

TEACHER GUIDANCE

FOR TRANSITION TO THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS



GRADE TEN

Writing, Speaking and Listening, Language

For use with Reading Guidance for World Literature



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



Grade 10 CCGPS

Writing (W)

ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

Skills/Concepts for Students:

- Consistently distinguish supporting evidence from repetition or extraneous detail
- Consistently distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Address audience bias and counter-claims
- Write with appropriate organizational structure for argument or claim (comparison/contrast, logical order, etc.)
- Understand and effectively employ persuasive rhetorical strategies
- Use transitions effectively
- Exhibit knowledge of formal manuscript styles including MLA and APA and create citations accordingly
- Use effective 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:

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

Recommended Vocabulary for Teaching and Learning:

Argument
Support
Syntax

Persuasion
Citation
Structure

Claim
Annotation
Organization

Counter-claim
Transition
Closure

Evidence
Diction
Thesis



Writing (W)

ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Skills/Concepts for Students:

- Construct a summary of a text without editorial bias and recognize bias in the writing of others
- Understand the interplay and progression of multiple ideas within a single theme or topic and practice weaving multiple complementary ideas together in your own writing
- Consistently distinguish important facts from extraneous details
- Format and structure expository essays for maximum clarity and impact, including effective use of transition words and phrases
- Use academic and technical vocabulary effectively; use sophisticated syntax
- Understand the rules of major manuscript styles such as MLA and APA, including appropriate use of correctly formatted citations

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:

To sharpen students' skills at identifying and maintaining an objective and unbiased tone in informative and explanatory writing, it can be instructive to require expository writing in response to heavily biased text (some places to find heavily biased text include political debates, op ed pieces in the local newspaper, agenda-driven books and magazines, and advertisements). Provide students with a persuasive text and require them to write an informative/explanatory essay explaining the author's purpose, rhetorical strategies, and intended audience of the persuasive piece, using quotations and evidence from the text to support their unbiased analysis. An extension to this activity can involve analysis of news reporting from sources known to be slanted to a conservative or liberal point of view. Students can compare reportage on a single even from each outlet, finding subtle examples of bias in ostensibly expository accounts.

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

	Grade 10 CCGPS
	Writing (W)
	<p>ELACC9-10W3: 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, 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.</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>

Skills/Concepts for Students:

- Know and be able to identify the elements of plot structure
- Understand and be able to identify the elements of characterization
- Be able to artfully use figurative language, imagery, sensory detail, and other literary devices to make stories realistic and engaging
- Employ appropriate 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
- 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:

Have students extend the experience of a character in a literary text under consideration past the point where the novel stops a narrative line. For example, students may write an additional short chapter for Catch 22, or Invisible Man, explaining what happens to Yossarian or the Invisible Man’s unnamed protagonist in the days or weeks following the end of the novel. This narrative should use specific evidence from the original text to determine what words or actions the characters would use to be true to the characterization developed by the author. The student should emulate the diction, syntax, and other stylistic elements of the original author to illustrate his or her understanding of those elements.

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

	Grade 10 CCGPS
	Writing (W)
	ELACC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Skills/Concepts for Students:

- Understand and effectively employ the elements of style in all genres of writing, including diction, syntax, tone, etc. (see sample writing rubrics for guidance)
- Understand and effectively use transitional words and phrases
- Effectively use structure and organization for maximum clarity and effectiveness across all genres
- Understand and effectively employ correct grammar and conventions for the English language, varying diction style as appropriate for audience and purpose
- Maintain focus on audience and purpose

Strategies for Teachers:

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

Sample 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 10 CCGPS
	Writing (W)
	ELACC9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

Skills/Concepts for Students:

- Cultivate the habit of drafting and meaningfully revising all major (and not so major) written work
- Understand and employ effective strategies for editing and revising (revising by element, reading aloud, reviewing with peers, etc.)
- Always review work for genre adherence (audience and purpose) and sharpen focus as appropriate
- Acquire and review increasingly sophisticated knowledge of grammar and conventions and consistently avoid errors

Strategies for Teachers:

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

Put students into fairly large groups (4-6) and have them incorporate all of the requirements for effective team brainstorming, planning, and goal setting set forth in the CCGPS Speaking and Listening standards to work effectively together to produce a peer review worksheet. Explain that this worksheet should represent the very best ideas of the entire group concerning what specific elements in a text should be reviewed by an editor and what kinds of feedback are most useful. When the groups have produced their peer review worksheets, project them for whole-class viewing. Conduct a comparison of the worksheets keeping the best elements of each and adding any necessary elements to create a comprehensive and effective worksheet/template for class use. Items to note may include the inefficiency of “yes/no” questions such as “Did the student adequately support his claim?” Make sure all questions/check points require a text-based response by the reviewer (so instead the question might read, “note three pieces of evidence from the text cited by the student in support of his claim”).

Recommended Vocabulary for Teaching and Learning:

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

	Grade 10 CCGPS
	Writing (W)
	ELACC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Skills/Concepts for Students:

- Be proactive in maintaining knowledge of and using the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire and maintain keyboarding skills adequate to produce text in the quantities and within the time limits required
- 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

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:

As a class, produce, direct, and air a monthly literary review for campus television, YouTube, or any other live streaming platform. Use the CCGPS guidelines for Speaking and Listening to establish collegial rules of conduct, set goals, and divide tasks fairly. The review may include weekly installments of a text, literary criticism, recommendations and reviews, or any other instructionally-based material the students wish to produce. A routine broadcast that occurs weekly or monthly can provide an infrastructure for a great deal of instruction, providing a framework for broadcasting, journalism, peer editing, group collaboration, reading, commentary, and analysis.

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 10 CCGPS
	Writing (W)
	ELACC9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Skills/Concepts for Students:

- Understand the concept of plagiarism and avoid it; citing all source material accurately
- Be able to readily distinguish credible sources, whether digital or textual, from sources that are not credible or reliable
- Know the basic formatting requirements of common manuscript styles, including MLA and APA, and format papers and citations appropriately
- Understand the concepts of proof, thesis, theory, and hypothesis in scientific parlance and colloquially
- 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:

- 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
- Share research findings with interested parties outside of the classroom when possible

Sample Task for Integration:

In the context of a study of Eric Schlosser’s Fast, Food, Nation, have students construct a research inquiry into the impact of the fast food industry on their own communities. Using claims from the text regarding students will research the industry’s effect on local economies, the health consumers, etc. Students will research and compile an informational document that reporting their findings that makes clear and cogent use of extensive evidence and includes specific evidence from and connection to Schlosser’s text. An extension of this activity could community awareness campaigns about nutrition, animal welfare, working conditions, or other causes the students may come to feel strongly about.

Recommended Vocabulary for Teaching and Learning:

Compile	Evaluate	Annotate	Citation	Digital
Synthesis	Inquiry	Credibility	Manuscript style	Header/Footer
Qualitative	Quantitative	Source		

	Grade 10 CCGPS
	Writing (W)
	ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Skills/Concepts for Students:

- Practice maintaining appropriate focus in research, narrowing or broadening inquiry as appropriate, avoiding digression and ineffective sources/strategies
- Understand the concept of plagiarism and avoid it; citing all source material accurately
- Distinguish between relevant facts and extraneous facts or details
- 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:

- 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:

Provide a list of several websites/digital resources for students to evaluate. Plant several sources on the list that are known to be unreliable (these may have varying levels of obviousness/subtlety in their unreliability). Have students provide a citation and annotation for each website/resource summarizing its contents by citing specific quotes/facts/evidence from the text of the site itself. Students should assign a grade for reliability between 1 and 10, supporting their assessment with evidence. In pairs or small groups, have students create public service announcement or brochure that concisely advises other students on the effective and legal use of internet resources.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 10 CCGPS
	Writing (W)
	<p>ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>

Skills/Concepts for Students:

- Gain a deep understanding of the terms analysis and synthesis, and apply these parameters in responding intelligently to literature and informational text
- Understand the literary elements that should be examined in a literary analysis essay (diction, syntax, tone, mood, imagery, figurative language, etc.)
- Understand 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
- Review the concept of analysis and the elements to be considered (a check list may even be provided to scaffold this skill initially, précis writing is also an effective organizational tool for analysis)
- Incorporate the study of popular literary criticism to scaffold the concept of text analysis

Sample Task for Integration:

Following the completion of a literary novel study have the students undertake the reading of a complementary text independently (for example Catch 22 and Slaughterhouse Five, both of which deal with the horrors and absurdities of war from the perspective of a disillusioned young soldier). Have the students conduct an in-depth comparison and contrast of the novels and their unique treatments of similar themes. Using specific evidence from the texts students will construct a coherent analysis that adheres to an organizational structure (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 arguments against war inherent in both books.

Recommended Vocabulary for Teaching and Learning:

Genre	Literary	Informational	Rhetoric	Synthesis
Analysis	Criticism	Evaluation	Citation	evidence

	Grade 10 CCGPS
	Writing (W)
	ELACC9-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Skills/Concepts for Students:

- Maintain a routine writing practice, both within the classroom and independently, experimenting with genre
- Read and study writers whose styles you enjoy and admire, emulating stylistic elements useful to you
- 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 Grade 10.

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 10 CCGPS

Speaking and Listening (SL)

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Skills/Concepts for Students:

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

Strategies for Teachers:

- Provide opportunities for students to present material not only to peers but to a wider audience
- Invite diverse guest speakers to interact with the class
- Assign tasks that require individual work, but also those that require meaningful collaboration in pairs and larger teams, understanding that larger teams of students will require more and better strategic planning
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- 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:

Convene a mock academic conference modeled after those that colleges frequently host, where the topic of discussion will be the works of an author under consideration in your class. Review the agendas of literary or scientific conferences available online to determine the kinds of roundtable discussions you might schedule. Assign students topics of expertise, such as the author’s use of symbolism in his works, or how his or her childhood impacted the themes of the novels, etc. Several if not all students may be scheduled to “present” a paper they have written to the group and conduct a discussion afterward. The “conference” may be scheduled to last more than one day and may include fun touches such as ordering a special lunch, reserving the auditorium, combining multiple classes, or inviting guests.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 10 CCGPS
	Speaking and Listening (SL)
	ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Skills/Concepts for Students:

- Understand and practice the concept of 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 or 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)
- 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:

Assign students the task of compiling information on one specific aspect of a text soon to be under consideration by the class (historical context, other works by the author, author biography, reviews and criticism, etc.). Each compilation will be presented in a different format, for example through photographs, through an oral presentation, through a Prezi or PowerPoint, through music, through an interview, through a website, etc.) Students will take notes throughout the series of presentations, and will use those notes to create one integrated informative essay summarizing what they have learned and making warranted predictions about the text. Students will make specific references to presentations in support of all facts presented in summary and in support of their predictions.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 10 CCGPS
	Speaking and Listening (SL)
	ELACC9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Skills/Concepts for Students:

- Consistently and effectively distinguish supporting evidence from repetition or extraneous detail
- Consistently and effectively distinguish valid reasoning from logical fallacy
- 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:

- 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:

In small groups, have students create a presentation or speech on an agreed-upon topic related to a text under consideration by the class. Confidentially, each group will be assigned a qualitative element to be achieved in their presentation that it will be up to other students to recognize and identify. For example, group one may be given the directive to use 3 types of logical fallacies in their presentation. Group Two may be asked to make 2 completely unsupported claims. Group Three may design a presentation with no clear point of view, or a lack of audience awareness (for example their presentation could be geared towards small children with cartoon pictures and overly simplistic language). The students will be provided with a rubric that requires them to find the specific elements to assist them in identifying how each presentation fails to meet the standard. The rubric will have a commentary section where students will share their reflections, citing specific items from presentations that were instructive for them.

Recommended Vocabulary for Teaching and Learning:

Argument
Support
Spin

Persuasion
Visual Rhetoric
Point of view

Claim
Fallacy
Bias

Counter-claim
Reasoning
Author's purpose

Evidence
Distortion
Audience

	Grade 10 CCGPS
	Speaking and Listening (SL)
	ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Skills/Concepts for Students:

- Consistently make eye contact and speak loudly enough to be heard
- Exhibit the ability to present information to a group or audience
- Effectively distinguish between circumstances calling for formal language and those calling for less formal language
- Routinely provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Effectively distinguish supporting evidence from repetition or extraneous detail
- Effectively and consistently distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Routinely address audience bias and counter-claims
- Understand and effectively employ persuasive rhetorical strategies

Strategies for Teachers:

- Provide opportunities for students to present material not only to peers but to a wider audience
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- Be aware that occasionally students will demur, claiming to be “too shy” to participate or present; avoid the tendency to give these students a pass or refrain from calling on them; make sure every student meets the standard
- Provide engaging, stimulating, and relevant text-based topics for speakers to present on
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out rhetorical strategies in everyday discourse (for instance when students argue against weekend homework)

Sample Task for Integration:

From their portfolios, students will choose one text-based presentation, analysis, or essay that they consider to be very successful. The student will rework this piece to clearly show a shift in audience or purpose. For example, a student may rework an analysis of imagery in Red Badge of Courage written for 10th grade peers into a simpler piece targeted at 7th graders, or reworked to focus on diction instead of imagery. The reworked piece will be accompanied by specific annotations to the text that explicate each change that the student made and explaining the rationale for the change.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 10 CCGPS
	Speaking and Listening (SL)
	ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Skills/Concepts for Students:

- Be proactive in maintaining knowledge of and using the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Publish 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
- 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:

Have students choose an extended text (or collection of short texts that share an author or theme) that has been studied by the class or approved by the instructor. Students will thoroughly explore their chosen text, including the author biography, geographical and historical context, character, plot, setting, rhetorical strategies, literary elements (depending on genre), interesting vocabulary or passages, relevant statistics, and any other element that might pique the interest of a potential reader or fan. Students will complete the exploration part of the project by writing a literary or rhetorical analysis of the piece. Finally the student will create a website (using Dreamweaver or any other simple platform) about the poem. All of the information gathered through the exploration (which should include primary and secondary source documents such as pictures, maps, dictionary entries, written text, and any number of other pieces of relevant information) will be attached to the text through hyperlinks attached to a relevant word in the piece or in the analysis.

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 10 CCGPS
	Speaking and Listening (SL)
	ELACC9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Skills/Concepts for Students:

- Know 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:

- 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)

Sample Task for Integration:

Allow students to explore variances in speech through the considered examination of extended excerpts from texts written in dialect Provide students with an excerpt from The Color Purple (for example) and have them rewrite the piece in standard or formal standard English. Have students critically analyze and discuss the aesthetic impact after reading each version of the text aloud two or three times. At the end of the exercise, have students write a thoughtful reflect citing specific instances in the text where the impact on the reader changes radically due to the change in speech.

Recommended Vocabulary for Teaching and Learning:

Colloquial Grammar	Dialect Conventions	Discourse Standard	Formal Non-Standard	Informal
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	Grade 10 CCGPS
	Language (L)
	ELACC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Skills/Concepts for Students:

- Exhibit familiarity with common and more sophisticated rules of use, grammar, and conventions in standard English such as the parts of speech, agreement, antecedents, etc.
- Routinely and effectively employ parallel structure in writing for effect, and recognize its use in texts
- Routinely and effectively employ knowledge of construction of phrases and clauses and use them correctly and effectively to construct varied sentences

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)
- At the 9th 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:

For any major text under consideration by the class, a learning wall may be created where "cheers and jeers" may be posted. Here students can place new and interesting vocabulary, interesting sentences or quotes, exceptions to usage or "mistakes" (such as William Faulkner's run-on sentences or e.e. cummings' lack of capitalization). These entries may be studied holistically after several items have accrued to shed light on an author's voice and style. For those with the site permission to do so, chalkboard paint is available that will turn a wall into a blackboard simply by painting it. Windows are fun to write on with expo markers. Experiment with interesting visual ways to accrue this information and give students ownership for populating the wall, perhaps by providing a small incentive for contributions.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 10 CCGPS
	Language (L)
	<p>ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p>d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>

Skills/Concepts for Students:

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

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:

As an unannounced assessment, direct students to choose one piece of text-connected writing from their writing portfolio to submit for grading only on grammar, spelling, punctuation, and conventions. Students may trade work to expedite the process if desired. Create an extremely strict and specific rubric for this purpose that gives all points to the above referenced categories without consideration of content. The rubric should include exact use of citation styles, title and heading conventions, comma usage, quotation punctuation, etc. If done as a whole class activity, student questions may be considered on a document viewer so that areas where the student is unsure as to a rule or use can be teachable moments for the class. At the close of the activity, offer a point-recapture of a specified amount if the student is able to answer questions from his or her own essay or argument during an oral interview.

Recommended Vocabulary for Teaching and Learning:

Conventions	Standard	Non-standard	Capitalization	Punctuation
Semicolon	Conjunctive adverb	Independent clause	Colon	List
Quotation	Legible			

	Grade 10 CCGPS
	Language (L)
	ELACC9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.

Skills/Concepts for Students:

- At a high-school level of sophistication, understand that language usage is a powerful cultural tool and that perceptions can rightly or wrongly be attached to language choices
- Take care to distinguish appropriately between venues requiring varying levels of formality; do not use texting abbreviations or parlance in formal or even semi-formal academic settings
- By Grade 10, be thoroughly familiar with what is meant by “manuscript style” and know the basic requirements of APA and MLA styles

Strategies for Teachers:

- 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:

Allow students to translate portions of a Shakespearean text under consideration in Grade 10, such as *Julius Caesar*, in a variety of styles to facilitate a discussion of effective language choices. Text sections may be translated into “IM” (instant message) language, into standard modern English, into a regional dialect, non-standard (appropriate) slang, or even “Spanglish” or a foreign language. This activity can aid comprehension of the Elizabethan dialogue, but can also give important insight to students as to how the nature of the language changes the meaning and perception of the text. This activity should be accompanied by close, attentive reading of the original text, and responsible and text-based explanations of the choices made in translation along with thoughtful analysis of the nuances of meaning introduced or removed through translation.

Recommended Vocabulary for Teaching and Learning:

Language	Context	Comprehension	Style	Conform
Style manual (ex: APA, MLA)	Discipline (subject)	Context	Effective	Dialect
Colloquial	Format			



Grade 10 CCGPS

Language (L)

ELACC9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- 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.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Skills/Concepts for Students:

- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions; these tools will not always be at hand in testing, interviewing, or speaking situations
- 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 10 CCGPS
	Language (L)
	ELACC9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

Skills/Concepts for Students:

- *Identify* and analyze various types of figurative and connotative language (metaphor, simile, personification, hyperbole, euphemism, oxymoron)
- Understand 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:

Students will study a visual text that is thematically connected to texts under consideration (for example “The Lady of Shalott,” by John Waterhouse within the context of a study of works of Arthurian Legend). This is an opportunity for small group and whole class discussion on the aesthetics of certain kinds of visual texts (here oil painting) and the relationship of those aesthetics to literary elements (such as tone, imagery, mood, author’s purpose). Independently, students will compile a list of adjectives describing the painting. From this list of adjectives, students will create phrases of figurative language (for example, “mysterious” may become “as mysterious as an unopened book”). Finally students will make a list of ten examples of figurative language from texts under consideration in class. Using art books and digital resources, students will choose a visual representation for each example of figurative language, writing a brief annotation for each choice explaining how the visual resonates aesthetically with the text and the phrase.

Recommended Vocabulary for Teaching and Learning:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Alliteration
Juxtaposition	Onomatopoeia	Euphemism	Oxymoron	Nuance

	Grade 10 CCGPS
	Language (L)
	ELACC9-10L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills/Concepts for Students:

- Be independent and proactive in the acquisition of new and ever more sophisticated vocabulary
- Exhibit foundational knowledge of roots, 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 Academic Tone	Connotative Diction Impact	Literal Cumulative Vocabulary	Concrete Author’s purpose Comprehension	Technical jargon Domain-specific
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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 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.