

## 23.05400 Technical College Readiness English

### K-12 English

Because of the flexibility of English Language Arts course offerings at the high school level, the GSE for grades 9 through 12 is organized into grade bands comprised of 9-10 and 11-12. The 9-12 standards define what students should understand and be able to do by the end of each grade band. As students progress towards the successful culmination of their high school careers, they will consolidate and internalize all of the skills instilled through the full progression of the GSE. High school students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college ready research papers of significant length in accordance with the guidelines of standard format styles such as APA and MLA. Students in high school will have built strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken work, digital media, film, dance, or fine art. Confident familiarity with important foundational documents from American history and from the development of literature over time will accrue before the end of grade 12. Students will graduate with the fully developed ability to communicate in multiple modes of discourse demonstrating a strong command of the rules of Standard English. Complexity levels are assessed based upon a variety of indicators.

### Technical College Readiness English

**Technical College Readiness English** is designed to meet the needs of students who have passed Ninth Grade Literature and Composition, have passed American Literature and Composition or are concurrently enrolled in American Literature and Composition while taking this course. Note: Eligible students must score lower than 224 on the reading comprehension portion of the ACCUPLACER Placement Assessment prior to enrolling in this course. The ACCUPLACER Placement Assessment will serve as the course post-test.

The course is aimed at students who have evidence of difficulty passing middle school English Language Arts End of Grade (EOG) assessments and who experienced difficulty in the first two or three core high school English courses. Due to concordance between the Accuplacer and Georgia Milestones Assessment, for the English course, students who fall below “Proficient” on the ELA Georgia Milestones End-of-Course assessments can also be eligible for the course.

**Technical College Readiness English** will emphasize reading comprehension, identifying main ideas, making inferences, and distinguishing between direct statements and supporting ideas. The course will also emphasize sentence structure skills. This course will provide an opportunity for students to review reading and writing skills needed for success in Technical College.

The Georgia Standards of Excellence for English Language Arts will support instruction and assessment. The standards from which the course standards are drawn are identified for reference.

## 23.05400 Technical College Readiness English

### Technical College Readiness English | Content Standards

#### Reading Literary

RL

##### Key Ideas and Details

**ELAGSE11-12RL1.** 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.

##### Range of Reading and Level of Text Complexity

**ELAGSE11-12-RL10.** 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 12, read and comprehend literature, including stories dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

#### Reading Informational

##### Key Ideas and Details

**ELAGSE11-12RI1.** 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.

**ELAGSE11-12RI2.** 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 and objective summary of the text.

**ELAGAE11-12RI3.** 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.

##### Craft and Structure

**ELAGAE11-12RI4.** 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 courses of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

**ELAGAE11-12RI5.** 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.

**ELAGAE11-12RI6.** 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.

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### Integration of Knowledge and Ideas

**ELAGAE11-12RI8.** 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., *The Federalist*, presidential addresses).

### Range of Reading and Level Text Complexity

**ELAGAE11-12RI10.** 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 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

## Writing

## W

### Text Types and Purposes

**ELAGSE11-12W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

**ELAGSE11-12W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELAGSE11-12W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### Research to Build and Present Knowledge

**ELAGSE11-12W7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**ELAGSE11-12W8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**ELAGSE11-12W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## 23.05400 Technical College Readiness English

### Speaking and Listening

SL

#### Comprehension and Collaboration

**ELSGSE11-12SL2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### Language

L

#### Conventions of Standard English

**ELAGSE11-12L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELAGSE11-12L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**ELAGSE11-12L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**ELAGSE11-12L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**ELAGSE11-12L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening as the college and career readiness level; demonstrate independence in gathering vocabulary when considering a word or phrase important to comprehension or expression.