

TEACHER GUIDANCE

FOR TRANSITION TO THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS



AMERICAN LITERATURE

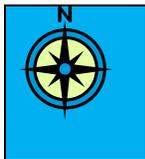
Reading Literary and Reading Informational

For use with Grades 11-12 Writing,

Speaking and Listening, and Language Guidance



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



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

Skills/Concepts for Students:

- Practice attentive reading both in the classroom and independently
- Distinguish important and relevant information from extraneous or redundant information
- Understand how to annotate text (both formally and informally) and the rationale for doing so; practice annotation consistently
- Read with appropriate fluency and speed for grade level text requirements (i.e. finish a 500 page novel in a prescribed time-frame)
- Understand inference, and the difference between explicit fact and inference
- Know the elements of analysis (e.g., how diction impacts tone); locate and analyze elements including style, character development, point of view, irony, and structure (i.e. chronological, in medias res, flashback, frame narrative, epistolary narrative) in works of American fiction from different time periods
- The student identifies and analyzes elements of poetry from various periods of American literature
- Identifies and analyzes types of dramatic literature (i.e., political drama, modern drama, theatre of the absurd)
- Identify and analyze patterns of imagery or symbolism
- Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poem as these elements relate to meaning
- Tolerate uncertainty – texts cannot and do not always provide solutions or clear positions; identify when a straight-forward conclusion cannot reliably be drawn

Strategies for Teachers:

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

Sample Task for Integration:

After examining a book’s cover and reading three professional reviews, students will choose a visual representation (e.g. photograph, sculpture, painting) that they believe represents the essence of the text (its audience, purpose, tone, and/or theme). Students will construct and present a two-minute justification of their choice of visual representation *using specific evidence* from the cover and reviews and will complete a formal citation for the book observing proper conventions and formatting. This is a pre-reading/anticipatory activity. This exercise can be repeated at the conclusion of the close reading and differences in perception discussed.

Recommended Vocabulary for Teaching and Learning:

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

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

Skills/Concepts for Students:

- Practice attentive reading both in the classroom and independently
- Distinguish between theme, topic, main/central idea, concept, and thesis; understand the nuanced connotations of these words and understand exactly what you are attempting to identify or explain in a given instance
- Relate identified elements in fiction to theme or underlying meaning
- Analyzes and compares texts that express universal themes characteristic of American literature across time and genre (i.e., American individualism, the American dream, cultural diversity, and tolerance) and provides support from the texts for the identified themes
- Understand the concept of objectivity and work consistently toward providing summaries that are completely free of editorial bias
- Determine when an assignment requires you to analyze or argue a claim and when it requires you to summarize without bias
- Determine what defines centrality in a theme; whether it is simply the frequency of appearance or something more complex
- Understand and be able to identify techniques authors use to develop theme, such as exposition, dialogue, imagery, and conflict.
- Identify dualities, contradictions, and parallel plot lines within texts; analyze the intentionality of these events and determine whether you as a reader believe they strengthen or detract from a text; do not shy away from forming a strong opinion of your own while remaining open to guidance from more experienced readers (strong and well-supported opinions are the basis of great analysis essays)
- Distinguish between “abstract” and “concrete” as concepts; concrete facts often accrue to form an abstract concept

Strategies for Teachers:

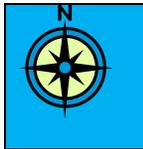
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 American Literature (see above)
- Provide clear-cut opportunities for the creation of both unbiased summaries and argumentative analysis. Model both and provide strong student examples
- Provide explicit instruction including strong examples on classic themes of American Literature (Individualism, the American dream, “noble savage,” etc.)
- Whenever practical and possible, choose short texts and more sustained readings that will spark strong reactions
- Choose texts that express complex or multiple themes. For fiction, choose a novel that features two or more equally strong and likable protagonists in direct opposition to one another

Sample Task for Integration:

While reading an extended literary text students (in small groups) will choose one 400-600 word segment with dialogue that they believe illustrates one of the novel’s essential themes. Punctuation conventions for dialogue and stage directions should be addressed. As each group performs their text segment, students will take notes and produce an opinion on the validity of the theme identified and the impact of the text segment as supporting evidence of the student group’s choice. Subsequent roundtable discussions can serve to further clarify the themes of the book and how they complement one another.

Recommended Vocabulary for Teaching and Learning:

Abstract	Concrete	Analysis	Summary	Paraphrase
Literal	Theme	Topic	Central	Individualism
Diversity	Tolerance	Bias	Objectivity	Subjectivity
Interact	Detract	Universal		



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

Skills/Concepts for Students:

- Relate the author’s choices in a literary work to the seminal ideas of the time in which it is set or the time of its composition (Native American literature, Colonial/Revolutionary/National literature) and to the characteristics of the literary time period (Romanticism/Transcendentalism, Realism, Naturalism, Modernism (including Harlem Renaissance) , and Postmodernism)
- Analyze and evaluate the effects of structure on poetry from various periods of American literature (fixed and free, lyric, ballad, sonnet, narrative poem, blank verse)
- Determine the impact of word choice (diction) on a text, specifically on the tone of the text
- Determine the impact of sentence structure (fluency and syntax) on a text
- Learn to recognize literature that appeals to your own sensibility and identify the elements that are appealing
- Analyze, evaluate, and apply knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes
- Always annotate text as you read, whether formally or informally
- In literary texts, make it your practice to identify “DTSFI” (diction, tone, syntax, figurative language, imagery) in every text; these are the elements most often discussed in analysis

Strategies for Teachers:

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

Integration Sample Task:

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

Recommended Vocabulary for Teaching and Learning:

Audience	Purpose	Flashback	Point of view	Narrative structure
Exposition	Diction	Rising action	Climax	Falling action
Resolution	Denouement	Tone	Syntax	Imagery
Figurative language	Characterization	Setting	Plot	Dynamic character
Static character	Flat character	Round character	Allusion	Direct/Indirect
Antagonist	Protagonist	Irony	Foreshadowing	Fixed
Free	Lyric	Ballad	Sonnet	Narrative poem
Blank verse				

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

Skills/Concepts for Students:

- Acquire and review knowledge of strategies for making meaning, such as word patterns and Greek and Latin roots
- Locate elements of language and style; analyze patterns of imagery or symbolism
- Analyze and evaluate the effect of language in poetry from various periods of American literature: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, and assonance
- Analyze and evaluate the effects of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning
- Keep a notebook of words and phrases that you particularly like
- Know the literary term for each type of figurative language and be able to recognize and correctly identify each
- Understand the difference between figurative language, idiomatic language, and poetic (sound) devices and be able to readily identify each

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning for Teaching and Learning:

Definition	Denotation	Connotation	Figurative	Idiomatic
Sound device	Tone	Root word	Diction	Concrete
Controlling image	Extended metaphor	Understatement	Paradox	Irony
Alliteration	End rhyme	Slant rhyme	Internal rhyme	Consonance
Assonance				

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

Skills/Concepts for Students:

- Know the elements of plot structure and be able to identify those parts
- Locate and analyze elements of structure such as chronological order, in medias res, flashback, frame narrative, and epistolary narrative in works of American fiction from different time periods
- Recognize various structural formats of fictional texts (stanza, act, scene, chapter, etc.)
- Understand the specific *function* of flashback, foreshadowing, beginning a narrative in the middle of action (in medias res)
- Be able to accurately identify rhyme scheme and basic metrical formulas
- Analyze the impact of an author's choice in disclosing narrative elements at a particular point in a text

Strategies for Teachers:

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

Sample Task for Integration:

Using a text under consideration by the class, have students create a graphic representation of the narrative's plot structure, providing a brief explanation/synopsis of what defines that _____ part of the text (for example: rising action might be comprised of "the first three months of John's experience _____ at his new school," and the climax "the car wreck." Students will then write an analysis that provides a text-based rationale for their identification of each element as being representative of exposition, rising action, climax, falling action, or resolution.

Recommended Vocabulary for Teaching and Learning:

Exposition	Rising action	Climax	Falling action	Resolution
Denouement	Flashback	Foreshadowing	In medias res	Aesthetic
Chapter	Prologue	Epilogue	Stanza	Scene
Act	Nonlinear	Linear	Meter	Verse
Rhyme scheme				

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

Skills/Concepts for Students:

- Build upon a strong foundational knowledge of figurative language (such as metaphor and simile) to explore more nuanced constructions such as pun, satire, irony in works of American fiction from different time periods
- Analyze and evaluate the effect of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning
- Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning
- Relate modern satire (such as “The Simpsons” or “The Daily Show”) to classic satire (such as “A Modest Proposal”) to sharpen understanding of underlying concepts
- Practice using nuanced language constructions in your own speech and writing and identifying them in the speech and language of others
- Annotate the use of these figurative constructions as they occur in texts
- Proactively and independently continue to build vocabulary to enhance understanding of text (subtle constructions such as puns are difficult to recognize without a firm grasp of all vocabulary within the construction)

Strategies for Teachers:

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

Sample Task for Integration:

Choose a strong example of modern satire. Have students watch or read the example carefully at least twice, making annotations for every example of hyperbole or understatement (the two most often used tools in satire), as well as other satirical strategies you may identify. Students should partner or team to discuss these elements and how the author employs them to subtly argue his or her actual position. Step two will be to examine a more difficult example such as Jonathan Swift’s “A Modest Proposal.” Students will compare and contrast the use of the identical strategies in both pieces, analyzing their effectiveness and possibly the evolution of their use from Swift’s time to our own.

Recommended Vocabulary for Teaching and Learning:

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

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

Skills/Concepts for Students:

- Analyze the influence of mythic, traditional, or classical literature on American literature
- Analyze and compare texts that express universal themes characteristic of American literature across time and genre (i.e., American individualism, the American dream, cultural diversity, and tolerance) and provides support from the texts for the identified themes
- Analyze a variety of works representative of different genres within specific time periods in order to identify types
- Make it a practice to compare version of texts that you have enjoyed (if you've seen a good film, read the book. If you've read a good book, see the film)
- Practice making your own aesthetic evaluation of a text, whether written, aural, or visual, instead of relying first on professional critics or instructors; own your own literary experience and understand your personal preferences
- Acquire and review the appropriate literary terminology to review texts of all kinds (diction, syntax, angle, perspective, etc.)
- Note what has been added or removed from various interpretations of a text; think about an author's purpose and strategy in deletions and additions that are specific to medium)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 American Literature (see above)
- Compares and contrasts specific characteristics of different genres as they develop and change over time for different purposes (i.e., personal, meditative Colonial writing vs. public, political documents of the Revolutionary era, or replication of traditional European styles [Bradstreet, Taylor] vs. emerging distinctive American style [Dickinson, Whitman] in poetry). Create opportunities for students to compare texts across mediums, avoiding using only text/film for these comparisons
- Expose students to interpretations that are true to the original and those whose interpretation is "loosely based," having students identify the literary elements that have changed and those that remain
- Focus discussion of literary elements on the "why" more than the "what" at every opportunity; in literary analysis it is not as important to know that the movie tells a story using flashback whereas the novel does not, only why the author(s) made these choices and how they affect the reader
- Teach and review literary terms, including sophisticated terms and concepts such as dramatic irony, verisimilitude, stream of consciousness, etc. (use a glossary of terms for reference) so that students have the language to talk about more abstract concepts

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

Interpretation	Abride(ment)	Drama	Narrative	Film
Act	Scene	Line	Chapter	Dialogue
Script	Angle	Perspective	Staging	Dues ex machine
Political drama	Theater of the absurd	Stage directions	Fourth wall	Minimalism

	Grade 11-12 CCGPS
	Reading Literary (RL)
	ELACC11-12RL8: (Not applicable to literature) ELACC11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Skills/Concepts for Students:

- Trace the history of the development of American fiction
- Traces the historical development of poetic styles and forms in American literature
- Analyze the influence of mythic, traditional, or classical literature on American literature
- Understand how literary elements such as tone, mood, imagery, diction, syntax, and plot elements accrue to establish theme
- Acquire and review the necessary vocabulary within historical context to effectively make meaning of the historical texts
- Supplement the study of fictional works from history with contextual knowledge about the historical period and author
- Generalize concepts of setting, plot, characterization, and other narrative elements so that specific instances of these may be recognized as having thematic similarities or differences (for example tragic flaw)
- Acquire a firm knowledge of literary periods, major works, and major authors of American Literature
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Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

Autobiography	Aphorism	Rhetoric	Romanticism	Transcendentalism
Naturalism	Realism	Modernism	Captivity Narrative	Slave Narrative
Native American	Colonial	Age of Reason	Sermon	Post-Modernism
Fireside poets	Origin Myth	Pamphlet	Puritan	Planter

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

Skills/Concepts for Students:

- Practice attentive reading, both independently and within the classroom
- Read with appropriate fluency and speed for grade level text requirements (i.e. finish a 500 page novel in a prescribed time-frame).
- Use annotation and note-taking, maintaining coherent records that are useful for review
- Read assigned works but also read proactively and independently
- Choose works from multiple genres and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Begin to establish a clear personal aesthetic, understanding the types of literature that appeal to you and being able to articulate the reasons why

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

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

Incorporate all terms from previous standards in Reading Literary

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

Skills/Concepts for Students:

- Read a variety of informational texts attentively, both independently and within the classroom
- Analyze and explain the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays
- Recognize when a text has not or cannot provide a definitive answer on a subject; learn to tolerate uncertainty within a process or text
- Become familiar with and adept at decoding complex legal and technical documents, including contracts, manuals, etc.
- Readily distinguish important facts from extraneous details
- Read with appropriate fluency and speed for grade level text requirements (i.e. finish a 500 page novel in a prescribed time-frame).
- Think critically and analytically about text, making connections within a text and among texts including highly technical texts
- Recognize the rhetorical and structural strategies employed by an author establish a main idea or prove a point
- Make inferences and generalizations based on evidence from one or more reliable sources
- Always support claims and inferences, both in formal analysis and informal discussion with well-chosen textual evidence
- Take notes and annotate texts, both formally and informally

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 American Literature (see above)
- Use multiple reading strategies including using a variety of digital media to access texts
- Challenge and build readers' stamina with an adequate amount of required reading
- Implement a note-taking using a system such as Cornell notes and periodically assess or review students' notes
- Teach and require annotation of text
- Teach and require formal citations in an accepted manuscript style when appropriate
- Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion
- Purposefully choose a variety of challenging informational texts from a variety of categories (legal, scientific, technical, literary non-fiction such as memoir)

Sample Task for Integration:

Students will conduct a research activity designed to expose them to texts where matters are left uncertain, or where definitive results have not or cannot be produced. One way to create this circumstance is to have students examine a question of debate within American history (such as Thomas Jefferson's relationship with Sally Hemmings) (choose a topic where viable arguments can be made on both sides and a professional consensus has not been reached). Students (individually, in teams, or in pairs) are to create a portfolio of resources that support each side of a controversial topic. Students will review and annotate the results of their research. (An extension to this activity could include a debate). The purpose of the research will be to find specific claims in each set of texts which are uncertain or indeterminate. This activity will yield samples of text that will illustrate the concept of uncertainty in technical texts and provide opportunities to discuss how to analyze the impact of indeterminate information in research and debate.

Recommended Vocabulary for Teaching and Learning:

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

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

Skills/Concepts for Students:

- Read a variety of informational texts attentively, both independently and within the classroom
- Readily distinguish important facts from extraneous details, using important facts to determine central ideas of a text
- Analyze, evaluate, and apply knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works from American history
- Take notes and annotate texts, both formally and informally
- Recognize when a text contains editorial bias, whether overt or subtle, and summarize without editorial bias
- Critically analyze the way that facts accrue to support a thesis or hypothesis, including analysis of the interaction of multiple or many-faceted lines of reasoning
- Understand the scientific connotations of proof, theory, hypothesis, and support

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

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

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

Skills/Concepts for Students:

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

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 American Literature (see above)
- Employ process essays and actual processes in the classroom to illustrate the importance of logical order (for example analyzing the steps of constitutional processes)
- Expose students to a variety of arguments, both valid and logically false, to allow them to distinguish the differences in how arguments are introduced and developed (well known speeches are useful for this inquiry)
- In the context of modern American rhetoric, view television commercials and/or research popular advertising campaigns to determine how brand identities are introduced, developed, and connected to audience biases and concerns
- Use graphic organizers to support students in identifying and illustrating interconnected points within an argument or analysis
- Expose students to complex informational genres such as peer reviewed scholarly journals, legal documents, or position statements

Sample Task for Integration:

Students will conduct an analysis of claims made during a political debate, fact checking individual claims and identifying inferences both subtle and overt. Access an appropriate debate from historical archives (audio and video of hundreds of debates are available online). Transcripts are also available for all debates that have been nationally televised, but instructors may or may not want to provide these. Students will view/listen/read the debate a number of times, taking notes on claims and inferences. When a fairly exhaustive list of a candidate’s claims has been compiled, students will go to work fact checking the claims (also looking for instances where a candidate contradicts him or herself). Students will write an analysis that shows how the candidate’s main points were developed over the course of the debate, and will ascertain whether those points were well developed and supported or not.

Recommended Vocabulary for Teaching and Learning:

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

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

Skills/Concepts for Students:

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

Strategies for Teachers:

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

Sample Task for Integration:

Students will examine the essays of Ben Franklin through a number of qualitative and quantitative measures in order to create a statistical analysis of Franklin’s use of figurative language and rhetoric. After choosing an essay (you may use a site such as PBS.org <http://www.pbs.org/benfranklin/resources.html>) have students explore ways to glean statistical information from the text (word processing programs will provide word counts and show instances of repeated words, Lexile.com will provide quantitative information, the “Ctrl F” function will allow you to search for instances of a certain word or count instances of its occurrence). Students should use their creativity to explore novel ways to gather information on the text. Citing specific textual evidence, students will compile a statistical analysis of Franklin’s use of language (what does he emphasize, what does he repeat, what figurative structures does he use, etc.)

Recommended Vocabulary for Teaching and Learning:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Cumulative	Author’s purpose	Jargon
Tone	Impact	Rhetoric	Strategy	

	Grade 11-12 CCGPS
	Reading Informational (RI)
	ELACC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Skills/Concepts for Students:

- Readily recognize generic text structures such as an abstract, a précis, or organizational patterns such as chronological order, comparison and contrast, and order of importance
- Analyze and explain the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays
- Analyze and evaluate the logic and use of evidence in an author's argument
- Analyze, evaluate, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works
- Exhibit firm knowledge of sentence structure, including phrases/clauses/compound/complex/compound-complex sentences
- Understand the connotations of syntax and the impact of syntax on the reader, understanding that, like diction, syntax may vary depending on audience and purpose
- Recognize and understand textual features such as in-text citations, footnotes, glossaries, etc.

Strategies for Teachers:

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

Sample Task for Integration:

Students will conduct a structural analysis comparing and contrasting slave narratives (for example Olaudah Equiano or Frederick Douglass) and captivity narratives (for example Mary Jemison or Mary White Rowlandson) from American literature. Focusing on structural elements only, students will trace and compare the structures of the two texts, including organization, sentence constructions, paragraph constructions, length, narrative voice, etc.) Students will produce an analysis citing specific textual evidence from both texts and may bring cultural and gender-based critique into their structural analysis (for example, are women more likely to speak in first person? In what order are events presented? What might be the reasons for these differences?) These analyses may be presented in a digital format if desired to allow for viewing of primary source documents and illustrations or photographs).

Recommended Vocabulary for Teaching and Learning:

Organizational structure	Chronological	Compare/contrast	Logical order	Evidence
Syntax	Claim	Argument	Diction	Citation
Footnote	Abstract	Glossary	Heading	Structure
Exposition	Précis	Journal	Diary	

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

Skills/Concepts for Students:

- Understand and readily identify rhetorical strategies such as appeals to emotion or authority, syllogism, and logical fallacies
- Acquire familiarity with famous examples of rhetoric from the American Revolution, such as Patrick Henry’s “Give Me Liberty or Give Me Death”
- Understand and apply knowledge of diction, syntax, tone, imagery, figurative language, and other elements in determining the effectiveness of an argument or exposition
- Identify author’s biases, both subtle and overt, including implicit or explicit assumptions
- Analyzes and evaluates the logic and use of evidence in an author’s argument
- Identify author’s biases, both subtle and overt, and make considered decisions regarding the validity of a claim or appeal
- Readily distinguish between a powerful argument and a valid argument (not all valid arguments are powerful, and not all powerful arguments are valid)
- Make a practice of determining an author’s or speaker’s point of view even when it is not explicitly stated

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

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

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

Skills/Concepts for Students:

- Acquire and review vocabulary relevant to multiple types of text (statistical, graphic, elements of visual rhetoric)
- Analyze and explain the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays
- Become a more sophisticated, analytic, and thoughtful reader-interpreters of images
- Continue to acquire expertise in digital formats as they evolve over time
- Use multiple types of information in problem solving, integrating information and evaluating for credibility

Strategies for Teachers:

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

Sample Task for Integration:

Direct students to PBS’s “StoryCorp” site, where they will find hundreds of first person accounts of the lives and times of ordinary Americans. The stories are presented in an audio format and are usually accompanied by photographs. Allow students to experience several of the stories, eventually choosing a favorite on which to focus. The student will listen to his or her chosen focus piece several times, taking notes to allow him or her to incorporate textual evidence into his final project. Students will then research contextual information from other sources (for example if the story is about survival through Hurricane Katrina, the student might gather factual evidence about the storm, locate the story-teller’s location on a map, pull newspaper headlines corroborating parts of her story, etc.) Students will present their final project in the form of a Prezi or PowerPoint that incorporates the StoryCorp piece with the contextual research, including all appropriate citations.

Recommended Vocabulary for Teaching and Learning:

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

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

Skills/Concepts for Students:

- Acquire and review fundamental knowledge of U.S. history and foundational documents, including constitutional principles
- Compare strategies and reasoning employed in various seminal U.S. documents, identifying similarities and difference
- Analyze and explain the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays
- Identify author’s biases, both subtle and overt, including implicit or explicit assumptions
- Analyze and evaluate the logic and use of evidence in an author’s argument
- Readily distinguish important facts from extraneous details
- Use the concepts of inductive and deductive reasoning and syllogism in argument analysis
- Consistently and readily identify logical fallacies as well as reliable and well-supported arguments
- Summarize without editorial bias and recognize editorial bias in the writings of others
- Understand the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration)
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counter-claim and audience as well as author bias
- Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction and persuasive and powerful argument

Strategies for Teachers:

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

Sample Task for Integration:

This standard requires the application of constitutional principles in understanding the reasoning in foundational U.S. documents. Constitutional principles are generally considered to include popular sovereignty, limited government, the separation of powers, the power of the courts to determine whether the government is acting within its proper limits, and “federalism,” or the distribution of power on a territorial basis (state and local governments). Have students choose one document considered to be a “seminal U.S. text” such as a Supreme Court Decision, Amendment to the Constitution, etc., and create an analysis based on evidence from the text that determines that text’s adherence to the constitutional principles. An extension of this activity could include research into the evolutionary ramifications of that document into modern times (did the decision/amendment/etc. prove in fact to perform as expected?)

Recommended Vocabulary for Teaching and Learning:

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

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

Skills/Concepts for Students:

- Analyze and explain the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays
- Analyze and evaluate the logic and use of evidence in an author’s argument
- Analyze, evaluate, and apply knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works
- Readily distinguish important facts from extraneous details
- Use the concepts of inductive and deductive reasoning and syllogism in argument analysis
- Consistently and readily identify logical fallacies as well as reliable and well-supported arguments
- Understand the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration)
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counter-claim and audience as well as author bias
- Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction and persuasive and powerful argument

Strategies for Teachers:

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

Sample Task for Integration:

Have students choose one of the founding fathers (John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, or George Washington) and conduct an analysis of 3 essays, letters, diary entries, or other document produced by that individual. The student will compile a “rhetorical profile” of that writer based on cited textual evidence, making warranted inferences about the attitudes, temperament, and style of that individual as a writer. Students will then choose a partner with whom to compare analyses. This exercise can be interesting both in a comparison between two different individuals, and in the comparative analyses of a single individual.

Recommended Vocabulary for Teaching and Learning:

Revolution	Seminal	Foundational	Founding	Framers
Bias	Rhetoric	Preamble	Evidence	Support
Fallacy	Logic	Syllogism	Induction	Deduction
Constitution	Rights	Amendment	Declaration	Preamble

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

Skills/Concepts for Students:

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

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

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

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

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

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