Use multiple reading strategies including using a variety of digital media to access texts
- Challenge and build readers’ stamina with an adequate amount of required reading
- Implement a note-taking using a system such as Cornell notes and periodically assess or review students’ notes
- Teach and require annotation of text
- Teach and require formal citations in an accepted manuscript style when appropriate
- Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion
- Purposefully choose a variety of challenging informational texts from a variety of categories (legal, scientific, technical, literary non-fiction such as memoir)

Sample Task for Integration:

Students will conduct a research activity designed to expose them to texts where matters are left uncertain, or where definitive results have not or cannot be produced within the field of British Literature (for example the authorship of the plays of William Shakespeare). Students (individually, in teams, or in pairs) are to create a portfolio of resources that support each side of a controversial topic. Students will review and annotate the results of their research. (An extension to this activity could include a debate). The purpose of the research will be to find specific claims in each set of texts which are uncertain or indeterminate. This activity will yield samples of text that will illustrate the concept of uncertainty in technical texts and provide opportunities to discuss how to analyze the impact of indeterminate information in research and debate.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Skills/Concepts for Students:

- Read a variety of informational texts attentively, both independently and within the classroom
- Analyzes and explains the structures and elements of nonfiction works of British literature such as letters, journals and diaries, speeches, and essays.
- Readily distinguish important facts from extraneous details, using important facts to determine central ideas of a text
- Take notes and annotate texts, both formally and informally
- Recognize when a text contains editorial bias, whether overt or subtle, and summarize without editorial bias
- Critically analyze the way that facts accrue to support a thesis or hypothesis, including analysis of the interaction of multiple or many-faceted lines of reasoning
- Understand the scientific connotations of proof, theory, hypothesis, and support

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 British Literature (see above)
- Choose texts so that at least half of your classroom attentive reading involves informational (non-fiction) text
- Provide informational texts with clear central ideas logically developed as exemplars
- Provide informational texts with nuanced or complex central ideas to challenge readers and provide contrast
- Provide opportunities for students to write objective summaries of texts and provide exemplars of biased and unbiased summary
- Require students to reverse-engineer outlines of provided texts as well out outlining texts they will write
- Practice differentiating fact from opinion and important, supporting facts from extraneous ones

Sample Task for Integration:

Students will choose from among foundational documents from British history (Magna Carta, The Proclamation of Rebellion, 1628 Petition of Right) working with their chosen document to identify central ideas. Students should begin with a close analysis of the document, annotating over the course of multiple readings. Students should discuss and identify the strategies they are using to attempt to identify central ideas (recurring vocabulary, structure/headings, rhetoric). Through discussion and revision they may change their interpretations. While students may find one central idea they believe is most prominent, two or more fundamental notions are developed through each of these texts. Students will collect the aggregate of their analysis into an essay naming the central ideas of the piece and tracing the use of facts, claims, and rhetoric used to develop the central ideas.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Skills/Concepts for Students:

- Exhibit knowledge of informational text structures such contracts, statistical analyses, scientific findings, and legal opinions
- Analyzes and explains the structures and elements of nonfiction works of British literature such as letters, journals and diaries, speeches, and essays.
- Readily recognize generic text structures such as an abstract, a précis, or organizational patterns such as chronological order, comparison and contrast, and order of importance
- Readily recognize author’s purpose and identify bias both subtle and overt
- Readily distinguish between important facts or supporting details and extraneous or misleading information
- Note the differences in the types and amounts of evidence and support required for claims in various formats and disciplines (for example the evidence required in a letter to the editor may be scant and based on emotion, while the evidence required to advance an hypothesis in a scientific journal may be extensive)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 British Literature (see above)
- Employ process essays and actual processes in the classroom to illustrate the importance of logical order (for example analyzing scientific abstracts on an experimental process, or testimony from a trial transcript)
- 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
- Use graphic organizers to support students in identifying and illustrating interconnected points within an argument or analysis
- Expose students to complex informational genres such as peer reviewed scholarly journals, legal documents, or position statements

Sample Task for Integration:

Students will conduct an analysis of claims made during famous debates of the British Parliament, fact checking individual claims and identifying inferences both subtle and overt. Students will perform multiple close/attentive readings of the chosen debate (for example the debate on the Munich Agreement), taking notes on claims and inferences. When a fairly exhaustive list of a candidate’s claims has been compiled, students will go to work fact checking the claims and analyzing rhetorical strategies. Students will write an analysis that shows how the candidates main points were developed over the course of the debate, and will ascertain whether those points were well developed and supported or not.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).

Skills/Concepts for Students:

- Exhibit reliable knowledge of Greek and Latin roots, pre-fixes, suffixes, and word patterns in order to decode unknown language
- Analyze, evaluate, and apply knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works
- Readily distinguish between literal and figurative meaning, including subtle figurative language such as satire and irony
- Acquire and review knowledge of content area vocabulary (for example domain-specific vocabulary relevant to foundational historical documents, legal or medical terms, etc.)
- Differentiate between situations that require formal diction and those that do not
- Analyze an author’s purpose in word choice
- Analyze the cumulative effect of diction on a text

Strategies for Teachers:

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

Sample Task for Integration:

Students will examine the written works of Queen Elizabeth the First, <http://www.luminarium.org/renlit/elizabib.htm> through a number of qualitative and quantitative measures in order to create a statistical analysis of her use of figurative language and rhetoric. After choosing a text, students will explore ways to glean statistical information from the text (word processing programs will provide word counts and show instances of repeated words, Lexile.com will provide quantitative information, the “Ctrl F” function will allow you to search for instances of a certain word or count instances of its occurrence). Students should use their creativity to explore novel ways to gather information on the text. Citing specific textual evidence, students will compile a statistical analysis of Elizabeth’s use of language (what does he emphasize, what does he repeat, what figurative structures does he use, etc.)

Recommended Vocabulary for Teaching and Learning:

Figurative Academic Tone	Connotative Diction Impact	Literal Cumulative Rhetoric	Concrete Author’s purpose Strategy	Technical Jargon
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	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Skills/Concepts for Students:

- Analyze elements of structure in works of British and Commonwealth texts from different time periods
- Exhibit knowledge of informational text structures specific to grade level reading content such as letters, journals, diaries, speeches and essays
- Analyzes and evaluates the logic and use of evidence in an author’s argument.
- Readily recognize generic text structures such as an abstract, a précis, or organizational patterns such as chronological order, comparison and contrast, and order of importance
- Exhibit firm knowledge of sentence structure, including phrases/clauses/compound/complex/compound-complex sentences
- Understand the connotations of syntax and the impact of syntax on the reader, understanding that, like diction, syntax may vary depending on audience and purpose
- Recognize and understand textual features such as in-text citations, footnotes, glossaries, etc.

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 British Literature (see above)
- Provide clear examples of appropriate syntax, fluency, and structure within informational documents (for example student exemplars or sample texts)
- Practice appropriate use of structures within classroom documents, instructions, websites, etc.
- Allow opportunities for students to disassemble and reassemble texts based on structural and contextual clues
- Require infrastructure to be delineated in outlines that are reverse-engineered from existing texts or produced for texts to be written
- Purposefully choose texts connected to content area reading matter (such as British or American literature) that effectively use structures common to the genre (such as epistolary captivity narratives)

Sample Task for Integration:

Students will conduct a structural analysis comparing and contrasting famous sermons from British history (Thomas Chalmers, George Whitefield, Jonathan Swift, etc.) Focusing on structural elements only, students will trace and compare the structures of the two texts, including organization, sentence constructions, paragraph constructions, length, narrative voice, etc. Students will produce an analysis citing specific textual evidence from both texts These analyses may be presented in a digital format if desired to allow for viewing of primary source documents and illustrations or illustrations.

Recommended Vocabulary for Teaching and Learning:

Organizational structure	Chronological	Compare/contrast	Logical order	Spatial
Syntax	Claim	Argument	Diction	Citation
Footnote	Abstract	Glossary	Heading	Structure

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Skills/Concepts for Students:

- Understand and readily identify rhetorical strategies such as appeals to emotion or authority, syllogism, and logical fallacies
- Analyze and explain the structures and elements of nonfiction works of British literature such as letters, journals and diaries, speeches, and essays
- Analyze and evaluate the logic and use of evidence in an author’s argument
- Analyze, evaluate, and apply knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works
- Understand and apply knowledge of diction, syntax, tone, imagery, figurative language, and other elements in determining the effectiveness of an argument or exposition
- Identify author’s biases, both subtle and overt, and make considered decisions regarding the validity of a claim or appeal
- Readily distinguish between a powerful argument and a valid argument (not all valid arguments are powerful, and not all powerful arguments are valid)
- Make a practice of determining an author’s or speaker’s point of view even when it is not explicitly stated

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 British Literature (see above)
- Purposefully choose texts in which biases and author’s point of view are readily evident, as well as texts where the author may intentionally obscure his point of view or motives, allowing students to be challenged in identifying the intent behind clever rhetoric
- Point out every instances of rhetorical strategy in argument (pathos used to avoid weekend homework)
- Have students routinely construct précis from both straight-forward and difficult texts in order to become adept at zeroing in on the piece, the author, his or her aim, and his or her strategies as a matter of course when encountering a new text
- Encourage students to form and share their own aesthetic sensibility, choosing favorite pieces and being able to articulate why a piece resonates with them

Sample Task for Integration:

The practice of writing a rhetorical précis (http://oregonstate.edu/instruct/phi201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html) is one way to become adept at quickly identifying the key features of a text. To isolate and scaffold the ability to determine author’s purpose, it may be useful to require students to determine basic elements of a text in a timed environment, where they are encouraged to learn to reliably spot key indicators and trust their own literary judgment. Provide students with a set of three essays (released essays from the AP Language and Composition exam are of the appropriate length [less than a page] and work well for this purpose). Create a template that requires students to identify: title, author, date of publication, author’s purpose, author’s primary strategies, and intended audience. Allow students to complete this exercise within a defined time limit over repeated events (for example as an opening sponge once a week for a month).

Recommended Vocabulary for Teaching and Learning:

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

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Skills/Concepts for Students:

- Acquire and review vocabulary relevant to multiple types of text (statistical, graphic, elements of visual rhetoric)
- Become a more sophisticated, analytic, and thoughtful reader-interpreters of images
- Analyze multiple, relevant historical records of a single event, examine their critical relationships to a literary work, and explain the perceived reason or reasons for the similarities and differences in factual historical records and a literary text from or about the same period.
- Include information from relevant critical perspectives and evaluate the validity and reliability of sources.
- Continue to acquire expertise in digital formats as they evolve over time
- Use multiple types of information in problem solving, integrating information and evaluating for credibility

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 British Literature (see above)
- Provide opportunities for students to acquire text in multiple formats
- Require to reverse-engineer synthesis essays that have been compiled from multiple sources from a variety of formats, using citations to trace elements of argument or exposition back to source, and observe how the evidence was woven together by the author
- Acquire knowledge of and use all available current technologies in short and extended research projects
- Be creative in locating resources to use, including personal interviews, primary source documents, archival footage, recordings, tec.

Sample Task for Integration:

Direct students to PBS’s “In Search of Shakespeare” site, where they will find hundreds of links providing all sorts of information on the great playwright, his history, controversy surrounding the original folios, various adaptations of his works, and much more. Students will synthesize information from whichever venues they find most interesting to select an angle of focus and compile a presentation on some aspect of Shakespeare’s life or work. Students will present their final project in the form of a Prezi or PowerPoint that incorporates the StoryCorp piece with the contextual research, including all appropriate citations.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses.)

***Note: You may substitute the study of documents from British Literature for RI8.**

Skills/Concepts for Students:

- Acquire and review fundamental knowledge of history and foundational documents
- Identify author's biases, both subtle and overt, including implicit or explicit assumptions
- Readily distinguish important facts from extraneous details
- Use the concepts of inductive and deductive reasoning and syllogism in argument analysis
- Consistently and readily identify logical fallacies as well as reliable and well-supported arguments
- Summarize without editorial bias and recognize editorial bias in the writings of others
- Understand the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration)
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counter-claim and audience as well as author bias
- Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction and persuasive and powerful argument

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI8 British Literature (see above)
- Consider displaying a timeline of U.S. history in the classroom for reference
- Examine themes of conformity, rebellion, individualism, and other driving themes in foundational documents
- Require students to summarize and paraphrase difficult documents
- Compare and contrast popular rhetorical strategies as they have evolved over time
- Conduct quantitative analyses of the structure and vocabulary (text complexity) of historical documents to modern informational documents
- Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion

Sample Task for Integration:

This standard requires the understanding the reasoning in foundational documents from history. Queen Elizabeth's speech against the Spanish Armada stands as one of the great speeches in human history. Students will create an analysis based on evidence from the text that determines what made Elizabeth's speech one that is still analyzed and emulated today. This task will culminate in students performing dramatic interpretations of Elizabeth's speech (this activity may be extended by assigning various tones to the speech: loud, soft, angry, sad, etc.)

Recommended Vocabulary for Teaching and Learning:

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

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

***Note: Documents from British History may be substituted**

Skills/Concepts for Students:

- Analyze the influence of mythic, traditional, or classical literature on British and Commonwealth literature
- Trace the development of British fiction through various literary periods (i.e., Anglo-Saxon, Medieval, Renaissance, Romantic, etc.)
- Traces the history of the development of the novel
- Relate a literary work to primary source documents of its literary period or historical setting
- Include information from relevant critical perspectives and evaluate the validity and reliability of sources
- Readily distinguish important facts from extraneous details
- Use the concepts of inductive and deductive reasoning and syllogism in argument analysis
- Consistently and readily identify logical fallacies as well as reliable and well-supported arguments
- Understand the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration)
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counter-claim and audience as well as author bias
- Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction and persuasive and powerful argument

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 British Literature (see above)
- Explore themes, ideas, and attitudes common to specific periods of American history
- Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in foundational U.S. documents of the seventeenth-, eighteenth- and nineteenth- centuries.
- Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion
- Consider displaying a timeline of U.S. history in the classroom for reference
- Examine themes of conformity, rebellion, individualism, and other driving themes in foundational documents
- Require students to summarize and paraphrase difficult documents, including writing précis
- Compare and contrast popular rhetorical strategies as they have evolved over time
- Conduct quantitative analyses of the structure and vocabulary (text complexity) of historical documents to modern informational documents

Sample Task for Integration:

Have students choose one famous figure from British literary history (Shakespeare, Milton, Chaucer, Spenser, Austen, Swift, etc.) and conduct an analysis of 3 essays, letters, diary entries, or other document produced by that individual. The student will compile a “rhetorical profile” of that writer based on cited textual evidence, making warranted inferences about the attitudes, temperament, and style of that individual as a writer. Students will then choose a partner with whom to compare analyses. This exercise can be interesting both in a comparison between two different individuals, and in the comparative analyses of a single individual.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI10: By the end of grade 11-12, 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 11-12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

Skills/Concepts for Students:

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

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

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

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELACC5L5c
ELACC1L2c. Use commas in dates and to separate single words in a series.												Subsumed by ELACC5L2a
ELACC1L1i. Use frequently occurring prepositions.												Subsumed by ELACC4L1e
ELACC1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).												
ELACC3L1a. 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.												
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.												
ELACC3L3a. Choose words and phrases for effect.												
EKACC4L1e. Form and use prepositional phrases.												
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELACC4L1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).												
ELACC4L3a. Choose words and phrases to convey ideas precisely.												Subsumed by ELACC7L3a
ELACC4L3b. Choose punctuation for effect.												
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.												
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.												
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELACC6L3b. Maintain consistency in style and tone.												
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.												
ELACC9–10L1a. Use parallel structure.												
L11-12L3a. 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.												

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