

# TEACHER GUIDANCE

FOR TRANSITION TO THE COMMON CORE  
GEORGIA PERFORMANCE STANDARDS



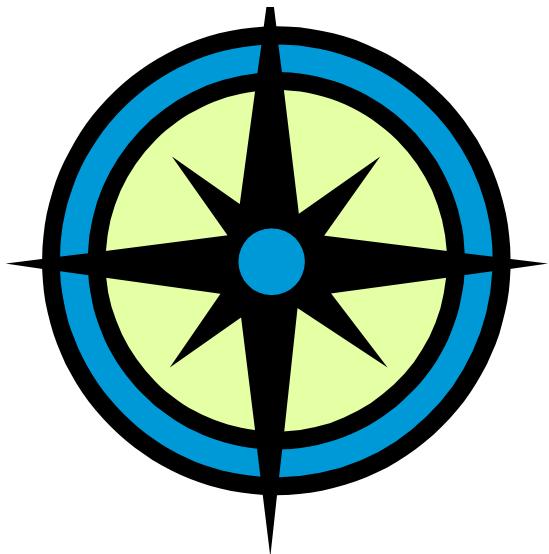
***GRADES ELEVEN-TWELVE***

*Writing, Speaking and Listening, Language*

*For use with Reading Guidance for course content*



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



## CCGPS TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks,  
and Recommended Vocabulary for Teaching and  
Learning*

|   |  |
|---|--|
|  | <b>Grade 11-12 CCGPS</b>   |
|   | <b>Writing (W)</b>   |
|   | <p><b>ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.<br/> b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.<br/> c. 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.<br/> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br/> e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |

#### **Skills/Concepts for Students:**

- Produce a controlling thesis or idea that is precise and focused, controlling the content of your essay
- Readily distinguish the most appropriate supporting evidence from repetition or extraneous detail
- Readily distinguish valid reasoning from logical fallacy and understand the strategies used to create fallacies
- Consistently identify and use sufficient evidence based on the nature of argument or claim
- Effectively address audience bias and counter-claims
- Consistently choose the most effective organizational structure for argument or claim (comparison/contrast, logical order, etc.)
- Effectively employ persuasive rhetorical strategies
- Use transitions effectively
- Exhibit knowledge of formal manuscript styles including MLA and APA and create citations accordingly
- Consistently use effective and unique strategies for conclusion, avoiding simple restatement or introduction of new ideas

#### **Strategies for Teachers:**

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

#### **Sample Task for Integration:**

One effective way to write great argumentative essays is to study and deconstruct great argumentative essays. Students will reverse-engineer Thomas Payne's "Thoughts on the Current State of American Affairs" from Common Sense. Widely acknowledged as one of the great arguments in American History, this document will take serious consideration to deconstruct (for a shorter task, use Patrick Henry's famous "Give Me Liberty or Give me Death" speech). Students will create a graphic organizer of the speech showing theme, topics of each text section, primary claims, counter-claims, and supporting evidence. A second step in the process would be to identify, though notation, which claims (if any) are unsupported or fallacious and will identify the type of appeal (pathos, logos, ethos). Students will use the basic outline and structure of the famous argument/speech to create an essay of their own using the structure and rhetoric of the masterful original. The student essays will also be on the topics of the text (the current state of affairs in America, or liberty for American citizens) but will frame the argument in terms of modern circumstances. Students will cite references to the original text (if quoted or employed) and/or cite facts and evidenced from texts used to support their essay.

#### **Recommended Vocabulary for Teaching and Learning:**

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



## Grade 11-12 CCGPS

### Writing (W)

**ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### Skills/Concepts for Students:

- Be able to readily summarize texts, even passionately opinionated or technical texts, without editorial bias and recognize bias in the writing of others
- Analyze the interplay and progression of multiple ideas within a single theme or topic and practice weaving multiple complementary ideas together in your own writing
- Consistently distinguish the most important facts from extraneous details and choose the best evidence available within a text to support claims
- Consistently choose the optimal structure in expository essays for maximum clarity and impact, including effective use of transition words and phrases
- Consistently use academic and technical vocabulary effectively; use sophisticated syntax
- Exhibit knowledge of the rules of major manuscript styles such as MLA and APA, including appropriate use of correctly formatted citations

#### Strategies for Teachers:

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

#### Sample Task for Integration:

One of the largest marketplaces of ostensibly unbiased informative/expository writing is the news media. In an exploration of the journalistic genre, students will work in teams to research and write a news show targeted at teens that uses research from a variety of reliable sources to compile news stories of interest for a teen audience. Students will write informative news pieces on current topics citing textual references from source materials. An authentic readership may be found through production of a school news paper, podcast, or YouTube news show.

#### Recommended Vocabulary for Teaching and Learning:

|                           |                       |                          |           |              |
|---------------------------|-----------------------|--------------------------|-----------|--------------|
| Informative/Informational | Exposition/Expository | Topic                    | Thesis    | Theme        |
| Multimodal/multimedia     | Transition            | Manuscript style/MLA/APA | Diction   | Syntax       |
| Cohesion                  | Closure               | Implication/inference    | Structure | Organization |
| Journalism                | Editorial             | Source                   | Broadcast | Objectivity  |



## Grade 11-12 CCGPS

### Writing (W)

**ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### Skills/Concepts for Students:

- Effectively integrate elements of plot structure (exposition, rising action, climax, falling action, resolution) in narrative writing
- Understand and effectively employ appropriate structure and punctuation for dialogue
- Understand and effectively employ the elements of characterization, developing both static and dynamic/flat and round characters
- Understand nuanced elements of character such as tragic flaw or archetypal significance
- Be able to artfully use figurative language, imagery, sensory detail, and other literary devices to make stories realistic and engaging
- Be able to identify and employ traditional as well as avant garde organizational structures to ensure cohesion in narratives
- Use diction and syntax of appropriate sophistication for grade level, audience, and purpose

#### Strategies for Teachers:

- Always tie narrative writing opportunities to a text under consideration
- Purposefully choose texts to provide examples of strong characterization, nontraditional structures, and other literary elements students can experiment with in their writing; ensure that they experiment with specific techniques such as dialogue and flashback
- Because formal analysis and research papers will not require narrative writing, supplement narrative writing opportunities with daily routine writing
- Allow students to explore narrative styles by emulating the styles of favored authors for specific assignments
- Remember to require the same rigor and sophistication in narrative writing that is required in other grade-level appropriate texts

#### Sample Task for Integration:

One of the reasons we read great literature is to gain insight into the human condition and, as C.S. Lewis put it, "To know that we are not alone." One way to tie narrative writing to a text under consideration by the class is to have students write a considered text-based response explaining how that text has impacted their lives, resonated with a personal experience, or taught a lesson. Students should be encouraged to bring a mature perspective to this writing, considering thematic and abstract issues, making connections and generalizing concepts.

#### Recommended Vocabulary for Teaching and Learning:

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



## Grade 11-12 CCGPS

### Writing (W)

**ELACC11-12W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Skills/Concepts for Students:

- Write clearly and coherently, employing the elements of style in all genres of writing, including diction, syntax, tone, pacing, bringing attention to audience and purpose
- Understand and effectively use transitional words and phrases
- Use structure and organization maintaining a focus and point of view relevant to purpose and genre, achieving maximum clarity and effectiveness across all genres
- Understand and effectively employ correct grammar and conventions for the English language, varying diction style as appropriate for audience and purpose
- Support statements and claims with anecdotes, descriptions, facts and statistics, and specific examples

#### Strategies for Teachers:

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

#### Sample Task for Integration:

In pairs, have students trade writing portfolios. Students will write a literary review of the collected works of the other student, which may or may not be facilitated by a template steering reviewers towards items for their attention (for example students may be required to count the number of works in the portfolio, sort by genre or by quality, read at least 3 pieces in their entirety, and choose a favorite for commentary). An extension of this activity may include a study of literary criticism and allowing students to use a chosen critical lens to review their partner's work (such as feminist, structuralist, etc.) Reviewing partners will complete the review template and produce a 250-500 word literary criticism of at least one extended essay in the partner's portfolio.

#### Recommended Vocabulary for Teaching and Learning:

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



## Grade 11-12 CCGPS

### Writing (W)

**ELACC11-12W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

#### Skills/Concepts for Students:

- Cultivate the habit of drafting and meaningfully revising all written work, revising for improved logic, coherence, organization, controlling perspective, word choice, formality, and voice
- Understand and employ effective strategies for editing and revising (revising by element, reading aloud, reviewing with peers, etc.)
- Edit work for genre adherence (audience and purpose) and sharpen focus as appropriate
- Acquire and review sophisticated knowledge of grammar and conventions and consistently avoid errors

#### Strategies for Teachers:

- Require students to use all steps of the writing process; collect both preliminary and final drafts and award additional points for a well-revised original draft
- Use a consistent rubric and scoring system throughout the year and across grade levels when possible
- Establish a clear understanding of difficult concepts such as voice and style so that students know and understand specifically what is included in and required of them in these categories
- Remember to include a writing elements in all reading assignments and a reading component in all writing assignments, incorporating language and speaking/listening routinely

#### Sample Task for Integration:

Provide students with writing rubrics from several authoritative sources (for example Advanced Placement/CollegeBoard, Six Traits, Purdue OWL, etc.) Have students work in pairs or teams to statistically analyze the elements in the rubrics. Which elements are consistently represented? Which are specific only to one “brand” of rubric? Which items consistently garner the largest number of points in the aggregate score? Which subcategories of skills are listed within the common elements? Based on the statistical analysis and language/evidence from the rubrics, students will create a review and revision checklist based on an holistic consideration of all the rubrics, creating a list that will guide students in their own revision process.

#### Recommended Vocabulary for Teaching and Learning:

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



## Grade 11-12 CCGPS

### Writing (W)

**ELACC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**

#### Skills/Concepts for Students:

- Publish your work routinely, both to your classmates and digitally to the general public, including posting your films, blogs, podcasts, and Prezis and creating wikis, websites, and other bases for your information to be accessed
- Acquire and proactively employ the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire and maintain keyboarding skills adequate to produce text in the quantities and within the time limits required

#### Strategies for Teachers:

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

#### Sample Task for Integration:

This standard requires students not only to incorporate technology into their writing and publishing, but to use that technology to solicit and incorporate feedback within the writing process. Use a web-based shared editing platform such as SkyDrive to allow students to conduct peer editing and review sessions with various partners, for example partners in a classroom in another English speaking country. This exercise not only breaks down the walls of the classroom allowing students to connect globally, but can also provide interesting insight into the level of rigor and formality in the writing from educational systems. Another interesting activity is to have students co-write and peer edit with a parent or relative via SkyDrive.

#### Recommended Vocabulary for Teaching and Learning:

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



## Grade 11-12 CCGPS

### Writing (W)

**ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

#### Skills/Concepts for Students:

- Exhibit critical thinking skills, use rhetorical strategies appropriately and artfully, use sophisticated academic and domain-related vocabulary
- Exhibit firm understanding of the concept of plagiarism and avoid it; citing all source material accurately
- Distinguish and cite only from credible sources, whether digital or textual, reliably avoiding sources that are not credible or reliable
- Know the basic differences between the major manuscript styles, and employ the formatting requirements of common manuscript styles, including MLA and APA, and format papers and citations appropriately
- Routinely weave cited material, quotations, inferences, and other support into research writing smoothly and coherently
- Consistently make good judgments in planning appropriately, adhering to goals and deadlines, and using research and writing time allotted efficiently

#### Strategies for Teachers:

- Require long-term, in-depth research inquiries to be completed that result in a formal paper strictly conforming to an accepted manuscript style
- Require in-text citations, footnotes, running headers and footers, and other technical structural elements when appropriate
- Allow opportunities for both formal and informal research projects, including group and individual projects, short and sustained, formal and informal citation styles, etc.
- Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, etc., and discuss how citation styles vary for these media
- Choose topics of inquiry that are challenging, but also incorporate inquiries that are relevant and engaging to promote student interest; allow students to choose their own areas of focus when appropriate

#### Sample Task for Integration:

To integrate unconventional research methods and venues, assign students an investigative research project involving interviews and field research. The topic must pertain to people, places, archives, and resources that the students will reasonably be able to access. For example, research into pollution on a local trailhead may include statistical research on the Forestry Service website, interviews with rangers and volunteers, personal observations, photo journalism, etc. Students will synthesize their final research paper from multi-modal sources, incorporating all elements smoothly and effectively and citing appropriately.

#### Recommended Vocabulary for Teaching and Learning:

|                |                  |             |                  |               |
|----------------|------------------|-------------|------------------|---------------|
| Compile        | Evaluate         | Annotate    | Citation         | Digital       |
| Synthesis      | Inquiry          | Credibility | Manuscript style | Header/Footer |
| Qualitative    | Quantitative     | Source      | Archive          | Plagiarism    |
| Primary Source | Secondary Source | Interview   | Observation      |               |



## Grade 11-12 CCGPS

### Writing (W)

**ELACC11-12W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

#### Skills/Concepts for Students:

- Maintain appropriate focus in research, narrowing or broadening inquiry as appropriate, consistently avoiding digression and ineffective sources/strategies
- Employ an effective note-taking strategy, annotating sources for citation
- Distinguish and cite only from credible sources, whether digital or textual, reliably avoiding sources that are not credible or reliable
- Exhibit firm understand the concept of plagiarism and avoid it; citing all source material accurately
- Consistently distinguish between relevant facts and extraneous facts or details; choosing the most effective facts for support
- Be able to distinguish credible sources, whether digital or textual, from sources that are not credible or reliable
- Be familiar with common manuscript styles, including MLA and APA, and format papers and citations appropriately

#### Strategies for Teachers:

- Employ a formal note-taking style in the classroom, such as Cornell notes
- Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, etc., and discuss how citation styles vary for these media
- Reserve resources well in advance to ensure adequate access to resources such as media center, computers, and laboratories
- Examine indicators of credibility in resources, especially digital resources; teach the concept of peer review in scientific articles
- Teach major manuscript styles and require composition of citations without dependence on electronic citation generators

#### Sample Task for Integration:

Students will produce a webquest (<http://webquest.org/index-create.php>) suitable for use by middle grades students. During a unit of study with informational texts, students will synthesize the information learned (for example the dangers of overconsumption of fast food, or the need for environmental conservation) into a thematic lesson with subject matter, structure, and content appropriate for younger students. Students will construct a webquest (either individually or in teams) that guides their audience through the lesson in an engaging and informative way. All information in the webquest must be text-based, support the claim/topic effectively, and be properly cited.

#### Recommended Vocabulary for Teaching and Learning:

|             |            |                |            |                         |
|-------------|------------|----------------|------------|-------------------------|
| Digital     | Multimedia | Citation       | Annotation | Reliability             |
| Credibility | Evaluation | Summarize      | Paraphrase | Quote                   |
| Plagiarism  | Relevant   | Extraneous     | Integrate  | Manuscript style/format |
| Homepage    | HTML       | .org/.gov/.edu | Hyperlink  | Search engine           |



## Grade 11-12 CCGPS

### Writing (W)

#### **ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses]”).

#### **Skills/Concepts for Students:**

- Demonstrate expertise in the concepts of analysis and synthesis, and apply these parameters in responding intelligently to literature and informational text
- Understand and effectively analyze the literary elements that should be examined in a literary analysis essay (diction, syntax, tone, mood, imagery, figurative language, etc.)
- Understand and effectively analyze the informational and rhetorical elements that should be examined in an informational analysis essay (diction, syntax, structure, logical fallacies, syllogism, pathos, logos, ethos, peer review, etc.)
- Distinguish theme(s) and trace development of theme through aggregation of facts, characters, events, etc.
- Maintain the practice of requiring evidence and support for any claim presented to you, and of providing evidence and support for any claim you assert

#### **Strategies for Teachers:**

- Maintain the practice of requiring text-based evidence and support for all claims, inferences, and assertions proposed in the classroom, whether formal or informal
- Share effective student models of analysis essays
- Require reliable and easily-referenced knowledge of extensive grade-appropriate list of literary and rhetorical terms
- Incorporate the study of popular literary criticism to scaffold the concept of text analysis

#### **Sample Task for Integration:**

Following the completion of a novel study, have the students undertake the reading of a complementary text independently (for example Jane Eyre, by Charlotte Bronte, and Wuthering Heights, by Emily Bronte, both of which deal with unrequited love and are representative of the concept of the Bildungsroman). Have the students conduct an in-depth comparison and contrast of the novels and their unique treatments of similar themes. Using specific evidence from the texts students will construct a coherent analysis that adheres to an organizational structure (comparison by subject, by chapter, by character, etc.) that makes the writer's points clear. An extension of this activity could be the delineation and evaluation of the elements of Bildungsroman in both books.

#### **Recommended Vocabulary for Teaching and Learning:**

|                |                    |                          |                   |                    |
|----------------|--------------------|--------------------------|-------------------|--------------------|
| Genre Analysis | Literary Criticism | Informational Evaluation | Rhetoric Citation | Synthesis evidence |
|----------------|--------------------|--------------------------|-------------------|--------------------|



## Grade 11-12 CCGPS

### Writing (W)

**ELACC11-12W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Skills/Concepts for Students:

- Maintain a routine writing practice, both within the classroom and independently, experimenting with genre
- Read and study writers whose styles you enjoy and admire, emulating stylistic elements useful to you
- Acquire and maintain adequate keyboarding skills to write effectively within given time frames
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Maintain a portfolio of your written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

#### Strategies for Teachers:

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

#### Sample Task for Integration:

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

#### Recommended Vocabulary for Teaching and Learning:

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

Incorporate all relevant vocabulary from previous standards



## Grade 11-12 CCGPS

### Speaking and Listening (SL)

**ELACC11-12SL1:** Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### Skills/Concepts for Students:

- Exhibit poise and confidence in interaction with peers and adults in a variety of settings and on a variety of subjects
- Incorporate information into your view or position when appropriate, revising your position when evidence suggests and resolving contradictions
- Proactively seek out opportunities to interact with peers and mentors, volunteering and initiating opportunities
- Make eye contact, speak loudly enough to be heard, shake hands or make introductions in a mature manner
- Exhibit the ability to present information to a group or audience in a professional and polished manner
- Be courteous and attentive, taking turns and setting goals as appropriate
- Exhibit a mature perspective on diverse cultures and points of view
- Always provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Treat conversation as a skill, preparing for discourse by learning about diverse perspectives and subjects and eliciting comments from others
- Thoughtfully incorporate what you learn from listening to and speaking with others to shape your own world views

#### Strategies for Teachers:

- Provide opportunities for students to present material not only to peers but to a wider audience
- Proactively construct situations where students will have the opportunity to revise their opinions or positions based on new evidence
- Proactively provide situations where contradictions exist in presented evidence, guiding students in satisfactorily resolving the contradictions when possible
- Invite diverse guest speakers to interact with the class
- Assign tasks that require individual work, but also those that require meaningful collaboration in pairs and larger teams, understanding that larger teams of students will require more and better strategic planning
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- Be aware that occasionally students will demur, claiming to be "too shy" to participate or present; avoid the tendency to give these students a pass or refrain from calling on them; make sure every student meets the standard

#### Sample Task for Integration:

In the context of a study of informational texts on national issues, convene a mock session of congress. Students will draft bills, determine political leanings, and learn the ins and outs of parliamentary procedure. Students will take notes, creating annotations and citations to support their actions and proposals within the congress. Parliamentary procedure will be followed, for example requesting, "Will the Representative yield to a question?" before interjecting a question. A legislative agenda should be prepared and bills will be debated and considered as time allows.

#### Recommended Vocabulary for Teaching and Learning:

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



## Grade 11-12 CCGPS

### Speaking and Listening (SL)

**ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

#### Skills/Concepts for Students:

- Evaluate the strategies used by the media to inform, persuade, and entertain
- Analyze information from multiple sources, particularly media sources, to identify bias and “spin”; define the differences that exist between information from various sources
- Understand and practice the concept of synthesis in weaving together ideas to present a case or claim (understanding the commonalities between ideas presented in diverse media and emphasizing those commonalities in support of your point)
- Routinely evaluate all sources, especially websites, for credibility, understanding what the indicators of credibility are
- Routinely evaluate sources for accuracy when appropriate (for example, a site may be credible, but may contain a typo making 1,000 into 10,000)

#### Strategies for Teachers:

- Require multiple media and format in source materials (for example a research project may require 2 interviews, 3 peer reviewed journals, 1 resource text, and 2 digital sources such as websites)
- Provide multiple opportunities to think critically about biased representations in the media, allowing students to analyze and draw conclusions about how the media skews information and the strategy they use to accomplish this
- Practice and model synthesis and integration with students; “Data Based Questions” used in the social sciences make good prompts for practicing the integration of sources (this can be investigated in team planning across the content areas)
- Routinely provide students with multiple resources to evaluate that contain resources you know to be inaccurate or not credible so that students have experience with spotting these
- Consider providing (or constructing as a class) a resource evaluation checklist or template that might include tips such as checking for the domain of the site (.edu or .org for example) or checking for date of last update, or credentials of the webmaster.

#### Sample Task for Integration:

In teams, students will choose an “infomercial” on which to conduct a brief research inquiry and fact check. If possible, allow students to purchase or borrow the product to test the advertising claims. If conducting tests on product veracity (for example, an acne medicine) a scientific log or field notebook should be kept. Students will use scientific methods to test the products and claims (for example measuring exactly how much liquid the “ShamWow” towel holds compared to a conventional towel). Students will write an evaluation of the veracity of the infomercials claims based on text evidence derived from their own research and from credible sources.

#### Recommended Vocabulary for Teaching and Learning:

|           |          |           |             |              |
|-----------|----------|-----------|-------------|--------------|
| Integrate | Diverse  | Media     | Qualitative | Quantitative |
| Credible  | Accurate | Evaluate  | Oral        | visual       |
| Textual   | digital  | Summarize | Paraphrase  | Cite         |



## Grade 11-12 CCGPS

### Speaking and Listening (SL)

**ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

#### Skills/Concepts for Students:

- Analyze a speaker's diction, syntax, figurative language, and rhetorical devices to make an evidence-based critique of his or her purpose and impact on the audience
- Synthesize multiple points or claims into an overarching theme when applicable
- Use your knowledge of persuasive tactics and rhetoric to make a warranted estimation of a speaker's position and biases, making a reasoned judgment of whether or not his or her claims are supported by evidence
- Consistently and effectively distinguish supporting evidence from repetition or extraneous detail
- Consistently and effectively distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Effectively address speaker bias and counter-claims
- Understand and effectively analyze a speaker's use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Make informed judgments about the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

#### Strategies for Teachers:

- Require students to know and reference a sophisticated glossary of literary and rhetorical terms in their analysis of a speaker or speech
- Encourage and provide opportunities to identify multiple (or contradictory) ideas within a larger theme
- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse (for instance when students argue against weekend homework)

#### Sample Task for Integration:

Have students watch an archived presidential candidates' debate from the 2011-2012 election cycle (all nationally televised debates are archived on the internet with transcripts). Students will choose one candidate whose performance they will analyze. Instead of fact checking, students will instead analyze the speaker's rhetorical ability and appeal by examining his or her stance, premises, links among ideas, word choice, points of emphasis, and tone used. Students will write a one page analysis of the speaker's performance identifying key ideas and strategies using evidence from the transcript to support claims and assertions.

#### Recommended Vocabulary for Teaching and Learning:

|          |                 |         |                  |            |
|----------|-----------------|---------|------------------|------------|
| Argument | Persuasion      | Claim   | Counter-claim    | Evidence   |
| Support  | Visual Rhetoric | Fallacy | Reasoning        | Distortion |
| Spin     | Point of view   | Bias    | Author's purpose | Audience   |
| Appeal   | Pathos          | Logos   | Ethos            | Diction    |
| Syntax   | Syllogism       |         |                  |            |



## Grade 11-12 CCGPS

### Speaking and Listening (SL)

**ELACC11-12SL4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

#### Skills/Concepts for Students:

- Ensure that your topic, theme, or controlling idea is coherently stated at the outset of your presentation, and your perspective and stance are evident
- Address counter-claims and opposing perspectives in a way that supports and enhances your perspective
- Consistently make eye contact and speak loudly enough to be heard
- Exhibit the ability to confidently present information to a group or audience
- Effectively distinguish between circumstances calling for formal language and those calling for less formal language
- Routinely provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Effectively distinguish supporting evidence from repetition or extraneous detail
- Effectively and consistently distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Understand and effectively employ persuasive rhetorical strategies

#### Strategies for Teachers:

- Emphasize and illustrate the importance of counter-claims
- Have students peer review one another's papers to conduct a spot check for clarity of theme and perspective (if a partner cannot identify the main idea and perspective of a paper within a minute, it is not clear enough)
- Provide opportunities for students to present material not only to peers but to a wider audience
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- Be aware that occasionally students will demur, claiming to be "too shy" to participate or present; avoid the tendency to give these students a pass or refrain from calling on them; make sure every student meets the standard
- Provide engaging, stimulating, and relevant text-based topics for speakers to present on
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out rhetorical strategies in everyday discourse (for instance when students argue against weekend homework)

#### Sample Task for Integration:

In order to become adept at identifying stance, perspective and main idea of presented findings, allow students to peruse a set of documents (such as a collection of 10 abstracts for scientific findings presented in journals, or 10 editorials from the newspaper). In a timed environment, require students to identify the main idea, author's perspective, target audience, style, counter-claims, and reasoning in each piece.

#### Recommended Vocabulary for Teaching and Learning:

|              |               |             |          |             |
|--------------|---------------|-------------|----------|-------------|
| Presentation | Media         | Speaker     | Audience | Discourse   |
| Task         | Purpose       | Substance   | Style    | Evidence    |
| Support      | Presence      | Eye contact | Concise  | Reasoning   |
| Bias         | Counter-claim | Perspective | Stance   | Alternative |



## Grade 11-12 CCGPS

### Speaking and Listening (SL)

**ELACC11-12SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### Skills/Concepts for Students:

- Build on knowledge of the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Be proactive in seeking out opportunities to publish your work, both to your classmates and digitally to the general public, including posting your films, blogs, podcasts, and Prezis and creating wikis, websites, and other bases for your information to be accessed
- Consider the word “strategic” in the standard; make considered decision about when and how to use digital media for maximum impact

#### Strategies for Teachers:

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

#### Sample Task for Integration:

Facilitate an interactive web-based collaboration between your students and a class of students from another country. Invite an English-speaking class to act as audience for a planned set of presentations (various avenues for creating these connections already exist, for example One World Classroom at <http://www.ccpf.com/>). The guest students may be provided rubrics or comment templates on which to write their commentary on your students’ presentations. Ideally, some collaboration to establish a topic of mutual instructional interest (a study of the same novel the other class is reading, for example). In response, your class can act as evaluators for the guest classes presentations.

#### Recommended Vocabulary for Teaching and Learning:

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



## Grade 11-12 CCGPS

### Speaking and Listening (SL)

**ELACC11-12SL6:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

#### Skills/Concepts for Students:

- Exhibit expertise in the rules of standard English, consistently avoiding mistakes in agreement and tense and other common conventions of use
- Bring judgment and critical thought to the considered use of formal and informal English, carefully considering the appropriate discourse for a given occasion
- Routinely go to reference materials to refresh knowledge of particulars of use, such as which titles are underlined and which are in quotations, or when to capitalize “father” or “east”

#### Strategies for Teachers:

- By grades 11 and 12, it is appropriate to demand a very high level of expertise in spelling, grammar, conventions, and punctuation
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the CCGPS’ “Language Progressive Skills Chart” which delineates the course of instruction for common grammar and conventions principles
- Purposefully designate opportunities in which informal, colloquial, or dialectic speech may be acceptable (for example in informal discussion or story-telling)
- Purposefully design opportunities in which only formal, academic, domain-specific language is allowed

#### Sample Task for Integration:

Have each student prepare a one minute oral presentation on a topic related to a text under consideration by the class. Assign each student a different audience or language style in which to deliver his or her presentation. For example, if students are to talk for one minute about archetypal symbols in *The Hobbit*, have one gear their presentation to small children, one to a Ph.D. level class of academics; have one attempt to script their presentation in Elvish, have another speak in modern American slang (appropriate) or Old English. Lead students in a discussion of the radical impact language, dialect, and audience awareness can have on a presentation.

#### Recommended Vocabulary for Teaching and Learning:

Colloquial  
Grammar

Dialect  
Conventions

Discourse  
Standard

Formal  
Non-Standard

Informal



## Grade 11-12 CCGPS

### Language (L)

#### **ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed.

#### **Skills/Concepts for Students:**

- Exhibit familiarity with common and more sophisticated rules of use, grammar, and conventions in standard English such as the parts of speech, agreement, antecedents, etc.
- Acquire a fundamental knowledge of the evolution of the English language over time (for example that the English vocabulary has grown from 10,000 words in Shakespeare's time to over 1 million words today)
- Acquire or review your understanding of what constitutes ultimate authority on matters of language usage (for example the New York Times is often cited as the arbiter of accepted comma usage (there is no central decision-making body on the rules of Standard English, but there are several accepted authorities whose opinions hold sway, such as the Oxford English Dictionary)

#### **Strategies for Teachers:**

- Educate students on accepted authorities to consult for usage disputes (such as Strunk and White's Manual of Style, or the Oxford English Dictionary), advising as to the unreliability of internet sources
- Consult the CCGPS' "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)
- At the 11<sup>th</sup> and 12<sup>th</sup> grade level, students may be able to experiment with using non-standard constructions to purposeful effect, but this should be undertaken advisedly (students must know and understand the rules they intend to bend)

#### **Sample Task for Integration:**

Provide students with a list of current disputes in English grammar (this list can include preposition stranding, split infinitives, generic use of "you," and gender neutrals). Students can prepare position papers garnering all the current authoritative advice they can on a given subject and present the most current accepted positions on usage to the class. This activity, beyond being instruction, actively highlights the fact that the English language is constantly in flux. An extension of this activity might include research into the list of words added to the Oxford English Dictionary each year for the past five or ten years.

#### **Recommended Vocabulary for Teaching and Learning:**

Standard  
Usage

Non-standard  
Contested

Grammar

Punctuation

Conventions



## Grade 11-12 CCGPS

### Language (L)

**ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- a. Observe hyphenation conventions.
- b. Spell correctly.
- c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

#### Skills/Concepts for Students:

- Exhibit familiarity with rules and patterns of spelling in standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- In typing and when writing long hand, bring a mature, high-school level of consideration to the neatness and legibility of your work; illegible hand-writing can cost you precious points in SAT, AP, College entrance essays, and job applications
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Acquire and correctly use conventions related to hyphens

#### Strategies for Teachers:

- Consult the CCGPS’ “Language Progressive Skills Chart” to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)
- Insist upon legibility in student work
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas

#### Sample Task for Integration:

Using a text under consideration by the class, have students identify instances of hyphenation. If the text does not contain adequate examples, provide an appropriate text. Hyphenation usage can be complex and varied. Allow students to write a brief annotation in an appropriate text sample to exhibit their understanding of proper usage. Students should understand the differences between hyphens and dashes. For all language standards, it may be useful to allow students to conduct periodic peer reviews of one another’s work, grading a previously completed work by a rubric based only on neatness and conventions.

#### Recommended Vocabulary for Teaching and Learning:

Abbreviation  
Grammar

Accuracy

Conventions

Hyphen

Dash



## Grade 11-12 CCGPS

### Language (L)

**ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

#### Skills/Concepts for Students:

- Understand the definition and concept of syntax (patterns of formation of sentences and phrases from words); when we refer to syntax we are referring to the construction and length of sentences and their placement in relation to one another
- Acquire a strong knowledge of the types of sentence constructions one may employ to add variety to your writing (for example, think about the difference in impact on you as a reader when you read each of these three statements: I like cake. I like ice cream./While I enjoy ice cream, I prefer to eat it with cake./Cake. Ice cream. What difference does it make?)
- At a high-school level of sophistication, understand that language usage is a powerful cultural tool and that perceptions can rightly or wrongly be attached to language choices
- Take care to distinguish appropriately between venues requiring varying levels of formality; do not use texting abbreviations or parlance in formal or even semi-formal academic settings
- By Grades 11 and 12, be thoroughly familiar with what is meant by "manuscript style" and know the basic requirements of APA and MLA styles

#### Strategies for Teachers:

- Because syntax is an area of focus in the grade 11-12 standards, spend some instructional time on this concept; many students repeat the word "syntax" throughout high school without ever developing a deep understanding of what it means and how it impacts their writing and speaking
- Require a formal manuscript style such as MLA or APA for at least a few papers each year
- Require students to construct stylistically accurate citations without the assistance of an electronic citation generator
- Use tact and perspective in considering colloquial and dialectic language, remembering that non-standard language is extremely prevalent in the digital age; this concept will require increasing attention as media become ever more prevalent in students' lives
- Provide opportunities for students to write for a purposefully diverse array of audiences and purposes to allow exploration of various choices for meaning and style

#### Sample Task for Integration:

In a text currently under consideration by the class, have students conduct a qualitative and quantitative analysis of the author's syntax. Students may be able to find statistical resources on certain texts or may conduct their own by using various software that analyzes text. A simple analysis can be conducted by simply taking a sample excerpt of text and conducting a word count and sentence analysis (average words per sentence, average number of sentences per paragraph, numbers of simple, compound, complex, and compound/complex sentences, and common usages, such as introductory phrases, etc.) The qualitative aspect will be a text-based analysis of the connotative and tonal impact of the author's syntactical choices.

#### Recommended Vocabulary for Teaching and Learning:

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



## Grade 11-12 CCGPS

### Language (L)

**ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### Concepts for Students:

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

#### Strategies for Teachers:

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

#### Sample Task for Integration:

During the time that a particular text is under consideration by the class, begin gleaning new, unusual, beautiful, complex, academic, or technical terms from the text. Alert your class that you will be listing these words and that you will be working them into your daily discourse with the class. Provide an incentive or reward for students who recognize when the word is used. Extra points may be awarded for a student's ability to cite the section or page of the text on which the word appeared its definition, etiology, or other salient information. Use these moments as opportunities to discuss how the meaning was or could have been ascertained, roots or context clues, spelling patterns, grammatically correct usage, or other useful information.

#### Recommended Vocabulary for Teaching and Learning:

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



## Grade 11-12 CCGPS

### Language (L)

#### **ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

#### **Skills/Concepts for Students:**

- Identify and analyze various types of figurative and connotative language (including sophisticated constructions such as satire, pun, irony, synecdoche, metonymy, etc.)
- Analyze the impact on text of literary elements such as imagery and figurative language
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)
- Bring a high-school level of sophistication to the consideration of nuances of meaning in words (for example close versus slam, or strut versus walk)

#### **Strategies for Teachers:**

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

#### **Sample Task for Integration:**

Using a poem under consideration by the class that is largely or entirely figuratively, have students rewrite the poem using only concrete and literal language. This exercise is only instructive in determining the impact of figurative language on the reader, but can also be useful in identifying the meaning, theme, audience, and/or purpose of a poem. Students will annotate the poem using evidence from the text and may read aloud both the original and translated versions to hear the difference in musicality and cadence.

#### **Recommended Vocabulary for Teaching and Learning:**

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



## Grade 11-12 CCGPS

### Language (L)

**ELACC11-12L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Skills/Concepts for Students:

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

#### Strategies for Teachers:

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

#### Sample Task for Integration:

See sample tasks provided for ELACC9-10L1 through ELACC9-10L5 for suggestions on implementation strategies to acquire new vocabulary, determine meaning, and make effective language choices

#### Recommended Vocabulary for Teaching and Learning:

|  |             |            |                  |                 |
|--|-------------|------------|------------------|-----------------|
| Figurative                                 | Connotative | Literal    | Concrete         | Technical       |
| Academic                                   | Diction     | Cumulative | Author's purpose | jargon          |
| Tone                                       | Impact      | Vocabulary | Comprehension    | Domain-specific |
| Include vocabulary from previous standards |             |            |                  |                 |



## GPS to CCGPS:

*A comparison of GPS and CCGPS rigor, texts, terminology, expectations, and tasks*

## Overview

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The following pages contain a comparison of items from the CCGPS and the GPS. This section is not meant to serve as the definitive guide to each of the CCGPS standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and strategies. In this section you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise significantly altered. Where it is necessary, you will find instructional guidance to ensure that all the standards are thoroughly covered throughout the transition period for all students, including students who fall into grades between levels of a transitioning standard. For all grades, the concept of a “Domain” of skills has been replaced by the term “Strand.”

| GPS Domain                               | CCGPS Strand  |
|--|---|
| Reading<br>Reading Across the Curriculum | Reading<br>Literature<br>Informational<br>Foundational (Grades K-5) |
| Writing                                  | Writing   |
| Listening, Speaking, and Viewing         | Speaking and Listening  |
| Conventions (Grades 3-12)                | Language  |

On the following pages, skills that have an identical or extremely well-aligned match in scope and focus are highlighted in red between the two sets of standards. In all cases the GPS will appear in the left column and the CCGPS will appear on the right. For clarity, corresponding standards may appear more than once (if they correspond to more than one standard in the complementary set) or they may (rarely) appear out of order for ease of reference. Additional information explaining correspondences or a lack of correspondence is highlighted in blue. The icons and appear in the text to alert the user to standards that are new to CCGPS, or will not reappear in their original GPS form in the new standards.

In all cases both sets of standards are primarily sorted by Strand/Domain and may be identified in their original order by referencing the coding of the standard (ELA8R for example). For the GPS, standards are coded with ELA, followed by the Grade, then the Domain (R for reading for example) then the number of the standard in order within the Domain. CCGPS similarly begins with ELA, followed by “CC” for Common Core, then the Strand (RI for Reading, Informational for example) then the number of the standard in order within the Strand.

For grades 9 through 12, changes include the combining of standards into grade bands for grades 9/10 and grades 11/12. The fundamental standards for these grades remains unchanged in the two grade bands in order to accommodate grade-level appropriate content literature courses along with the standards across multiple grade levels. For example, High School A may wish to teach British Literature in the 11<sup>th</sup> grade for a certain subset of students while High School B may teach only American Literature in grade 11; Common Core is designed to allow the standards to remain constant with the inclusion of a number of courses that may be common to that grade band. This feature of Common Core is one of the keys to its ease of implementation in the upper grades, but it is important to remember that text complexity will continue to increase year by year in accordance with the standards for rigor set forth in the new Lexile indicators and other text complexity guidelines in the Common Core Standards document Appendices (for a link to this document see the resources listed at the end of this section.)

NOTE: Transitional Guidance for the Reading standards for grades 11 and 12 can be found in the guidance for the particular course being taught. For example, an 11<sup>th</sup> grade instructor teaching American Literature will supplement this guidance document with the comparison that has been prepared separately for American Literature/11-12 CCGPS. Supplementary documents have been prepared for British Literature/11-12 CCGPS, World Literature/9-10 CCGPS, and Multicultural Literature/11-12 CCGPS. High school instructors of these classes will need to add the appropriate document to complete their guidance packet. Transition guidance for Advanced Composition exists as a complete document alongside the other grade level documents, as Advanced Composition has a complete set of GPS standards of its own that has been aligned with 11-12 CCGPS.

\*SEE PREVIOUS PAGE FOR TRANSITIONAL GUIDANCE INFORMATION ON READING STANDARDS.

| GPS<br>(Where both grade levels appear with a backslash separating them, the standards are identical)   | TRANSITIONAL<br>GUIDANCE   | CCGPS  |
|---|--|--|
| W R I T I N G   |  |  |
| <p><b>ELA11/12W1</b> The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</p> <ul style="list-style-type: none"> <li>a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</li> <li>b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, and audience, length, and format requirements.</li> <li>c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.</li> <li>d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.</li> <li>e. Writes texts of a length appropriate to address the topic or tell the story.</li> <li>f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).</li> <li>g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</li> </ul> | <p>GPS begins writing standards with a generic list of skills relevant to 11<sup>th</sup> and 12<sup>th</sup> grade writing overall, including elements. In CCGPS elements are included by genre only. The GPS focus in grades 11 and 12 is on expository writing. A detailed correlation of elements appears in the expository/informative strand/domain below.</p> | <p><b>ELACC11-12W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>   |
| <p><b>ELA11/12W2:</b> The student demonstrates competence in a variety of genres.</p> <p>The student produces narrative writing that applies polished narrative strategies acquired in previous grades, in other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.</p>  | <p>The GPS address narrative writing in grades 11 and 12 by advising teachers and students to apply and polish skills delivered in previous grades. CCGPS includes specific narrative elements for grades 11 and 12. This is an addition for grades 11 and 12. When looking at the alignment of</p>  | <p> <b>ELACC11-12W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul 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</li> </ul> |

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|   | <p>elements for narrative writing in high school, it should be noted that most of the elements of CCGPS narrative writing were included in the GPS of earlier middle school elements for narrative writing.</p>   | <p>events.</p> <ul style="list-style-type: none"> <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> </ul>  |
| <p><b>ELA11/12W2: The student demonstrates competence in a variety of genres.</b></p> <p>The student produces <b>expository</b> (informational) writing to explain an <b>idea</b> or concept and/or <b>convey</b> information and ideas from <b>primary and secondary sources</b> accurately and <b>coherently</b>; the student:</p> <ul style="list-style-type: none"> <li> a. Engages the interest of the reader.</li> <li>b. Formulates a coherent <b>thesis or controlling idea</b>.</li> <li>c. Coherently <b>develops the controlling idea</b> and/or supports the thesis by incorporating evidence from both <b>primary and secondary sources</b>, as applicable.</li> <li>d. Conveys information and ideas from <b>primary and secondary sources</b>, when applicable, accurately and coherently.</li> <li>e. <b>Includes a variety</b> of information on relevant perspectives, as applicable.</li> </ul> <p>11 f/12g. Maintains coherence by <b>relating all topic sentences to the thesis</b> or controlling idea, as applicable.</p> | <p>GPS uses the term “expository” only, while CCGPS uses “informative/explanatory.” Primary and secondary source documents are addressed in the Literacy standards for History/Social Studies, Science, and Technical Subjects:</p> <p><b>L11-12RH1:</b> Cite specific textual evidence to support analysis of <b>primary and secondary sources</b>, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>GPS specifies “variety of relevant information” while CCGPS specifies what kinds of information might develop the topic, including quotations and definitions.</p> | <p><b>ELACC11-12W2: Write informative/explanatory texts to examine and <b>convey</b> complex ideas, concepts, and information <b>clearly and accurately</b> through the effective selection, organization, and analysis of content.</b></p> <ul style="list-style-type: none"> <li>a. <b>Introduce a topic</b>; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create <b>a unified whole</b>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. <b>Develop the topic thoroughly</b> by selecting the most significant and <b>relevant facts</b>, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> </ul> |

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| <p>Grade 12 f. Anticipates and addresses readers' potential <b>misunderstandings, biases, and expectations.</b></p> <p>11g/12h. <b>Structures</b> ideas and arguments effectively in a sustained way and follows an <b>organizational pattern</b> appropriate to the purpose and intended audience of the essay.</p> <p>11h/12i. Demonstrates an understanding of the <b>elements of expository discourse</b> (i.e., purpose, speaker, audience, <b>form</b>).</p> <p>11i/12j. Incorporates <b>elements of discourse from other writing genres</b> into exposition.</p> <p>11j/12k. Enhances meaning by <b>employing rhetorical devices</b>, including the use of parallelism, repetition, and analogy.</p> <p>11k/12l. Uses <b>language, point of view, characterization, style, and related elements</b> effectively for specific rhetorical and aesthetic purposes.</p> <p>11l/12m. Attains <b>closure</b> (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).</p> | <p>CCGPS standard ELACC11-12W2d is much briefer than ELA11W2 l, j, and k but may be assumed to include all these elements.</p> | <p><b>ELACC11-12W1:</b> b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that <b>anticipates the audience's knowledge level, concerns, values, and possible biases.</b></p> <p><b>ELACC11-12W2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the <b>effective selection, organization, and analysis of content.</b></p> <p>c. Use appropriate and varied <b>transitions and syntax to link the major sections</b> of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>e. Establish and maintain a <b>formal style</b> and objective <b>tone</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>d. Use precise language, domain-specific vocabulary, and <b>techniques such as metaphor, simile, and analogy</b> to manage the complexity of the topic.</p> <p>f. Provide a <b>concluding statement</b> or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> |
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**ELA11/12W2: The student demonstrates competence in a variety of genres.**

The student produces **persuasive** writing that clearly, logically, and purposefully applies persuasive writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analysis, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.

**ELA11/12W2: The student demonstrates competence in a variety of genres**

The student produces **technical** writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.

The GPS address persuasive (argument) writing in grades 11 and 12 by advising teachers and students to apply and polish skills delivered in previous grades. CCGPS includes specific argument writing elements for grades 11 and 12. This is an addition for grades 11 and 12, with the exception of ELACC11-12W1b, which is aligned with element 12F in the previous GPS standard (above). When looking at the alignment of elements for argument writing in high school, it should be noted that the tenth grade contained a persuasive writing focus in GPS. This focus now takes place in every grade.

Technical and informational skills figure predominantly in the CCGPS. Technical writing should be included within the expository writing genre and in ELACC11-12W7 (see right).

Also please note that significant technical and research writing is



**ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.



**Technical** writing does not have a separate standard in the CCGPS, however, the following standard from CCGPS overlaps considerably, and includes investigative and analytical writing. Also please note that significant technical and research writing is now included in the literacy standards for grades 6-12 in the Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects. Furthermore, the idea of

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|  | <p>now included in the literacy standards for grades 6-12 in the Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>  | <p>technical writing is present within standard 2 of CCGPS as well.</p> <p> <b>ELACC11-12W7:</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>ELA11/12W3: The student uses research and technology to support writing. The student</b></p> <p>a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.</p> <p>b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.</p> <p>c. Synthesizes information from multiple sources and identifies complexities, discrepancies, and different perspectives found in a variety of media (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>d. Integrates quotations and citations into a written text while maintaining the flow of ideas.</p> <p>e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals such as the <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>, <i>Turabian</i>, <i>American Psychological Association</i>, etc.</p> <p>f. Uses systematic strategies to organize and record information (i.e., anecdotal scripting, annotated bibliographies).</p> | <p>GPS ELA11/12W3 corresponds loosely with ELACC11-12W8 in its inclusion of research and the use of multiple sources of evidence. The words “primary and secondary sources” do not appear in CCGPS, but these sources are assumed to be included in “print and digital sources.”</p> <p>Primary and secondary sources are specifically addressed within the Literacy Standards (see right).</p> <p>Users should note the lack of elements in the CCGPS. The essence of the elements is included in the somewhat longer body of the standard. Users will find that CCGPS consistently contains longer standards and fewer elements, allowing for and expecting the expertise of the instructor to manage the details of required skills and tasks.</p> <p>GPS element f is not specifically addressed in CCGPS, but may be</p> | <p><b>ELACC11-12W6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>ELACC11-12W8:</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>L11-12RH1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RH2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>L11-12RH5:</b> Analyze in detail how a complex</p> |

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| <p>12g. Integrates databases, graphics, and spreadsheets into word-processed documents.</p> <p>11g/12h. Designs and <b>publishes</b> documents, using such aids as advanced publishing <b>software</b> and <b>graphic programs</b>.</p>   | <p>assumed in the CCGPS emphasis on evidence and citation.</p>   | <p><b>primary source</b> is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>ELACC11-12W8:</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 [...]</p> <p><b>ELACC11-12W6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>  |
| <p><b>ELA11/12W4:</b> The student practices <b>both timed and process</b> writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student</p> <p>a. Plans and drafts independently and resourcefully.</p> <p>b. Revises writing to improve the logic and coherence of the organization and controlling perspective.</p> <p>c. Revises writing for specific audiences, purposes, and formality of the contexts.</p> <p>11d. Revises writing to sharpen the precision of word choice and achieve desired tone.</p> <p>12d. Revises text to highlight the individual voice and to improve sentence variety and style.</p> <p>11e. Revises text to highlight the individual voice and to improve sentence variety and style.</p> <p>12e. Revises writing to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.</p> <p>f. Edits writing to improve word choice, grammar, punctuation, etc.</p> | <p>The GPS has one standard, ELA11/12W4, with 6 elements covering the Writing Process. The CCGPS has instead 3 separate standards, ELACC11-12W4, 5, and 6 for the same purpose. There is significant similarity in the requirements for writing process, but differences exist and should be noted.</p> <p>ELACC11-12W6 requires the use of technology in the final step of the process. This step is included in GPS in W3, above, element g/h.</p> <p>GPS elements d and e may be considered to be included in development of appropriate style.</p> | <p><b>ELACC11-12W4:</b> Produce clear and coherent writing in which the <b>development, organization, and style</b> are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>ELACC11-12W5:</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.)</p> <p><b>ELACC11-12W10:</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> |

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|  | <p>The GPS do not include references to American, British, World, Biblical, or other course-specific material in the writing standards. Consequently, it depends upon the reading standards to outline this material and contains separate reading standards for each course. It is imperative to note that all writing and reading are connected.</p> |  <b>ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> <ul style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ul> |
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| S P E A K I N G   A N D   L I S T E N I N G   |   |   |
| <p><b>ELA11/12LSV1:</b> The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p> <p>a. Initiates new topics in addition to responding to adult-initiated topics.</p> <p>b. Asks relevant questions.</p> <p>c. Responds to questions with appropriate information.</p> <p>g. Gives reasons in support of opinions expressed.</p> <p>d. Actively solicits another person's comments or opinion.</p> <p>e. Offers own opinion forcefully without domineering.</p> <p>f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.</p> <p>h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.</p> <p>i. Employ group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).</p> <p>j. Divides labor so as to achieve the overall group goal efficiently.</p> | <p>The corresponding GPS domain included "viewing" in its title, which does not appear in the CCGPS strand. The skill of active viewing and comparing visual text to written text is addressed in CCGPS Reading standard 7.</p> <p>The CCGPS are more specific and rigorous in their directives on Speaking and Listening, requiring students to "build on others' ideas" and encouraging "persuasion" in addition to simply offering an opinion. CCGPS also explicitly states the need for preparation and research, inferring that discourse will often be content-specific and text-related.</p> | <p><b>ELACC11-12SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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>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>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> |

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|  | <p>CCGPS expands expectations to include the idea of divergent and creative perspectives, expecting discourse to include analysis, synthesis, and the creation of new ideas.</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><b>ELA11/12LSV2:</b> The student <b>formulates reasoned judgments</b> about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a <b>clear and distinct perspective</b>, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</p> <p>When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:</p> <p>a. Recognizes (grade 12: and evaluates) strategies used by the media to inform, persuade, entertain (i.e., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).</p> <p>11b. Analyzes visual or aural techniques used in a media message for a particular audience and evaluates their effectiveness.</p> <p>12b. Analyzes the impact of the media on the democratic process (i.e., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.</p> <p>11c. Develops and applies criteria for <b>assessing the effectiveness of the presentation</b>, style, and content of films and other forms of electronic communication.</p> <p>12c. Identifies and evaluates the effect of media on the production and consumption of personal and societal values.</p> <p>11d. Identifies the <b>aesthetic effects</b> of a media presentation (i.e., layout, lighting, color, camera angles, background, etc.)</p> <p>12d. Interprets and evaluates the various ways in</p> | <p>The trend of increased rigor and specificity continues through the second standard, replacing “reasoned judgments” with an evaluation of “credibility and accuracy” and “noting discrepancies.”</p> <p>CCGPS requires students to address alternative/opposing points of view, which should always be part of the construction of a sound argument.</p> <p>The specific GPS language about evaluating media strategies and their impact on societal processes, in advertisements or other forms of influence and the rhetorical impact of elements such as lighting, camera angle, and logical fallacies are not specifically addressed in CCGPS. However, these elements are included under the umbrella of “evaluating the credibility and accuracy” of media-sourced material.</p> | <p><b>ELACC11-12SL2:</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, <b>evaluating the credibility and accuracy</b> of each source and noting any discrepancies among the data.</p> <p><b>ELACC11-12SL4:</b> Present information, findings, and supporting evidence, conveying a <b>clear and distinct perspective</b>, 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 or formal and informal tasks.</p> <p><b>ELACC11-12SL3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |

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| <p>which local, national , and international events are presented and the ways information is communicated by visual image.</p> <p>11e. Analyzes the effect of dialect and language on positive or negative stereotypes among social groups.</p> <p>12e. Critiques a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.</p> <p>12f. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.</p> <p><u>When delivering and responding to presentations, the student:</u></p> <p>11a. Uses effective and interesting language, including informal expressions for effect, Standard American English for clarity, technical language for specificity.</p> <p>12a. Uses rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.</p> <p>11b. Evaluates and uses different effects (i.e., visual, music, sound, graphics) to create competent presentations or productions.</p> <p>12b. Distinguishes between and uses various forms of classical and contemporary logical arguments, including syllogisms and analogies.</p> <p>12c. Uses ethical and emotional appeals that enhance a specific tone and purpose.</p> <p>11d. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.</p> <p> 12d. Applies appropriate interviewing techniques (i.e., demonstrates knowledge of the subject and organization, compiles and reports responses, evaluates the effectiveness of the interview).</p> | <p>Knowledge and evaluation of various rhetorical and literary techniques/elements may be assumed to fall under the umbrella of evaluating credibility and accuracy of a presentation.</p> | <p><b>ELACC11-12SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>ELACC11-12SL6:</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.)</p> <p><b>ELACC11-12SL5:</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.</p> <p><b>ELACC11-12SL2:</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> |
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11c. Analyzes effective speeches made for a variety of purposes and prepare and deliver a speech containing these same features.

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| L A N G U A G E  |  |   |
| <p><b>ELA11/12C1:</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</p> <p>a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p> <p>( b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotations marks, colons, ellipses, hyphens).<br/>(Now found in grade 7, ELACC7L1a.b.c.)</p> <p>( c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).<br/>(Parallel structure now found in grade 9, ELACC9-10L1a. Verb tense and agreement begins in grade 3, ELACC3L2f.)</p> <p>NOTE: An SLV GPS standard is used here to show alignment with ELACC11-12L3 at right.</p> <p>ELA11SLV2a. Uses effective and interesting language, including informal expressions for effect, Standard American English for clarity, technical language for specificity.</p> | <p>The GPS Domain of Conventions is now represented in the CCGPS Strand of Language.</p> <p>The concept of grammar and conventions as fluid and changing elements of language is new to grades 11 and 12, as is the partner element stating that contested usage should be resolved.</p> <p>Specific references in GPS to syntax, diction, paragraph structure, clauses and phrases, and punctuation are subsumed in CCGPS under “effective choices for meaning or style.” <b><i>For the transition years, however, it is important to continue instruction in the specific grammar and conventions items marked at left.</i></b></p> <p>The specific mention of contextual language choices is <b>new</b> to grade 11.</p> <p>For further guidance on the placement of specific grammar and conventions elements in the CCGPS, see the Language Progressive Skills Chart in the DOE’s ELA CCGPS Educator Resource Document.</p> | <p><b>ELACC11-12L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li> b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.</li> </ul> <p><b>ELACC11-12L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> <li>c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</li> </ul> <p><b>ELACC11-12L3:</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> <ul style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g.,</li> </ul> |

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|   |   | Tufte's Artful Sentences) for guidance as needed; apply an understanding of <b>syntax</b> to the study of complex texts when reading.   |
| <p><b>ELA11/12C2: The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.</b></p> <p><b>The student</b></p> <p>a. Produces writing that conforms to appropriate <b>manuscript requirements</b>.</p> <p>b. Produces <b>legible work</b> that shows accurate spelling and correct use of the <b>conventions of punctuation and capitalization</b>.</p> <p>c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.).</p> <p>d. <b>Includes formal works cited</b> or bibliography when applicable.</p> | <p>A significant difference between GPS and CCGPS is the placement of the manuscript/formatting standards and the vocabulary standards within the strands/domains. GPS places vocabulary standards within Reading, and CCGPS places vocabulary within Language. GPS places manuscript style requirements in Conventions and CCGPS places them within Writing. The relevant writing standards are listed at right. The Reading standards for high school are located within separate content-specific documents (for instance, American Literature). Please consult your content-specific Reading standards document for vocabulary alignment.</p> | <p><b>ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>c. Produces <b>legible</b> work that shows accurate spelling and correct use of the <b>conventions of punctuation and capitalization</b>.</p> <p><b>The following standards are from the CCGPS WRITING strand:</b></p> <p><b>ELACCL11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</b></p> <p><b>ELACCL11-12W2:</b></p> <p>e. Establish and maintain a <b>formal style</b> and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> |
| <p><b>ELAAL/BLRL5: The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</b></p> <p>a. Identifies and correctly uses idioms, <b>cognates</b>, words with <b>literal and figurative meanings</b>, and</p>  | <p>The Reading standards for high school are located within separate content-specific documents (for instance, American Literature). Please</p>   | <p><b>ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p>a. Interpret <b>figures of speech</b> (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>  |

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| <p>patterns of word changes that indicate different meanings or functions.</p> <p>b. <b>Uses knowledge</b> of mythology, the Bible, and other works often alluded to in American literature/Commonwealth Literature to understand the meanings of new words.</p> <p>c. Uses <b>general dictionaries</b>, specialized dictionaries, thesauruses, or related references as needed to increase learning.</p> <p><b>ELAAL/BLRC3:</b> The student acquires <b>new vocabulary in each content area</b> and uses it correctly. The student</p> <ul style="list-style-type: none"> <li>a. Demonstrates an understanding of contextual vocabulary in various subjects.</li> <li>b. Uses content vocabulary in writing and speaking.</li> <li>c. Explores understanding of new words found in subject area texts.</li> </ul> | <p>consult your content-specific Reading standards document for vocabulary alignment. For ease of reference, American and British Literature vocabulary standards are shown here.</p> <p>CCGPS contains a specific requirement that students demonstrate independence in continuing to acquire new vocabulary.</p> | <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>c. <b>Consult general and specialized reference materials</b> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.</li> <li>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).</li> </ul> <p><b>ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> |
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## AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS GRADES 11-12

| STANDARD   | ORIGINALLY APPEARED (GPS)   | ADVICE FOR 11-12 <sup>TH</sup> TRANSITION 2012-2014  |
|--|---|--|
| <b>ELACC7L1:</b> a. Explain the function of phrases and clauses in general and their function in specific sentences.           | <b>ELA11/12C1:</b><br>b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotations marks, colons, ellipses, hyphens). | Instruction on the proper use of phrases and clauses begins in Grade 7 in CCGPS. For the transition period, teach all specific types of phrases and clauses specified in 11/12 GPS in grades 7 through 12.   |
| <b>ELACC7L1:</b> c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | <b>ELA11/12C1:</b><br>c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).                    | Instruction on the proper use of phrases and clauses begins in Grade 7 in CCGPS. For the transition period, teach all specific types of phrases and clauses specified in 11/12 GPS in grades 7 through 12.<br><br>The proper placement of modifiers begins in Grade 7 in CCGPS. For the transition period, teach the placement of modifiers and the correction of misplaced/dangling modifiers in grades 7 through 12. |
| <b>ELACC9-10L1:</b> a. Use parallel structure.   | <b>ELA11/12C1:</b><br>c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).                    | Parallel structure is first mentioned in CCGPS in Grade 9. For the transition period parallel structure should be addressed in grades 9-12.  |
| <b>ELACC3L1:</b> f. Ensure subject verb and pronoun antecedent agreement.  | <b>ELA11/12C1:</b><br>c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).                    | Instruction in subject verb and pronoun antecedent agreement begins in Grade 3 in CCGPS. For the transition period, teach agreement in grades 3-12.  |

| STANDARDS NEW TO GRADES 11/12   | RATIONALE   |
|---|---|
| <p><b>ELACC11-12W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <p>The GPS address narrative writing in grades 11 and 12 by advising teachers and students to apply and polish skills delivered in previous grades. CCGPS includes specific narrative elements for grades 11 and 12. This is an addition for grades 11 and 12. When looking at the alignment of elements for narrative writing in high school, it should be noted that most of the elements of CCGPS narrative writing were included in the GPS of earlier middle school elements for narrative writing.</p>  |
| <p><b>ELACC11-12W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they</p>                                      | <p>The GPS address persuasive (argument) writing in grades 11 and 12 by advising teachers and students to apply and polish skills delivered in previous grades. CCGPS includes specific argument writing elements for grades 11 and 12. This is an addition for grades 11 and 12, with the exception of ELACC11-12W1b, which is aligned with element 12F in the previous GPS standard (above). When looking at the alignment of elements for argument writing in high school, it should be noted that the tenth grade contained a persuasive writing focus in GPS. This focus now takes place in every grade.</p> |

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| <p>are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>  |  |
| <p><b>ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b></p>  | <p>GPS do not include a standard specifically addressing research. Rather, these skills were included in a broad way within expository writing.</p>  |
| <p><b>ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> | <p>The GPS do not include references to American, British, World, Biblical, or other course-specific material in the writing standards. Consequently, it depends upon the reading standards to outline this material and contains separate reading standards for each course. It is imperative to note that all writing and reading are connected.</p> |
| <p><b>ELACC11-12SL1d.</b> 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>CCGPS expands expectations to include the idea of divergent and creative perspectives, expecting discourse to include analysis, synthesis, and the creation of new ideas.</p>   |
| <p><b>ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.</p>   | <p>The GPS Domain of Conventions is now represented in the CCGPS Strand of Language.</p> <p>The concept of grammar and conventions as fluid and changing elements of language is new to grades 11 and 12, as is the partner element stating that contested usage should be resolved.</p>   |

| STANDARDS ABSENT FROM GRADES 11/12   | RATIONALE   |
|--|---|
| <b>ELA11/12W2: The student demonstrates competence in a variety of genres</b><br><p>The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.</p> | <p>Technical writing does not have a separate standard in the CCGPS, however, ELACC11-12W7, the section addressing new standards (above) overlaps considerably, and includes investigative and analytical writing. Also please note that significant technical and research writing is now included in the literacy standards for grades 6-12 in the Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects. Furthermore, the idea of technical writing is present within standard 2 of CCGPS as well.</p> |
| <b>ELA11/12W2: The student demonstrates competence in a variety of genres.</b><br>a. Engages the interest of the reader.   | CCGPS discusses style and appropriate introduction of topic/thesis, but does not specifically address “engaging the reader’s attention.”  |
| <b>ELA11/12LSV2</b><br>c. Analyzes effective speeches made for a variety of purposes and prepare and deliver a speech containing these same features.<br>d. Applies appropriate interviewing techniques (i.e., demonstrates knowledge of the subject and organization, compiles and reports responses, evaluates the effectiveness of the interview).  | These standards do not specifically appear in CCGPS, but may be included under the umbrella of broader standards evaluating and analyzing written and spoken text.  |
| <b>ELA11/12C1:</b><br>b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotations marks, colons, ellipses, hyphens).<br>c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).  | These skills are now taught in earlier grades, and most are taught yearly after instruction (see the Language Progressive Skills). See transition advice, above.  |

| VOCABULARY NEW IN CCGPS | RATIONALE  |
|-------------------------|--|
| Inference               | Inference means that students are required to create new ideas implied by the text but not explicitly stated. The word “interpretation” appears in GPS with a similar connotation in many instances. |
| Word Choice             | GPS often uses the word “diction” whereas CCGPS will most often use “word choice.” These terms are interchangeable.  |
| Objective Summary       | GPS required students to complete whatever steps were necessary to “support understanding” without specifically referring to objective   |

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|                                | summary. While the term objective summary is new, the skill is not.  |
| Argument/Argumentative Writing | Formerly referred to as “persuasive” writing in GPS. These terms are interchangeable.  |
| Informational                  | Formerly referred to as “expository” writing in GPS. These terms are interchangeable.<br>Non-fiction texts are referred to as Informational Texts in CCGPS                           |
| Literary                       | Fiction texts are referred to as Literary Texts in CCGPS   |
| Domain-specific vocabulary     | GPS discussed content and technical vocabulary where CCGPS uses the term domain-specific vocabulary.   |
| Formal style                   | Formal style in CCGPS refers to adherence to established manuscript styles such as APA and MLA, but also to an appropriately mature and academic tone and word choice when required. |
| Closing statement              | Formerly referred to as closure in GPS   |

## LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

| STANDARD   | GRADES |   |   |   |   |   |   |   |                       |      |                       |
|--|--------|---|---|---|---|---|---|---|-----------------------|------|-----------------------|
|  | K      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8                     | 9-10 | 11-12                 |
| <b>ELACCKL5b.</b> Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).   |        |   |   |   |   |   |   |   | Subsumed by ELACC5L5c |      |                       |
| <b>ELACC1L2c.</b> Use commas in dates and to separate single words in a series.  |        |   |   |   |   |   |   |   |                       |      | Subsumed by ELACC5L2a |
| <b>ELACC1L1i.</b> Use frequently occurring prepositions.   |        |   |   |   |   |   |   |   |                       |      | Subsumed by ELACC4L1e |
| <b>ELACC1L1g.</b> Use frequently occurring conjunctions. <b>ELACC3L1h.</b> Use coordinating and subordinating conjunctions. <b>ELACC5L1e.</b> Use correlative conjunctions (e.g., either/or, neither/nor).   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC3L1a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <b>ELACC5L1a.</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC3L1f.</b> Ensure subject-verb and pronoun-antecedent agreement.  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC3L3a.</b> Choose words and phrases for effect.   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>EKACC4L1e.</b> Form and use prepositional phrases.  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC4L1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC4L1g.</b> Correctly use frequently confused words (e.g., to/too/two; there/their).   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC4L3a.</b> Choose words and phrases to convey ideas precisely.  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC4L3b.</b> Choose punctuation for effect.   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC5L1d.</b> Recognize and correct inappropriate shifts in verb tense.  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC5L2a.</b> Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC5L5c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC6L1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC6L1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC6L1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC6L3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC6L3b.</b> Maintain consistency in style and tone.  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC7L1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC7L3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC8L1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>ELACC9-10L1a.</b> Use parallel structure.   |        |   |   |   |   |   |   |   |                       |      |                       |
| <b>L11-12L3a.</b> Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  |        |   |   |   |   |   |   |   |                       |      |                       |

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