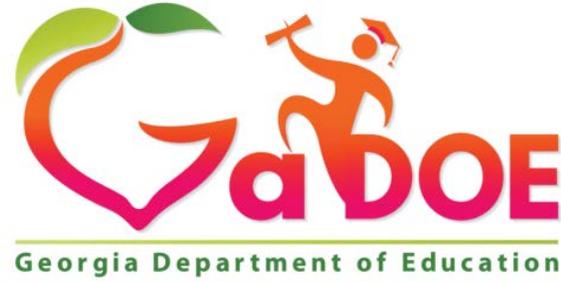
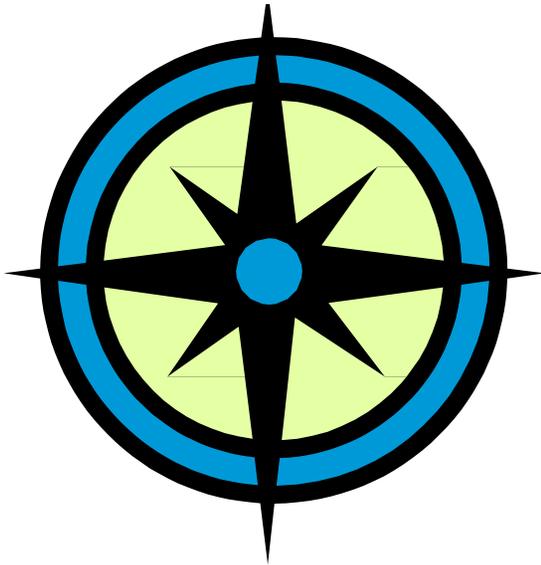


TEACHER GUIDANCE

*For teaching the Georgia Standards
of Excellence (GSE)*



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



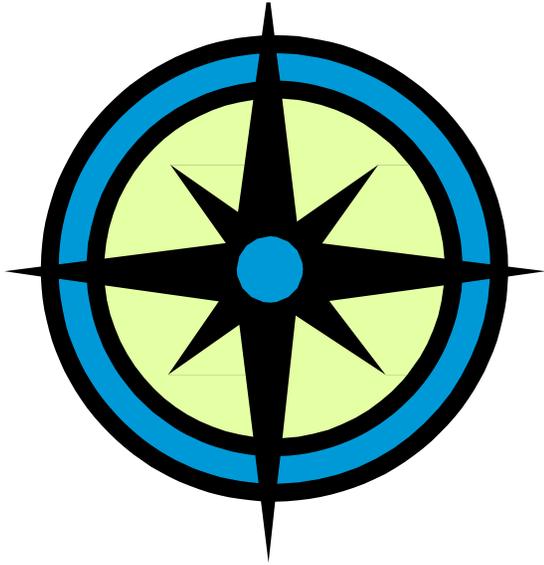
British Literature

Introduction

The purpose of this document is to provide strategies and understanding for the Georgia Standards of Excellence (GSE).

About Grades 9 through 12

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.



GSE TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks, and
suggested key terms*

	British Literature GSE
	Reading Literary (RL)
	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.

Skills/Concepts for Students:

- Understand the literal meaning of the text
- Infer the underlying meaning (s) of text
- Distinguish between extraneous or redundant information
- Determine the author's purpose
- Determine what the author is not saying versus what the author is saying

Instructional Strategies for Teachers:

- Provide close reading opportunities
- Allow opportunities for annotating
- Scaffold text dependent questions leading to higher DOKs or RBT
- Provide guidance on systematic note taking skills

Sample Task for Integration:

While reading assigned texts students will determine the author's central message. Students will highlight, highlight and annotate, in a particular color the clearly stated strong textual evidence that supports this determination. In a different color highlighter, students will highlight places in the texts where the author creates implied support for the central message. Students will note where the author leaves matters uncertain. Students will complete the text-specific graphic organizer with the intent of forming a summary sentence for the activity.

Suggested Key Terms for Teaching and Learning:

Relevant	Annotation	Genre	Purpose	Audience	Extraneous
Redundant	Claim	Point of view	Summary	Analysis	Paraphrase
Theme	Cite	Determine	Support	Strong and Thorough	Inferences Drawn
Analysis	Matters Uncertain	Explicit	Textual evidence		

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Reading Literary (RL)
	ELAGSE11-12RL2: 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:

- Analyze and apply knowledge of the themes, structures, and elements of British literature
- Trace two or more themes over the course of the text and supply evidence to support how the themes move throughout the text
- Connect how the themes interact and how they relate to provide a complex account
- Understand the concept of objectivity and work consistently in providing summaries that are free of editorial bias

Instructional Strategies for Teachers:

- Model how to trace themes throughout a text, focusing on the evidence to support the themes
- Provide close reading of the text providing text dependent questions that lead a student to understand themes and evidence impact
- Teach students how to highlight evidence that supports the development of themes and to provide explanation of that evidence
- Model how to write an objective summary
- Model how to write an analysis connected to multiple themes within a text
- Provide sample writings for students to evaluate the effectiveness of the objective summaries or analysis
- Provide appropriate grade level texts when guiding the instruction
- Scaffold the levels of texts when students are working independently for practice

Sample Task for Integration:

Students will read an assigned major text, for example a play by Shakespeare or Beckett, determine two themes suggested by the actions and interactions of two central characters. Students will analyze how the actions, spoken text, and subtext of each character help develop that theme. Students will analyze how the characters' interactions build the tension in the drama. Students will note places when the themes stand alone, intersect, or influence each other. Students will analyze the final scenes of the play and determine how the fate of the characters helps shape the final central message. Students will provide an evaluation on which theme is the most powerful and why.

Suggested Key Terms for Teaching and Learning:

Abstract	Concrete	Paraphrase	Literal	Theme	Topic
Central	Imperialism	Diversity	Tolerance	Bias	Objectivity
Subjectivity	Interact	Detract	Universal		

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons

	British Literature GSE
	Reading Literary (RL)
	ELAGSE11-12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed.)

Skills/Concepts for Students:

- Determine how an author uses details and word choice to create a setting
- Evaluate if the details or word choice impact the authenticity of the setting in terms of the plot
- Determine the text’s structure and how the plot is organized to relate to the purpose of the work
- Identify the introduction of the characters and how the characters impact the story
- Understand the different types of characters and analyze how the characters emerge throughout the text
- Analyze the author’s choices on the overall impression/meaning/tone of the story’s elements
- Analyze the author’s choices on the overall impression/meaning/tone of a poem’s elements

Instructional Strategies for Teachers:

- Guide students in learning to identify literary or rhetorical elements within a story or drama
- Model how to dissect a story or drama in order to understand the development of elements and how those elements relate
- Use pairings and/or groupings to allow students the opportunity to work together as they dissect a text
- Allow students to modify a story or drama element and present orally how the change impacts the original purpose
- Provide students with a variety of texts to demonstrate how to determine and relate the elements of a story or drama

Sample Task for Integration:

Choose a work of fiction, for example, *Lord of the Flies*. Using a graphic organizer and/or written responses, help the student analyze the importance of each detail in the text by analyze the choices that the author makes. Students should find literal or inferred evidence in the story that helps support their answer. For example, students will analyze what would happen if the first scene/image in the story was (a)The rotting pig’s head on the stick, (b)Ralph arriving on the beach with the island burning in back of him, or (c) descriptions of the battles of World War II that is happening in the background of the story? What would happen if the story were set (a) in a post-apocalyptic setting, (b) on a peninsula, or (c) in the snowy Himalayan Mountains? What would happen if (a) Jack had won the vote for chief at the beginning of the novel, (b) the pilot who parachuted onto the island had survived, or (c) Piggy had not been so easily victimized by Jack? Students will evaluate and provide an explanation of the importance of each detail in a text and how changing the detail changes the central message of the author.

Suggested Key Terms for Teaching and Learning:

Flashback	Narrative Structure	Exposition	Diction	Rising Action	Climax
Falling Action	Resolution	Tone	Syntax	Imagery	Figurative Language
Characterization	Setting	Plot Allusion	Dynamic Character	Static Character	Flat Character
Round Character	Foreshadowing	Direct Characterization	Indirect Characterization	Antagonist	Protagonist
Irony	Sonnet	Fixed	Free	Lyric	Ballad
Narrative Poem	Blank Verse	Kenning			

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.



British Literature GSE

Reading Literary (RL)

ELAGSE11-12RL4: 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:

- Identify and define key words and phrases within a text, including figurative and connotative meanings
- Acquire knowledge for making meaning, such as word patterns and Greek and Latin roots
- Understand how to determine which meaning of a word an author intends when the word has multiple meanings
- Identify the power of the author’s language in terms of creating a text that engages the reader
- Determine the impact of word choice (diction) on a text in relationship to tone
- Analyze the impact of word choice and how word choice helps the reader in understand tone and meaning of a work
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Instructional Strategies for Teachers:

- Have students routinely identify and determine meanings of words and phrases (figurative and connotative) in a variety of works
- Model several methods or strategies for determining meanings (context clues, roots, dictionaries, word structures, etc.)
- Provide opportunities for students to annolight key words and explain the importance or impact of the words on tone and meaning
- Create with your students a library of tone words and meanings or guide them to grade appropriate tone words
- Guide with text dependent questions that allow students to “pull out” key vocabulary and explain the impact
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Sample Task for Integration:

Students will read several tone-rich passages from a selection. Working alone, in pairs, or in larger groups, they will then choose one passage. Students will select and then underline or highlight five to seven words from the passage that they feel contribute to the passage’s tone. Students will identify the tone of the passage by analyzing the grouping of underlined or highlighted words from the passage. Students will do a synonym swap by selecting a synonym for each word that has been previously selected or highlighted. A thesaurus may be used if necessary. Students will deconstruct the paragraph into sentences and explain how the meaning, tone, implication, or even intent of a sentence changed when the synonyms were swapped. Students will evaluate the replacement synonyms as a group of words to determine whether the tone of the passage changed when the tone words were replaced even with synonyms. Students will write a paragraph explaining the importance of word selection on tone and the contribution of tone to meaning. Specific examples from the passage they have just altered can be used to support the ideas presented in the paragraph.

Suggested Key Terms for Teaching and Learning:

Definition	Denotation	Connotation	Idiomatic	Sound Device	Tone
Root Word	Concrete	Controlling Image	Extended Metaphor	Understatement	Paradox
Irony	Alliteration	End Rhyme	Slant Rhyme	Internal Rhyme	Consonance
Assonance	Figurative Meaning	Literal Meaning			

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons

	British Literature GSE
	Reading Literary (RL)
	ELAGSE11-12RL5: 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:

- Understand the components of plot structure as well as the different structure formats that are evident in different literary types (different types of poetry, dramatic structures, short story structures, novel structures, arrangement of ideas--scenes, chapters, etc.)
- Identify and understand different aspects of structures (parallel plots, flashback, foreshadowing, *in medias res*, asides, etc.)
- Understand how structure impacts meaning
- Understand how elements of structure impact the aesthetic appeal to the reader
- Understand the author’s purpose for writing and organizing in a specific style or structure
- Analyze the author’s choices and the impact of the choices on understanding the meaning or impact

Instructional Strategies for Teachers:

- Provide students with a variety of texts that have different structure types for identification and exploration
- Model how to identify structural elements and determine how the elements impact the meaning
- Require students to identify structural elements and analyze the impact of each element
- Scaffold the levels of texts depending on instructional or independent purpose
- Examine several texts and explore the aesthetic impact based on the author’s choices
- Give students a choice activity where students can choose any literary work, change the structure (e.g. a short story to a narrative poem; a drama to a short story, etc.), and write how the change impacts the meaning or impact.

Sample Task for Integration:

Choose a work of fiction, for example, “Ozymandias.” Read and discuss the text thoroughly. The student will create a visual representation of the poem (e.g., chart, timeline, picture) that includes each of the five characters and explains, visually, the relationship of the characters and what each character contributes to the central message of the poem. The student will provide an explanation / evaluation of how the structure of the poem (in this case, the ordering of characters) influences the theme. The student will analyze how changing or deleting one of the characters in the poem (thus changing the structure) would affect the poem. As an extension activity, the student will compare Shelley’s “Ozymandias” to Horace Smith’s poem by the same name (written in friendly competition with Shelly) or to Morris Bishop’s poem, “Ozymandias Revisited.” (Poems listed below.) The student will create a visual representation of the poem(s) (e.g., chart, timeline, and picture) that includes each of the characters in the poem and explains, visually, the relationship of the characters and what each character contributes to the central message of the poem. The student will evaluate why Shelley’s poem is in the British Literature book and the other(s) are not.

Poem to follow on next page.

<p style="text-align: center;">Ozymandias</p> <p>IN Egypt's sandy silence, all alone, Stands a gigantic Leg, which far off throws The only shadow that the Desert knows:— "I am great OZYMANDIAS," saith the stone, "The King of Kings; this mighty City shows "The wonders of my hand."— The City's gone,— Nought but the Leg remaining to disclose The site of this forgotten Babylon. We wonder,—and some Hunter may express Wonder like ours, when thro' the wilderness Where London stood, holding the Wolf in chace, He meets some fragment huge, and stops to guess What powerful but unrecorded race Once dwelt in that annihilated place. -- Horace Smith (1779-1849)</p>	<p style="text-align: center;">Ozymandias Revisited</p> <p>I met a traveller from an antique land, Who said —“Two vast and trunkless legs of stone Stand in the desert...Near them, on the sand, Half sunk a shattered visage lies, whose frown, And wrinkled lip, and sneer of cold command, Tell that its sculptor well those passions read Which yet survive, stamped on these lifeless things, The hand that mocked them, and the heart that fed; And on the pedestal these words appear: “My name is Ozymandias, King of Kings, Look on my Works, ye Mighty, and despair!” Also the names of Emory P. Gray, Mr. and Mrs. Dukes, and Oscar Baer Of 17 West 4th St., Oyster Bay.” -- Morris Bishop (1893 –1973)</p>
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Suggested Key Terms for Teaching and Learning:

- | | | | | | |
|---------------|-------------|-------------------|------------------|--------------------|------------------|
| Rising Action | Climax | Falling Action | Resolution | Flashback | Foreshadowing |
| In Medias Res | Chapter | Prologue | Epilogue | Stanza | Scene |
| Act | Nonlinear | Linear | Meter | Verse | Rhyme Scheme |
| Tragic Hero | Tragic Flaw | Tragic Resolution | Author’s Choices | Comedic Resolution | Aesthetic Impact |

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Reading Literary (RL)
	ELAGSE11-12RL6: 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:

- Analyze the impact of authorial or narrative perspective and/or purpose
- Build upon a strong foundational knowledge of figurative language to explore irony, satire, sarcasm, and understatement
- Understand the use of satire and the components that author’s use of such constructions
- Continue to build vocabulary in order to understand the nuances of language
- Understand the aspects of point of view, moving beyond just identifying the point of view in a work

Instructional Strategies for Teachers:

- Choose accessible and engaging text examples from both classical literature, modern literature, and forms of media to introduce and study the concepts within the standards
- Provide explicit instruction and scaffolding through modeling, pair/shares, and group work
- Review elements of figurative language before introducing the elements of satire
- Provide opportunities for close reading guided by text-dependent questions
- Provide avenues for students to write using various points of view and satire, etc.

Sample Task for Integration:

Students will read an [article](#) from *NewsBiscuit* or *The Onion* for an anchor article as an example of satire. Students will do a close read on the article from NewsBiscuit, paying particular attention to comments that do not seem sensible or rational. Students will try to determine why the journalist would make these comments: How does the comment bring attention to particular types of person, groups of people, or societal mores? What about the statement could be considered absurd, macabre, overstated or understated? How could the statement be rewritten to be made rational, sensible, or realistic? How rewriting the statement would change the statement’s meaning and possibly effect the author’s purpose for including the statement? How do the statements contradict commonly held beliefs about human nature and fundamental needs? What techniques does the journalist use to make the story appear truthful and accurate? (Address the use of facts mixed with statements presented as facts, quotes, description, visual imagery, prior knowledge.) Students will read the excerpt from *Candide*. Using the same types of questions as in Part One above, they will follow the process of recognizing that the selection is satire and identifying which groups of people, institutions, and mores are being satirized. Students will compare and contrast the ways the two authors use satire to bring attention to the ridiculous.

Suggested Key Terms for Teaching and Learning:

Figurative	Concrete	Pun	Satire	Irony	Dramatic Irony
Sarcasm	Understatement	Didactic	Literal	Point of View	Satire

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons

	British Literature GSE
	Reading Literary (RL)
	ELAGSE11-12RL7: 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:

- Understand the literal interpretation of the literary work in its original form (source text)
- Understand the structure, components, and/or elements of the original literary work (source text)
- Explore different versions of the original work (source text) and interpret the literal interpretations of the different versions
- Evaluate the quality or impact of each version in relationship to the source text.
- Use literary criticism to help students analyze and interpret the source text and/or its multiple interpretations

Instructional Strategies for Teachers:

- Model for students how to compare and contrast the source text from another version of that text
- Provide explicit instruction and scaffolding on how to interpret sources and explore the writers’ choices for each version
- Teach and review literary terms or language that is necessary when “speaking” about texts
- Create opportunities for students to compare each texts across medium, avoiding only texts/film for these comparisons
- Provide students the opportunities to discuss and/or write about the particulars of the comparison and contrast
- Provide graphic organizers (teacher made or student made) for students as they dissect and analyze the various interpretations
- Teach students the differences between analyzing and evaluating by providing a systematic approach (Modeling is always a best practice.)
- Provide close reading or guided reading of the original source and the interpretations

Sample Task for Integration:

After reading Shakespeare’s Macbeth, students will watch brief sections (e.g., the scenes with witches or the final beheading of Macbeth) of two or three film versions. Although there are many adaptations, the following versions are suggested: Great Performances’ Macbeth, starring Patrick Stewart, 2010, Roman Polanski’s adaptation, 1971, Akira Kurosawa’s Throne of Blood, set in feudal Japan, 1957. Using all or part of the following criteria, the student will analyze the similarities and differences in the original play vs. the film version(s). The student will provide an evaluation as to why the director made the choices he or she made in each version and explain how the version(s) may or may not be more relevant to the audience for which they were intended. As an extension activity, the students in partners or groups can create a modern or futuristic adaptation of one of the scenes in the play without changing Shakespeare's words.

Suggested Key Terms for Teaching and Learning:

Interpretation	Abridgment	Drama	Narrative	Film	Act
Scene	Line	Chapter	Dialogue	Script	Angle
Perspective	Staging	Political Drama	Theater of the Absurd	Stage Directions	Fourth Wall
Minimalism	Comedy of Manners	Source Text			

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons

	British Literature GSE
	Reading Literary (RL)
	ELAGSE11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American Literature, British Literature, World Literature, or Multicultural Literature, including how two or more texts from the same period treat similar themes or topics.

Skills/Concepts for Students:

- Explore the historical components of the 18th, 19th, and early 20th century in Britain that influenced the literary world
- Acquire knowledge of foundational works and authors that define a time period
- Understand the theme(s) within the above literary periods and how different authors approached similar themes or topics
- Analyze and compare texts that express universal themes characteristic of British literature across the time and genre, providing evidence from each text
- Relate a literary work to a primary source (the historical documents) of its literary period or historical setting
- Understand the literary elements, language, and style that represents different time periods

Instructional Strategies for Teachers:

- Use explicit instruction to demonstrate how to extract pertinent historical events that influenced the literary world during the 18th, 19th, or early 20th century British literature
- Provide a visual/ graphic representation of a historical and literary timeline
- Create a Key Concept Synthesis Note-taking approach for students to organize historical information as they read
- Provide a variety of literary genres and/ or art that represents the various historical and literary time periods associated with the 18th, 19th, or early 20th century British literature
- Use a variety of research-based strategies, such as jigsaw, Socratic Circles, literary seminar, guided reading, systematic note taking approaches, flexible grouping, to increase the variety of texts used
- Provide models and rubrics when using written, reading, or speaking formative assessments to monitor the progress of the students' knowledge

Sample Task for Integration:

Students will read several excerpts from novels or documents from the late 18th and early 19th centuries concerning the Industrial Revolution. Texts which could be selected include: *Oliver Twist*, *A Christmas Carol*, or *David Copperfield* by Dickens, *Frankenstein* by Mary Shelley, Poetry selections from Elizabeth Barrett Browning, The Factory Act of 1819 cited (*Statutes at Large*, 59 Geo. III, c. 66, LXXIII, pp. 418-419; in A. Aspinall and E. Anthony Smith, eds., *English Historical Documents, XI, 1783-1832*, New York: Oxford University Press, 1959, pp. 734-35.), Information about the Rostowian Argument, Information about the Lunar Society. Students will create a presentation of the facts of the Industrial Revolution, citing sources of where information was found. The presentation should include visuals. Students may do this assignment individually, in groups, or they may prepare one presentation document as a class.

After learning about the Industrial Revolution, students should trace how the issues of science, child labor, and economic progress are addressed in several literary texts. Students may be divided in groups with each different group reading and studying one text. Students should prepare a chart based on the text/s they read noting the facts of Industrial Revolution as they apply to science, child labor, and economic progress; how each author portrays those issues in his or her writing; conclusions drawn

concerning how each author was influenced by social, political, economic, and educational issues of his or her time. Charts could be shared in a gallery walk or through group presentations.

A whole class discussion of Literature and the Industrial Revolution should take place after the presentations or sharing of information after reading. Questions that could be discussed are:

- How influential was newly developing scientific knowledge on the Industrial Revolution, do the authors of the time acknowledge scientific progress as a catalyst and sustaining factor of the Industrial Revolution?
- Where and how is it acknowledged?
- How necessary was governmental regulation to control the working conditions in mines and factories, particularly for children? Support your answers.
- Did the writings of the period create change? Support your answers.
- How is the need for economic progress balanced with the needs of workers to safe and humane conditions?
- How was education viewed during the Industrial Revolution?
- What rights should all children have?
- Support your answers based on the texts you read.

Suggested Key Terms for Teaching and Learning:

Romantic Period

Feminism

Modernism

Post-Modern

Old English

Middle English

Renaissance

Neoclassic

Gothic

Victorian

Edwardian

Georgian

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.



British Literature GSE

Reading Literary (RL)

ELAGSE11-12RL10: 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- College text complexity band independently and proficiently.

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 12 College text complexity band independently and proficiently.

Skills/Concepts for Students:

- Practice close reading, guided reading, leveled text dependent questions, and interactive reading strategies
- Use visual/graphic organizers to organize key concepts and ideas from readings
- Read works from different genres
- Practice note-taking strategies
- Read daily with purpose and for pleasure with texts that span several Lexile levels

Instructional Strategies for Teachers:

- Choose appropriate grade Lexile leveled texts for instructional purpose
- Demonstrate and model various reading strategies, such as close reading, guided reading, annotating, organization techniques, vocabulary strategies, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual/auditory texts, and professional annotations
- Require specific textual evidence for all claims and inferences, even in informal discussions
- Create a reading environment in the classroom that merits the benefits of reading

Sample Task for Integration:

At the beginning of the year, students will choose a personally meaningful theme from a list of themes to be studied during the school year. Throughout the year, students will select various texts totaling between 20-50 pages from the grade level text book or written by the authors included in the text. (Selections from outside that list must be approved by the teacher. Only short sections of novels may be included, e.g., the scene in which Sidney Carton delivers his final speech.) These text selections should show an improvement in Lexile level and textual sophistication. Students will keep a journal / binder of these texts and will create their own graphic organizer to map the themes and to record textual evidence for the development of each theme in the texts they choose. At the end of the school year, using the graphic organizer, the students will create a written product analyzing, synthesizing, and evaluating the theme as it weaves through various authors, eras, and genres. The written product may be an essay, an editorial, an interview, a script, etc.

Suggested Key Terms for Teaching and Learning:

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

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons

	British Literature GSE
	Reading Informational (RI)
	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.

Skills/Concepts for Students:

- Read a variety of informational texts for specific purposes and knowledge
- Understand the components of expository and/or argumentative nonfiction texts
- Understand how authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works
- Analyze and evaluate language, style, syntax, and rhetorical strategies in order to explain the author’s purpose in nonfiction work
- Analyze and evaluate the logic, use of evidence, organization, sources, and purpose in the work
- Distinguish between important facts and details from extraneous details or incorrect/bias information
- Recognize what information important or necessary for a thorough understanding of the topic or central message has intentionally been omitted
- Distinguish between what is directly stated, inferred, or omitted
- Analyze a text by providing strong and thorough evidence stated and inferred
- Discuss what is left out of the text and examine why the author might have left out the information

Instructional Strategies for Teachers:

- Teach the components of an argument (for example, the Toulmin Method) and provide models of argument and informational texts
- Teach the structure and modes of discourse for informational/explanatory text (for example, comparison/contrast, problem/solution, headings, sections, etc.)
- Use multiple research based reading strategies to dissect a text (close reading, guided reading, annotating, systematic note taking--Cornell, Key Concept Analysis)
- Conduct research opportunities for the student to check facts, ideas, and statistics used in a text
- Use models to show students the different structures of informational/argumentative texts
- Allow students to write using specific structures
- Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion

Sample Task for Integration:

Students will browse [this site](#) and select three of Winston Churchill’s speeches to critique and analyze. Students will read and annotate each speech, identifying both literary and rhetorical devices. Students will construct paragraph analyses for each speech addressing the following: Why does Churchill give this speech? What can the reader infer from the text of this speech? What issues does Churchill leave uncertain? Is the speech effective? Explain using specific textual evidence.

Suggested Key Terms 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

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))

	British Literature GSE
	Reading Informational (RI)
	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 an objective summary of the text.

Skills/Concepts for Students:

- Analyzes and applies knowledge of the central ideas, structures, and elements of nonfiction
- British literature, such as letters, journals, diaries, speeches, and essays
- Distinguish important facts from extraneous details, using important facts to determine central ideas of a text
- Trace two or more central ideas over the course of the text and supply evidence to support how the messages move throughout the text
- Connect how the central ideas interact and how they relate to provide a complex account
- Understand the concept of objectivity and work consistently in providing summaries that are free of editorial bias
- Understand the components or elements of informational and argumentative texts, such as claim, evidence (proof), warrant, etc.

Instructional Strategies for Teachers:

- Model how to trace central ideas throughout a text, focusing on the evidence to support the ideas
- Provide close reading of the text providing text dependent questions that lead a student to understand central ideas and evidence impact
- Teach students how to highlight evidence that supports the development of central ideas and to provide explanation of that evidence
- Teach students how to research the evidence in informational writings to determine the validity of the central ideas
- Teach students how to understand the author’s purpose for writing informational texts
- Provide opportunities for students to examine bias in writings, media, and various readings
- Model how to write an objective summary without editorial bias
- Model how to write an analysis connected to multiple central ideas within a text
- Provide sample writings for students to evaluate the effectiveness of the objective summaries or analysis
- Scaffold the levels of texts when students are working independently for practice

Sample Task for Integration:

Students will browse this site: <http://www.britannia.com/history/docs/> and select a foundational document from British history. Students will read and annotate the text, and provide an objective summary of the text. Students will identify two or more central ideas found in the text. Students will analyze how these central ideas develop over the course of the text. Students will write a critique of the text, focusing on the central ideas and the importance of those ideas to the overall merit of the text

Suggested Key Terms for Teaching and Learning:

Fact	Opinion	Citation	Claim	Interference	Evidence
Informational	Expository	Objective	Subjective	Journal	Abstract
Manuscript Style	Periodical	Rhetoric Analysis	Extraneous Detail	Paraphrasing	Précis

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))

	British Literature GSE
	Reading Informational (RI)
	ELAGSE11-12RI3: 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 texts organizational patterns, such as comparison/contrast, problem/solution, definition, etc.
- Identify, explain, and analyze the structures and elements of nonfiction British literature, such as letters, journals, diaries, speeches, abstracts, and essays
- Recognize author’s purpose and identify bias
- Distinguish between important facts or supporting details and extraneous or misleading information
- Trace individuals, ideas, or events from the introductory phase of the text to the conclusion of the text
- Determine how individuals, ideas, or events interact with each other throughout the text
- Analyze the impact of the interaction on the central ideas over the course of the text

Instructional Strategies for Teachers:

- Expose students to a variety of informational texts and model how to trace central ideas and details within different texts
- Use graphic organizers (teacher made or student choice) to support students in identifying and illustrating interconnected points within an argument or analysis
- Provide instruction on how to write an informational or nonfiction text and determine author’s purpose and how to research claims
- Provide opportunities for close reading, guided reading, and annotating with purpose
- Model how to determine organizational patterns and text structures of informational writings
- Provide opportunities for students to identify different organizational patterns and text structures
- Review the elements of nonfiction writing and reading

Sample Task for Integration:

Students will read the Congressional Research Service report “Northern Ireland: The Peace Process” from March 11, 2015: <http://www.fas.org/sgp/crs/row/RS21333.pdf>. Students will annotate ways the interaction of ideas, events, and people have resulted in a long-standing conflict and almost 3500 deaths. Students will use their findings to analyze this conflict and decide on a possible resolution. Students will work in small groups to determine a solution to the conflict. They must research aspects of the conflict, select the evidence that helps them determine key causes to the conflict, synthesize the information gathered, and then present a solution. When they present the solution, they must cite the evidence that they find to be key in their reasoning. They must justify their reasoning.

Suggested Key Terms for Teaching and Learning:

Author’s Purpose	Bias	Structure	Connection	Rhetorical Device	Chronological
Logical	Comparison	Contrast	Manuscript Style	Extraneous	Logical Fallacy
Process Analysis	Outline	Sequence	Narration	Description	Definition
Exemplification	Classification & Division	Cause & Effect			

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))

	British Literature GSE
	Reading Informational (RI)
	ELAGSE11-12RI4: 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 faction in Federalist No. 10).

Skills/Concepts for Students:

- Understand key words and phrases within a text, including figurative and connotative meanings and content area vocabulary or domain-specific vocabulary
- Acquire knowledge for making meaning, such as word patterns and Greek and Latin roots
- Understand how to determine which meaning of a word an author intends when the word has multiple meanings
- Analyze an author’s purpose in word choice or diction and the cumulative effect of diction on a text
- Differentiate between situations that require formal diction and those that do not

Instructional Strategies for Teachers:

- Have students routinely determine meanings of words and phrases (figurative and connotative) in a variety of nonfiction works
- Model several methods or strategies for determining meanings (context clues, roots, dictionaries, word structures, etc.)
- Provide opportunities for students to annolight key words and explain the importance or impact of the words on meaning and author’s purpose
- Guide with text dependent questions that allow students to “pull out” key vocabulary and explain the impact
- Model how to trace a vocabulary concept throughout the text based on how the author uses the word in different sections of the text
- Provide students strategies for understanding domain-specific vocabulary within the text in order to ensure understanding, such as graphic organizers for key terms

Sample Task for Integration:

Students will read “The Statute of Laborers; 1351” (http://eudocs.lib.byu.edu/index.php/British_Legal_and_Governmental_Documents) and trace how the authors use and refine the meaning of the key term, laborer, over the course of the text. Students will locate the definition of the term within the text and discuss how the definition functions within the statute. Students should note how the author uses each of the following to both refine and delineate the definition of “laborer” in the text: organization of the presentation of material, categories, and examples within categories presented through cataloging. Students will note and explain how the authors separate some groups of people from inclusion within the term by addressing them or listing them, indicating that they pay wages and/or accept servitude. Students will note how specific terms are assigned to certain types of laborers and explain how these specific terms further define a laborer. Students will identify the group of people comprising or supporting the authors, the context of the writing, the intended audience, and the possible historical significance of a document published in 1351 that defines “laborer” in this way (paragraph, academic conversation, visual, panel, etc.). Possible culminating activities could be to have students create a Wikipedia entry for “British Laborers in the 14th Century” or a complete entry for the word “laborer” in an early dictionary such as Robert Cawdrey’s “*A Table Alphabetical*”.

Suggested Key Terms for Teaching and Learning:

Figurative Language	Connotation	Literal	Concrete Imagery	Technical Jargon	Academic Terminology
Diction	Author’s Purpose	Tone	Rhetorical Devices	Connotative Meanings	Figurative Meanings

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))

	British Literature GSE
	Reading Informational (RI)
	ELAGSE11-12RI5: 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:

- Understand the different text structures associated with nonfiction
- Analyze the impact of the text structure on the effectiveness of understanding the central ideas or author’s purpose
- Evaluate the type of text structure in terms of how well the reader can understand the central ideas or author’s purpose
- Understand the impact of syntax and sentence structure within the text structure

Instructional Strategies for Teachers:

- Model how to dissect a text to determine the text structures within a text
- Provide opportunities for students to dissect texts to determine the text structures (for example, in pairs, in groups, and independently)
- Provide a variety of nonfiction texts with a variety of text structures
- Model how to identify syntax and sentence structure within a text
- Provide opportunities for students to work with syntax and sentence structure within different text structures (for example: creation of a cause and effect sentence, problem and solution sentences)
- Provide opportunities for student to emulate text structures through their own writings

Sample Task for Integration:

Students will select a sermon by a British evangelist. A few are listed here:

- 1744: Jonathan Swift *Three Sermons and Prayers* (<http://www.online-literature.com/swift/3496/>)
- 1885: Charles Spurgeon, *Immeasurable Love*, (<http://www.spurgeon.org/sermons/1850.htm>)
- 2013: Pastor J. John *The Great Invitation* (<https://www.youtube.com/watch?v=taPybEiHMu4>)

Students will read or listen to the sermon, making annotations or taking notes about the specific purpose of the sermon. Students will evaluate the sermon on the effectiveness of the argument, the structure, the style, the syntax.

Suggested Key Terms for Teaching and Learning:

Organizational Structure	Chronological	Compare/Contrast	Evidence	Exemplification	Syntax
Claim	Argument	Diction	Citation /Footnote	Abstract	Glossary
Style	Problem-Solution	Exposition	Précis	Journal	Rhetoric
Definition	Classification / Division	Narration	Cause & Effect	Description	Anaphora
Epistrophe	Chiasmus	Parallel Structure	Cumulative Sentence	Periodic Sentence	Inverted Sentence

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a *Rhetorical Handbook* (see [example](#))

	British Literature GSE
	Reading Informational (RI)
	ELAGSE11-12RI6: 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:

- Identify and understand rhetorical strategies, such as ethos, pathos, fallacies, syllogism, logos
- Determine the author’s point of view or purpose in a text by examining the ideas within the text
- Determine if the author’s point of view is explicit or implicit
- Analyze and evaluate the evidence within the text to determine how effective it is to the author’s message, point of view, or purpose
- Identify and understand the author’s style
- Analyze and evaluate the effectiveness of the author’s style in terms of determining meaning
- Determine the effect of the style and content on the validity of the text

Instructional Strategies for Teachers:

- Provide a variety of texts with varying point of views, styles, and content
- Review rhetorical terms that are often associated with arguments or different types of informational texts
- Model how to examine a text for rhetorical strategies
- Use visual/graphic strategies to demonstrate how to map rhetorical strategies within a text
- Provide opportunities for close reading, guided reading, or annotating
- Model how to analyze an author’s style on the effect of the writing
- Provide opportunities for students to analyze style and how it impacts the overall text
- Provide opportunities for students to justify which style they prefer and why (either through writing or discussion)

Sample Task for Integration:

Students will read Jonathan Swift’s 1729 satirical essay “A Modest Proposal”. Students will determine the author’s purpose. Students will identify rhetorical devices and strategies that Swift employs. Students will select key phrases from the text to use in an analysis of why this essay yielded so much power.

Suggested Key Terms for Teaching and Learning:

Perspective	Narrative Voice	Précis	Rhetoric	Analysis	Pathos
Logos	Ethos	Syllogism	Tautology	Logical Fallacy	Parallel Structure
Anaphora	Antithesis	Chiasmus	Epistrophe	Point of view	Style

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))

	British Literature GSE
	Reading Informational (RI)
	ELAGSE11-12RI7: 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:

- Explore multiple sources of information presented in different media or formats, including print
- Acquire knowledge of how to access digital formats, print sources, and other media sources and effectively evaluate the credibility of sources
- Review and acquire vocabulary relevant to multiple types of texts (elements of visual rhetoric as well as print rhetoric)
- Read view, and/or study multiple, relevant historical records of a single event and connecting the information gained with literary works on the same event
- Analyze the impact of different interpretations of a single event
- Trace the evidence used with the sources on a particular topic
- Evaluate the reliability of different sources in order to determine the merit of an interpretation

Instructional Strategies for Teachers:

- Model how to access and evaluate texts through different media, formats, or print through researching sources within texts
- Provide opportunities for students to acquire texts in multiple formats
- Provide opportunities for students to use all available current technologies in short and extended research projects
- Provide and model different close reading strategies not only connected to print but to visual/auditory formats
- Model how to trace evidence within a source and between sources and how to evaluate the quality of the evidence in the interpretations
- Provide different opportunities for students to trace evidence within interpretations and to evaluate the evidence within and opportunities to discuss ideas and processes

Sample Task for Integration:

Students will form an opinion after reading several sources: Should Britons continue to support the Royal Family? Student will read [“The Role of the Monarchy”](#) on the *British Monarchy Website*. Students will read an article in *The Telegraph*: [“Confidence in the British Monarchy at an All Time High, Poll Shows”](#). Students will read an article in *The Atlantic*: [“Is the British Royal Family Worth the Money?”](#) The students will then view this 4-minute clip: [“Why Do Britons Still Support the Monarchy?”](#). Students will read an article in *Newsweek*: [“The British Royals are Here, But Do Americans Care?”](#). Student will read an article by CBSNews: [“Royal Family Support by Canadians Waning, Poll Indicates”](#). Students will examine the results of the survey [“Voters: Time to Slim Down the Royal Family”](#). Students will synthesize information, statistics, and interviews from at least three of these sources to construct a thorough argument as to whether or not the British Royal Family should be supported by the government.

Suggested Key Terms for Teaching and Learning:

Multimodal	Media/Medium	Digital	Aural/Auditory	Visual	Visual Rhetoric
Symbol	Icon	Contrast	Compare	Aesthetic	Rhetorical
Abridged	Cinema/Film				

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))

	British Literature GSE
	Reading Informational (RI)
	ELAGSE11-12RI8: 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 words of public advocacy (e.g., The Federalist, presidential addresses.) * Substitute British texts for the seminal U.S. texts

Skills/Concepts for Students:

- Understand the key terms: delineate, evaluate, premises, legal reasoning and public advocacy
- Study and understand the components of logos, pathos, and ethos, as well as fallacious reasoning and bias, data and warrant, evidence and support
- Review and understand the constitutional principles of the time period in which a document is written
- Explore a seminal document in British Literature and dissect the components of reasoning (fallacious reasoning, bias, evidence and support, etc.) through a close reading
- Explore the tone of the seminal document, as wells as audience and purpose
- Analyze the effects of reasoning on the message of the text and evaluate the effectiveness of the message

Instructional Strategies for Teachers:

- Create opportunities for students to work with the vocabulary within the standard as well as the vocabulary associated with argument
- Provide opportunities for students to explore different texts and evaluate the quality of reasoning
- Model how to find evidence within an argument and evaluate the effectiveness associated on purpose and audience.
- Provide opportunities for students to study the key issues connected with public advocacy or constitutional issues of a British literary period
- Model and provide different close reading strategies not only connected to print but to visual/auditory formats
- Model how to trace evidence within a source and between sources and evaluate the quality of the evidence in the interpretations
- Provide different opportunities for students to trace evidence, identify the type of reasoning and evaluate the effectiveness of the evidence and discuss ideas and processes

Sample Task for Integration:

Using a seminal British text such as King George III’s [“Proclamation of Rebellion.”](#) examine the legality of the document and prepare a tract justifying the King’s actions. Students will determine the tone of the document annotating specific word choices from the text that establish the tone and explaining how these words impact the document. On a separate sheet of paper students will bullet the grievances King George III brings against the American Colonies, justifying his legal reasoning. On a separate sheet of paper students will bullet the steps King George proposes to squelch the burgeoning American rebellion; justify his edicts. Students will evaluate the perspective of the writer vs. the perspective of the audience(s) using at least five examples from the text (e.g., “power that has protected and supported them” or “are bound by law”). Students will explain the differences between the writer and the audience(s) as well as the “right” of each to their opinions. Students will use the ideas gathered in the above exploration to write a tract as a loyal subject of King George justifying his actions on behalf of British Empire.

Suggested Key Terms for Teaching and Learning:

Logical Fallacies	Legal Reasoning	Evaluation	Analysis	Author’s Purpose	Claim
Counter-claim	Pathos	Ethos	Logos	Bias	Foundational
Premise	Argument				

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical

terms, consult a Rhetorical Handbook (see [example](#))

	British Literature GSE
	Reading Informational (RI)
	ELAGSE11-12RI9: Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble of the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance <i>* Substitute British texts for the seminal U.S. texts</i>

Skills/Concepts for Students:

- Understand the key terms: analyze, foundational, purposes, and rhetorical features within documents.
- Study and understand the historical events of a time period and how those events impacted the literary world.
- Understand what makes a document foundational.
- Explore through close reading a foundational document in British Literature and connect the evidence within to historical significance.
- Explore through analysis how a foundational document becomes significant in both history and the literary world and connect the historical and literary components
- Explore the rhetorical features associated with foundational documents. Use a rhetorical strategy to explore each document and its uniqueness
- Analyze the effects of tone, language, and style on the message of the text and evaluate the effectiveness of the message

Instructional Strategies for Teachers:

- Model how to access and evaluate texts through different media, formats, or print through researching sources within texts
- Provide opportunities for students to acquire texts in multiple formats
- Provide opportunities for students to use all available current technologies in short and extended research projects
- Provide and model different close reading strategies not only connected to print but to visual/auditory formats
- Model how to trace evidence within a source and between sources and how to evaluate the quality of the evidence in the interpretations
- Provide different opportunities for students to trace evidence within interpretations and to evaluate the evidence within and opportunities to discuss ideas and processes

Sample Task for Integration:

Students will browse this site: <http://www.britannia.com/history/docs/> and select a foundational document from British history. Students will determine the theme(s) and the author’s purpose for writing the document. Students will evaluate the style and the effectiveness of the style in delivering the message. (A graphic organizer or specific note-taking strategy needs to be used.) Students then will rewrite the document using a different style or tone, but the writing must reflect the integrity of the message. In a pair/share activity, a peer will provide feedback on the original writing. Students will then create a gallery walk where they post their original writings.

Suggested Key Terms for Teaching and Learning:

Syllogism	Seminal	Bias	Authorial Purpose	Logical Fallacies	Rhetorical Devices
Preamble	Evidence	Support	Logos	Ethos	Pathos
Induction	Deduction	Aristotelian Triangle	Historical Significance	Foundational Documents	Literary Significance

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))

	British Literature GSE
	Reading Informational (RI)
	ELAGSE11-12RI10: By the end of grade 11-12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 11-12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

Skills/Concepts for Students:

- Practice close reading, guided reading, leveled text dependent questions, and interactive reading strategies
- Use visual/graphic organizers to organize key concepts and ideas from readings
- Read works from different genres, such as letters, essays, editorials, diaries, journals
- Practice note-taking strategies
- Read daily with purpose and for pleasure
- Read texts that span several Lexile levels

Instructional Strategies for Teachers:

- Choose appropriate grade Lexile leveled texts for instructional purpose
- Choose appropriate strategies for texts. For example, if the student is reading below expected Lexile, choose strategies like PALS or Reciprocal Teaching . Comprehensive Reading Solutions.com is a very helpful resource for reading and vocabulary strategies.
- Demonstrate and model various reading strategies, such as close reading, guided reading, annotating, organization techniques, vocabulary strategies, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual/auditory texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences, even in informal discussions
- Create a reading environment in the classroom that extolls the benefits of reading

Sample Task for Integration:

At the beginning of the year, students will choose a personally meaningful non-fiction topic from a list of central ideas or messages to be studied during the school year. Throughout the year, students will use pertinent non-fiction texts to create a 6 to 9 weeks journal where the students use an appropriate research style and produce summaries of each source. (Teacher may set a minimum number of sources or a maximum number.) At the end of a grading period, the students will take one of the summaries to present to the class. At the end of two grading periods, the students will chose one of the topics and create an essay connecting their journal entry to other sources they have studied.

Suggested Key Terms for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre	Rhetoric
Summary	Analysis	Annotation	Evidence	Inference	Citation
Journal	Memoir	Periodical	Diction	Syntax	Literary Nonfiction

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))



British Literature GSE

Writing (W)

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

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

Skills/Concepts for Students:

- Produce a claim, controlling thesis, or idea that is precise, focused, and well-informed
- Establish the importance of the claim and distinguish it from the opposing or counter claims
- Organize the claim, counterclaim, evidence, and explanation of the evidence in a logical sequence
- Develop claim(s) and counterclaim(s) completely and without personal bias using the most relevant evidence for each
- Understand the knowledge level of the audience as well as its concerns and possible biases
- Identify for the audience both the strengths and weakness of the claim(s) and counterclaim(s)
- Clarify the relationships between each claim / counterclaim and the evidence that support them as well as the between each piece of evidence and its explanation of how that evidence supports the claim / counterclaim.
- Vary diction (words, phrases, and clauses) as well as syntax to transition between major sections of the text
- Examine diction and syntax to ensure a formal style and objective tone
- Use effective and unique strategies for conclusion. Avoiding simple restatement or introduction of new ideas, but use strategies that logically follow from and support the information in the writing assignment.

Instructional Strategies for Teachers:

- Review the components of an argument using a systematic approach, such as the Toulmin Method
- Explore different argument prompts and close read what the argument prompt is asking
- Model how to identify, analyze, and evaluate an author's argument by using a variety of arguments
- Model how vocabulary, tone, and message may change based on purpose and audience
- Compare two or three arguments on the same topic and analyze the claims and counterclaims
- Include the study of and writing of literary criticism as a type of argumentative writing
- Have students explore the diction within an argument and change the diction in order to demonstrate how diction impacts tone and message
- Provide students three articles on the same topic. Explore the openings and closings. Have the students discuss which one appeals more to them and explain why. Then have the students emulate the style they find more appealing.

- Have students write an argumentative essay after reading an essay or article on a controversial topic.

Sample Task for Integration:

The student will choose a controversial topic relevant to the unit under study (e.g., Did Shakespeare write the plays attributed to him? Was Britain’s outreach for global supremacy a help or hindrance to the development of underdeveloped nations? Were English women better off during the Medieval Period or during the Victorian Era?) The student will find four or more articles from reputable sources (including a mix of online, hard copy, visual, audio, and other media) that address the topic. After reading these texts, the student will formulate a claim that clearly announces his or her perception of the controversy.

The student will also formulate the counterclaim based on the research. The student will create his or her own graphic organizer, clearly establishing the relationship between the claim, supporting evidence, and interpretation of the evidence, as well as establishing how the counterclaim is weak or faulty. Each piece of evidence should be given appropriate attribution on the graphic organizer and in the essay. Building on the information in the graphic organizer, the student will create both the introductory paragraph that presents the background needed for the essay and the concluding statement that supports the claim and follows from the reasons and evidence in the body of the paper. The student will format the essay according to MLA or APA formatting, including a Works Cited (MLA) or References (APA) page. The student will write in an objective tone and formal style.

Suggested Key Terms for Teaching and Learning:

Arguments	Support	Claims	Analysis	Substantive	Valid
Reasoning	Relevant	Sufficient	Evidence	Introduce	Precise
Knowledgeable	Follows From	Establish	Significance	Distinguish	Alternate
Opposing	Create	Organization	Logically	Sequences	Counterclaims
Develop	Thoroughly	Supplying	Limitations	Manner	Anticipates
Audience	Knowledge Level	Values	Biases	Link	Sections
Cohesion	Clarify	Reasons	Maintain	Formal	Style
Objective	Tone	Attending	Norms	Conventions	Discipline
Provide	Concluding				

	British Literature GSE
	Writing (W)
	<p>ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>

Skills/Concepts for Students:

- Produce a thesis or controlling idea that is precise, focused, and well-informed
- Organize a series of complex ideas and information that supports the thesis and builds in a logical progression to create a unified explanation
- Format the writing with appropriate features (headings, etc.), include appropriate graphics (illustrations, tables, etc.), and use suitable multimedia to aid the audience’s understanding
- Identify the important information, definitions, details, quotations, and examples that will be most meaningful to the audience’s knowledge level, concerns, and possible biases
- Use a variety of appropriate diction (words, phrases, and clauses) and syntax to transition between major sections of the text, unify ideas, and clearly indicate the relationship between ideas and concepts
- Analyze the nuances of language and vocabulary and how they affect the precision of the writing
- Use rhetorical techniques including but not limited to metaphor, simile, or analogy to help develop the topic through multiple lenses.
- Examine diction and syntax to ensure a formal style and objective tone
- Check for correct conventions of writing
- Use effective and unique strategies for conclusion, avoiding simple restatement or introduction of new ideas but that logically follows from and supports the information in the writing assignment (e.g., give the implications or the significance of the topic).

Instructional Strategies for Teachers:

- Review and explore the importance of audience and purpose for an informational article
- Model how diction and evidence impacts the audience and purpose
- Discuss and model how to determine if evidence is valid or invalid
- Demonstrate how to determine objective tone
- Model the importance of giving credit to sources and how to paraphrase, quote, etc.

- 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:

The steps for the activity can be followed with any topic. The topic chosen as an example is “The Formation of the Welfare State in Great Britain in 1945.” The student will read four articles about the foundation of the Welfare State beginning in 1945 in Great Britain. Three possible articles have been provided. (1) <http://www.theguardian.com/politics/2001/mar/14/past.education>, (2) http://usd.ff.cuni.cz/?q=system/files/kovar_1.pdf, (3) <http://www.renewal.org.uk/articles/clement-attlee-and-the-foundations-of-the-british-welfare-state>. While reading each article, the student will complete six column notes. The columns will be: (1) Important information about the topic (brief, summarized), (2) Significance of the information to the writing of the student paper, (3) Specific quoted phrase that exemplifies the information, (4) Location of the information (document, author, page number), (5) Potential spin or perspective of the author, source, or site, noted so that editorial bias can be avoided from the student writer perspective in the crafting of the essay, (6) Last column to be left blank until the material is grouped into paragraphs, then used for grouping the information into paragraphs.

After reading the four articles and completing the notes, the student will formulate a summarizing statement about the formation of a welfare state in Great Britain in 1945. This statement is not argumentative. The writing will be informative. The student will highlight on the notes the information that will be included in the essay and then group the information into paragraphs, by marking intro, body 1, body 2, etc, and conclusion in the sixth column. The student will write an informative essay based on information garnered from the articles. The student will format the essay according to MLA or APA formatting, including a Works Cited (MLA) or References (APA) page. Optional: The teacher can request that the student create an analogy for the topic to help the audience understand its historical significance. The teacher can emphasize the importance of transitioning smoothly between ideas. The students can create a newspaper article, presentation, podcast, newscast, etc by modifying the MLA, APA requirement.

Suggested Key Terms for Teaching and Learning:

Informative	Explanatory	Examine	Convey	Complex	Concepts
Accurately	Effective	Organization	Analysis	Content	Topic
Element	Builds On	Precedes	Create	Unified Whole	Include
Formatting	Graphics	Figures	Tables	Multimedia	Aiding
Comprehension	Develop	Thoroughly	Significant	Relevant	Extended Definitions
Concrete	Quotations	Appropriate	Audience’s Knowledge	Varied Transitions	Link
Sections	Cohesion	Clarify	Precise	Domain-Specific	Techniques
Manage	Establish	Formal	Style	Objective	Tone
Attending To	Norms	Conventions	Discipline	Provide	Concluding
Supports	Explanation				

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))



British Literature GSE

Writing (W)

ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

Skills/Concepts for Students:

- Begin the narrative with a problem, situation, observation and its importance
- Choose one or more point(s) of view; remain consistent in the choice of narrator(s) throughout the narrative
- Choose a method in which to relay the events in the narrative (chronological order, stream of consciousness, etc.) and remain consistent
- Examine how dialogue and pacing affect a narrative; use these proficiently in a narrative
- Examine how description, extended description, and reflection affect a narrative; use these proficiently in a narrative
- For extended narratives, use multiple plot lines to help develop complex events and characters
- Sequence events so that they build on each other and create a unified and satisfying whole
- Create a specific tone (humorous, mysterious, suspenseful, etc.) and satisfying outcome using diction, syntax, order of events
- Choose words, phrases, details, and sensory language that create specific pictures to develop experiences, events, setting, and characters (e.g., red BMW convertible vs. car; tattered, faded dungarees vs. pants).
- Drawing from and reflecting upon the development of the characters, events, experiences, or observations, provide a satisfying and significant conclusion for the narrative

Instructional Strategies for Teachers:

- Purposefully choose texts to provide examples of strong characterization, nontraditional structures, and other literary elements students can experiment with in their writing; ensure that they experiment with specific techniques such as dialogue and flashback
- Model how to emulate the style of a writing by adding an additional character, create another scene, modify diction, or create a new opening or closing
- Allow students to explore narrative styles by emulating the styles of favored authors for specific assignments
- Allow students to create original narrative writings
- Provide opportunities for students to explore different story frames, such as frame stories, flashback openings, open-ended stories, etc.

Sample Task for Integration:

After studying a period of British history and its literature (e.g., colonization of America, England’s part in World War II), allow students to create a fictional character that would have lived during that time period. The character must be the opposite of the student; if the student is male, the character must be female, etc. The character must also be able to tell a story. The class (or the teacher) will decide on a specific event or several events in the historical period being studied (e.g., the voyage on the Mayflower or a battle during World War II). Each of the created characters will have a part in the event, small or large; each student character will retell the event or a portion of the event from his or her point of view.

The student will create a problem or conflict that the character must solve within the historical event. The historical details must remain intact during the unfolding of the character’s story. The character’s story should be heavily related to the actual historical events. The student should include a variety of story-telling techniques such as dialogue, flashback, dream sequences, changes in pacing, stream of consciousness. Again, no alteration can be made to the historical background. At the completion of the stories, students will share their stories and create an order for them. If the class has used several different historical events, the stories representing these events should be grouped together.

Suggested Key Terms for Teaching and Learning:

Narratives	Develop	Imagined	Effective	Techniques	Well-structured
Sequences	Engage	Orient	Setting Out	Situation	Observation
Significance	Establishing	Multiple	Point of View	Narrator	Progression
Dialogue	Pacing	Description	Reflection	Variety	Build On
Coherent Whole	Build Toward	Particular	Tone	Precise	Telling
Sensory	Convey	Vivid	Provide	Follows From	Over the Course
Resolved					

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lesson. For rhetorical terms, consult a Rhetorical Handbook (see [example](#))

	British Literature GSE
	Writing (W)
	ELAGSE11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Skills/Concepts for Students:

- Write clearly and coherently, employing the elements of style in all genres of writing
- Understand the knowledge level of the audience as well as its concerns and possible biases
- Use effective diction, syntax, tone, pacing appropriate for the purpose and audience
- Understand and effectively use transitional words and phrases
- Use structure and organization maintaining a focus and point of view relevant to purpose and genre
- Understand and effectively employ correct grammar and conventions for the English language
- Develop thesis and claims with appropriate anecdotes, descriptions, facts and statistics, or specific examples

Instructional Strategies for Teachers:

- Purposefully incorporate opportunities to write in all genres
- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific standards-based feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Provide opportunities for students to “re-work” key writing pieces and resubmit
- 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:

Three Jars: students will construct their writing assignments by drawing cards from three different jars. *Jar One:* The topic, the teacher will load this jar with topics that are relevant to the lesson or unit or study. *Jar Two:* The author, the teacher will load this jar with possible authors of the corresponding time or with authors from today who would have particular perspectives about the topic. Each author could be expected to write for a specific purpose. *Jar Three:* The audience, the teacher will load this jar with possible audiences who will hear the information as it is presented. The audience may also dictate the format of the writing. For instance a reader of The Onion would be expected to read a magazine article and would be sophisticated, informed, and capable of recognizing satire. Note: When loading the jars, teachers can create groups by (1) putting the same topic, audience, or author in the jar two, three, or four times, (2) allowing the first person to choose a set of three cards to also select one, two, or three others to work with him or her, (3) telling a student to pick a particular color of card, and prepare the cards by interest options, difficulty levels, or learning style preferences.

Suggested Key Terms for Teaching and Learning:

Produce	Coherent	Development	Organization	Style	Appropriate
Audience	Purpose	Expectations	Writing Types		

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Writing (W)
	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12)

Skills/Concepts for Students:

- Introduce and incorporate several methods of planning a document or speech
- Understand and practice the difference between revising and editing
- Understand and practice effective strategies for editing and revising (revising by element, reading aloud, reviewing with peers, etc.)
- Check for correct grammar and conventions of writing
- Understand the importance of purpose and audience and the impact author’s choice has on each

Instructional Strategies for Teachers:

- Require students to use all steps of the writing process when appropriate; collect both preliminary and final drafts
- Use a consistent standards-based rubric and scoring system based on the type of assignment and the purpose
- Provide students with the opportunity to write in many different formats (timed writings, in-call writing, draft writings, and processed writings)
- 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
- Include writing elements in all reading assignments and a reading component in all writing assignments, incorporating language and speaking/listening routinely
- Require rewriting by assigning a new approach to the topic (e.g., different audience, different genre, addressing the counterclaim)

Sample Task for Integration:

- The students will read a simple story or a part of a story (e.g. “Shooting of an Elephant” by Orwell) and briefly discuss the plot.
- After breaking into groups of two or three, the students will rewrite a short portion of the story, changing the words, length of sentences, metaphors, etc., but not the intention of the story.
- Each group will record their rewrite on a poster or on a PowerPoint slide and present the new version of the story to the class.
- The class will analyze and discuss how the changes affected the tone, meaning, etc.
- After studying the precise language of the original story, the students will rewrite the story or portions of the story with a specific change, in order to focus on why writers make the choices they do.
- Finally, the students will take out a recent piece of their own writing and analyze the choices they made and decide what changes would strengthen their writing.
- In a brief paragraph, they will explain the possible changes and their reasoning.

Suggested Key Terms for Teaching and Learning:

Develop	Revising	Editing	Approach	Focusing	Addressing
Significant	Purpose	Audience	Conventions	Demonstrate	Command

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Writing (W)
	ELAGSE11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Skills/Concepts for Students:

- Acquire and maintain keyboarding skills adequate to produce text in the quantities and within the time limits required
- Acquire and routinely employ the latest digital tools for gathering and sharing information
- Publish work on the Internet routinely (e.g., posting films, blogs, podcasts or creating wikis).
- Research and suggest new technologies for the classroom

Instructional 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
- 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:

Students will contribute relevant knowledge and informative, thought-provoking insights to a set of class notes on a specific topic or grouping of topics. Several sites offer access to a class or to several classes enrolled in the same course. Some possibilities are Google Docs, Schoology, Kaizenza, Drop Box. Students can be assigned sections or chapters. Students can also be assigned tasks. Task may include: inclusion of relevant graphics/ art, organization of material, editing, extension research, where interesting, pertinent information is added from sources not original to the assignment, note taking, feedback (following recommended formats), creative touches, creation of the next sub-topics to be explored (required or suggested). Note: Students may be assigned different activities within each segment or chunk of material. Students will be graded on the quality of the work they offer as they complete each one of their assignments.

Suggested Key Terms for Teaching and Learning:

Produce Publish Shared Writing Feedback Argument

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Writing (W)
	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.

Skills/Concepts for Students:

- Identify the question or problem to be researched and understand when to change the scope of the question or problem in order to fit the requirements of the assignment
- Locate sources as directed by assignment (e.g., digital, print, image, etc.)
- Distinguish and cite only from credible sources; avoid sources that are not credible or reliable
- Select and analyze information from multiple sources that are appropriate for the topic, purpose, genre, and audience
- Routinely weave cited material, quotations, inferences, and other support into research writing smoothly and coherently
- Exhibit firm understanding of the concept of plagiarism and avoid it; cite all source material accurately
- Understand how to apply the major manuscript styles (e.g., MLA and APA), and format papers and citations correctly

Instructional Strategies for Teachers:

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

Sample Task for Integration:

The student (or teacher) will choose a controversial or evolving topic that threads through British Literature or British history (e.g., gender equality, socio-economic disparity, migration from farm to city, imperialism). The student will consider at least three periods in Britain’s timeline in which the topic is a key issue and will pose a question regarding the topic (e.g. Did a subject of the crown in Beowulf’s time have more rights and freedoms than a subject of the crown in Shakespeare’s time or in the present time?) The student will find two or more articles from reputable, multi-media sources for each of the three time periods (totally six sources). Using these sources, the student will create a graphic organizer that includes the following parallel information for each source: (1) important details / information specific to the topic, briefly summarized, (2) explanation of how the details / information adds to the topic, (3) a specific quote or phrase that exemplifies the information, and (4) location of the information (document, author, URL). Using the information from the sources, the student will create a display board (style to be determined by the student), and present the question and findings to the class in an oral presentation.

Suggested Key Terms for Teaching and Learning:

Conduct	Sustained	Self-Generated	Narrow	Broaden
Inquiry	Appropriate	Synthesize	Multiple Sources	Demonstrating Investigation

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Writing (W)
	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.

Skills/Concepts for Students:

- After determining the topic to be researched, locate several sources (as directed in the assignment) -- both digital and print
- Use advanced search engines to locate sources (e.g., Eyewitness to History, ProCon, WolframAlpha)
- Distinguish and cite only from credible sources; avoid sources that are not credible or reliable
- After reading the source, determine its strengths and weaknesses in relation to the topic and the purpose of the assignment
- After reading the source, determine its strengths and weaknesses in relation to the knowledge level of the audience as well as concerns and possible biases of the audience
- Select and analyze information from multiple sources that are appropriate for the topic, purpose, genre, and audience
- Use information from several sources to help avoid lopsided research
- Include appropriate attribution for all information gathered from the sources
- Logically organize information
- Exhibit firm understanding of the concept of plagiarism and avoid it; cite all source material accurately
- Understand how to apply the major manuscript styles (e.g., MLA and APA), formatting papers and citations correctly

Instructional Strategies for Teachers:

- Require a variation of research inquiries (formal papers, informal papers, presentations, debates)
- Require in-text citations, footnotes, running headers and footers, and other technical structural elements when appropriate
- Demonstrate how to blend quotations and paraphrase
- Provide students with models to examine the proper and improper ways to cite and use sources
- Provide students with appropriate online resources that will help them with MLA, APA, etc. so students can become independent in gathering such knowledge
- Demonstrate various ways to organize research information, such as note cards, annotating, etc.
- Allow opportunities for both formal and informal research projects, including group and individual projects, short and sustained, formal and informal citation styles, etc.
- Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, etc., and discuss how citation styles vary for these media
- Choose topics of inquiry that are challenging, but also incorporate inquiries that are relevant and engaging to promote student interest; allow students to choose their own areas of focus when appropriate

Sample Task for Integration:

Complete a Research Assignment using the Focus on Research Format. The student will choose a topic relevant to the unit, novel, or selection being studied. The student will create a digital or print portfolio or folder of work. The portfolio will include the following: The student will develop a research question about the topic, the student will chart in summary form each step of the research as it is conducted. A possible summary could consist of the following sections for digital sources, (1) the research engine used, (2) the question or phrase typed in to start the research, (3) site found to be promising, (4) the URL of the site, (5) author of the information, (6) possible spin or bias of the author or site, (7) useful or relevant information available on the site.

A possible summary for print sources could include: (1) method of locating the source, (2) cost of access, if any, (3) author, (4) possible spin or bias of the author, (5) useful or relevant information included, (6) date of publication, publisher, page numbers used, title. The student will include copies of pages where information to be used in the final product is found. The student will explain the process of how the essay will be written, including: the information that would be included (what the student has learned), the sources of the information that will be included, the relevance of the information to the research question.

Suggested Key Terms for Teaching and Learning:

Relevant	Multiple	Authoritative	Print	Digital	Sources
Advanced Searches	Effective	Assess	Limitations	Purpose	Audience
Integrate	Selectively	Maintain	Flow of Ideas	Avoiding	Plagiarism \
Overreliance	Standard Format	Citation			

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Writing (W)
	ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Skills/Concepts for Students:

- Close read/analyze the themes, structure, rhetorical devices, purpose, and intended audience for two or more literary masterpieces that treat the same topic/theme or share the same period (e.g., T. S. Eliot’s “Hollow Men” and Joseph Conrad’s *Heart of Darkness*). Draw distinct parallels between the texts, comparing their themes and purposes, evaluating their techniques, and determining which, if either, is more effective in its final delivery and why. Cite and explain evidence to support claim or thesis. Logically organize ideas using the skill sets in the previous writing standards and write an essay defending the reasons for your choice.
- Close read/analyze the concepts, arguments, purpose, and intended audience for two or more historical documents that treat the same issue (e.g., Queen Elizabeth’s speech to her troops and excerpts from Winston Churchill’s “We shall fight on the beaches” speech). Compare the texts in the context of their time period, speaker, format, audience, purpose, etc. Determine which, if either, is more effective in its final delivery and why. Cite and explain evidence to support claim or thesis. Logically organize ideas using the skill sets in the previous writing standards and write an essay defending the reasons for your choice.

Instructional 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 based on both literary texts and informational writings
- Require reliable and easily-referenced knowledge of extensive grade-appropriate list of literary and rhetorical terms
- Incorporate the study of literary criticism to scaffold the concept of text analysis
- Demonstrate how rhetorical strategies vary based on the audience and purpose
- Require students to write rebuttals, critiques, counterclaims, or any type of evidence based writings.

Sample Task for Integration:

The student will read / analyze two poems by T. S. Eliot, (e.g., “Preludes,” “The Hollow Men,” “The Wasteland,” or “The Love Song of J. Alfred Prufrock”). For each poem, the student will create a graphic organizer or planning document to determine two to three similar themes in each poem with accompanying passages from the poems for each theme. The student will explain in his or her own words how the passage or quote supports the choice of that theme. The student will also briefly research the time period during which Eliot wrote each of these poems and use the historical period as a lens through which to explain the poems. (I.E., What is happening in Britain and the world that would help create the message or tone of the poems?). Using the ideas in the planning document and the historical lens, the student will write an analysis / comparison of the two poems. Finally, the student will find two paintings or sculptural representations of the themes in the poems. For each representation, the student will write a caption explaining who created the works of art and how they embody Eliot’s poems.

Suggested Key Terms for Teaching and Learning:

Draw	Evidence	Support	Literary Texts	Informational Texts	Analysis
Reflection	Research	Apply	Literary Nonfiction		

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Writing (W)
	ELAGSE11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Skills/Concepts for Students:

- Maintain a routine writing practice, both within the classroom and independently, experimenting with genre
- Read and study writers of different styles, emulating the stylistic elements and their effect on the text
- 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 written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

Instructional Strategies for Teachers:

- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific standards-based 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
- Provide opportunities for students to “re-work” pieces of writing or segments of writing

Sample Task for Integration:

Students will read the poems “To the Virgins, to Make Much of Time” by Robert Herrick, “To His Coy Mistress” by Andrew Marvell, and “She Walks in Beauty” by Lord Byron After reading the poems and discussing the central messages/themes of the poems, students will write a 30 minute in-class writing on how youth is still revered today. The students must include the following: (1) how advertisements/ social media idolize youth, (2) how modern television shows depict youth, (3) how are youth portrayed in music videos, (4) provide evidence from their own experiences, (5) provide evidence from the poems, (6) cite which poem they are using when using evidence from the three poems

Suggested Key Terms for Teaching and Learning:

Routinely	Extended Time Frames	Research	Reflection	Revision	Shorter Time
Frames	Single Sitting	Range	Tasks	Purposes	Audiences

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.



British Literature GSE

Speaking and Listening (SL)

ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

Skills/Concepts for Students:

- Learn to set protocols that enable discussions to move forward in a positive way
- Exhibit poise and confidence in interaction with peers and adults in a variety of settings and on a variety of subjects
- Incorporate research-based or evidence-based information into your view or position when appropriate, revising your position when evidence suggests and resolving contradictions
- Proactively seek out opportunities to interact with peers and mentors, volunteering and initiating opportunities
- Make eye contact, speak loudly enough to be heard, shake hands or make introductions in a mature manner
- Exhibit the ability to present information to a group or audience in a professional and polished manner
- Be courteous and attentive, taking turns and setting goals as appropriate
- Respect various positions on topics
- Exhibit a mature perspective when dealing with diverse opinions and perspectives
- Bring additional information or research to help solve contradictions or to support a certain perspective

Instructional Strategies for Teachers:

- Model how to gather valid research for group discussion
- Model how to speak and listen during a group discussion
- Construct or find sample protocols for students to use as groups form and create their own protocols
- Provide opportunities for students to present material not only to peers but to a wider audience, even to online audiences
- Provide situations where contradictions exist in presented evidence (e.g. debates), guiding students on how to respect contradictions, research them, or solve them
- Construct situations where students have the opportunity to revise their opinions or contradictions whenever possible
- Create diverse groups based on positions, attitudes, and topics
- Invite diverse guest speakers to interact with the class
- Assign tasks that require individual work, but also tasks that require meaningful collaboration in pairs or groups. Using an online format is one suggestion
- Allow students to have choice in topics whenever possible

Sample Task for Integration:

After reading a novel or a series of stories / poems that deals with a controversial topic (e.g., *Things Fall Apart* by Chinua Achebe or Alan Paton’s *Cry the Beloved Country*), students will research in depth the topic in multimedia informational texts. The students will choose (or the teacher may assign) a character or idea from the fictional text(s) and will represent that character or idea’s perspective in the text. (The views of the character or idea may not be the views of the student.) Prior to the research and the culminating discussion, the class will set the goals / rules for the research deadlines, individual roles during the discussion, and the rules of engagement method of scoring during the discussion. Students will use their research to give depth to one of the characters or ideas in the fictional work and prepare a statement by that character or about that idea to present to the class. Students will also prepare questions for their opponents (the character or ideas in the fictional piece that oppose their point of view) as well as answers to possible questions that opponents might have for them, based on the research. In a quasi-Socratic session, students will present their character / idea in depth, using the researched information. Other students in the class may question the “character, bringing in the diverse perspectives found in the research. Using a discussion-scoring guide and following the method of scoring adopted by the class, the teacher will evaluate the students’ preparedness and interaction among speakers.

Suggested Key Terms for Teaching and Learning:

Initiate	Effectively	Collaborative	Diverse	Persuasively	Explicitly
Stimulate	Collegial	Propel	Posing	Probe	Verify
Clarify	Promote	Divergent	Perspective	Synthesize	Resolve
Contradictions					

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Speaking and Listening (SL)
	ELAGSE11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Skills/Concepts for Students:

- Learn the different strategies that media or other formats use to inform, persuade, and entertain targeted audiences
- Evaluate the different strategies used by the media and other formats to inform, persuade, and entertain
- Learn how to identify and analyze information from multiple sources dealing with the same topic
- Evaluate the validity of evidence used in different sources
- Understand and practice synthesis in weaving together ideas to present a claim or to create an original claim
- Understand the process of determining the credibility of sources and evaluate all sources
- Connect the right sources and information to a specific claim
- Address discrepancies and formulate causes for any discrepancies

Instructional Strategies for Teachers:

- Provide guidance and strategies for determining how to judge and validate sources within different formats and media
- Provide opportunities and models for students to work together in evaluating sources
- Model how to synthesize and integrate sources to create a claim
- Provide opportunities for students to practice synthesizing and integrating sources
- Allow students to practice creating a claim
- Provide students with online sources that self-teach how to evaluate and validate information
- Require multiple media and format in source materials
- Model how to address discrepancies in resources on the same topic
- Allow students to practice how to address discrepancies

Sample Task for Integration:

Students will create a product where the question, “Who was Margaret Thatcher?” is answered. Students will research Margaret Thatcher, comparing information and impressions gathered in articles, videos, film, speeches, political cartoons and other sources. A minimum number of sources and types of sources should be determined by the teacher, depending on the product that is to be created. After researching Thatcher and evaluating the information presented about her in each source, the student/s will develop a claim that answers the question, “Who was Margaret Thatcher?” Part of the information presented will be the different portrayals of Thatcher from source to source and the biases that can be expected from each source. Discrepancies should be noted and used when defending and supporting the claim. Possible products can be an essay, an infographic, an entry in Wikipedia, a script for a segment on the History Channel, and others.

Suggested Key Terms for Teaching and Learning:

Integrate	Multiple	Diverse	Formats	Media	Quantitatively
Evaluating	Credibility	Accuracy	Discrepancies		

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Speaking and Listening (SL)
	ELAGSE11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Skills/Concepts for Students:

- Identify a speaker’s diction, syntax, figurative language, and rhetorical devices to critique the purpose and the speaker’s choices
- Analyze a speaker’s diction, syntax, figurative language, and rhetorical devices to critique the speaker’s choices and the impact on audience
- Synthesize multiple points or claims into an overarching idea when applicable
- Use your knowledge of argument or explanation techniques and rhetoric to make a reasonable estimation of the speaker’s purpose and biases, making a reasoned judgment of whether or not his or her claims are supported by viable, research-based evidence
- Distinguish between extraneous detail, repetition, viable evidence, reasoning from logical fallacy, and biased evidence
- Address counterclaims and contradictions to a stated claim
- Identify and understand the significance of visual rhetoric and the use of lighting, camera angles, clothing, etc.

Instructional Strategies for Teachers:

- Teach students how to use a glossary of literary and rhetorical terms to assist them in their understanding and analysis of the purpose of a speech, the message or claim within a speech, and the evidence within a speech
- Model for students how to dissect a speech and examine multiple ideas and techniques within a speech
- Provide practice time for students to dissect a speech and examine multiple ideas and techniques within a speech
- Provide different speeches for students to dissect for various components, such as inductive and deductive reasoning
- Model how to implant specific textual evidence for all claims and supporting evidence in discussions
- Allow students opportunities to practice working with model speeches, writing speeches, and giving speeches

Sample Task for Integration:

The teacher will choose a speech archived on the Internet that corresponds to the current unit of study. After discussing what the essential components of an inspiring speech are, the class will create a rubric to use as they listen to the televised speech. The students should be prepared to listen for (1) diction that indicates the speaker’s point of view and tone on the information he/she is giving, (2) use of pathos, logos, and ethos in the speech and how each is used to sway the audience, (3) logical and organized reasoning supported with factual, provable evidence, (4) transitions among ideas, (5) a conclusion that inspires the audience and gives the final resolution to the speech, (6) the speaker’s intonation and body language that help him or her deliver a memorable speech. As the students listen to the speech, they record individually their interpretation of the speech and speaker, rating both the speech and the speaker. The students will rate the speech and speaker as a class, using the rubric and their notes. The students will write a brief evaluation of the speech/speaker using their rubrics and the class discussion. If time permits, the strategy is used again, but without the class discussion -- each student would analyze and rate the speaker individually.

Suggested Key Terms for Teaching and Learning:

Evaluate	Point of View	Reasoning	Evidence	Rhetoric	Assessing
Stance	Premises	Links	Emphasis	Tone	

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Speaking and Listening (SL)
	ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Skills/Concepts for Students:

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

Instructional Strategies for Teachers:

- Provide model speeches and presentations so the students can examine different organizational techniques
- Model how to dissect a speech or presentation for evidence, rhetoric, counterclaims, and purpose
- Emphasize and illustrate the importance of counter-claims
- Have students peer review one another's papers to conduct a spot check for clarity of theme and perspective (if a partner cannot identify the main idea and perspective of a paper within a minute, it is not clear enough)
- Provide opportunities for students to present material not only to peers but to a wider audience
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- Provide opportunities for every student to participate
- 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

Sample Task for Integration:

The Capstone Project provides or will provide the opportunity for students to prepare a presentation that showcases the work they have done based on a topic they have chosen. The audience for this presentation consists of people other than their peers.

Student may need to practice preparing and giving a presentation earlier in the year that incorporates visuals, awareness of audience, evidence of subject knowledge, and evidence of research. Speakers should speak properly, make eye contact with the audience, appear confident, and use appropriate voice volume. Speech content should be well-organized, interesting, easy to follow, and should correlate well with visuals.

The class will be divided into four groups. Two separate but related topics will be argued. Group One will argue for maintaining English as the national language of England. Group Two will argue for a dual or multiple national language. Group Three will argue for tighter national borders in England. Group Four will argue for open or relaxed borders. Each member of the group will present a speech with visuals. Some speeches will be more focused on visuals than others. Group members will need to coordinate their presentations so that they are not repetitive unless repetition is needed or desired to make a strong point. Students who are listening should note major points made in support of claims during each class member's presentation. After each member of each group has presented, the class will have a roundtable discussion of the issues. After the discussion, each class member will formulate a claim for each issue that he or she believes can be supported by evidence already offered by members of the class. Each class member will present the two claims (one for each issue) and verbally explain how the claims would be supported by specific evidence from identified class members.

Suggested Key Terms for Teaching and Learning:

Conveying Evidence Distinct Perspective Alternative Opposing
Substance

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Speaking and Listening (SL)
	ELAGSE11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Skills/Concepts for Students:

- Build knowledge of the latest digital trends for gathering and sharing information
- Use interactive technologies to present information
- Share new technologies with peers and teacher
- Publish your work in a digital environment to classmates and others

Instructional Strategies for Teachers:

- Incorporate a variety of instructional, interactive digital media into the classroom at every opportunity
- Provide opportunities for student to share information in a digital environment with not only peers but also beyond the classroom
- Learn new technologies and offer new experiences to students
- Share student work beyond the classroom whenever possible

Sample Task for Integration:

The teacher will facilitate an interactive web-based collaboration between his or her students and a class somewhere else in the US or an English-speaking classroom from another country. The two classrooms will establish a mutual topic with guidelines and goals (e.g., a study of the same novel with related informational readings and research) with the intent to share presentations through a site such as One World Classroom at www.ccph.com. As a combined group, the online classes will create a rubric for the presentations including, focused controlling idea, logical organization and transition of ideas, polished speaking behavior, appropriate to the topic and audience, use of digital media (e.g., textual, graphical, audio, visual). After studying the texts, students will create a presentation for the members of both classes. Students in both classes will give feedback using the rubric they created.

Suggested Key Terms for Teaching and Learning:

Strategic

Digital Media

Interactive

Enhance

Reasoning

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons.

	British Literature GSE
	Speaking and Listening (SL)
	ELAGSE11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

Skills/Concepts for Students:

- Learn and understand the rules of standard English, avoiding critical mistakes that impact meaning and validity of information
- Use a grammar handbook to assist you as you are preparing your speech
- Edit and revise drafts before determining the product as final
- Practice your speech in front of others so they can provide advice and guidance
- Know your audience and purpose to determine the type of language and syntax appropriate

Instructional Strategies for Teachers:

- Provide opportunities for students to edit and revise their speeches, using peer editing, resource assistance, and teacher feedback
- Provide a standards-based rubric and/or checklist for the conventions of formal English
- Model how to edit a paper for the use of standard English
- Provide practice time for students to work on a variety of models that contain errors
- Design opportunities for students to speak when only formal language is required

Sample Task for Integration:

At the end of a unit of study, the class will break up into groups of four to five students. The teacher will give each group a different topic based on the current unit of study. Each student in the group will create a one minute, formal speech based on the topic given to the group. On the day of the presentations, each member of the group will receive a 3x5 card with a different audience for that speaker. Audiences may range from small children, Ph.D. professors, farmers, or ex-cons, to housewives, paramedics, or stock brokers. The “new” audience may be biased for or against the topic. Students will have fifteen minutes to think about the “new” audience and to change the speech to match the new demands. Students will deliver the speech. The students in the audience may evaluate the speech based on the evaluation system created by the class in ELAGSE11-12L3.

Suggested Key Terms for Teaching and Learning:

Adapt Variety Contexts Formal English Indicated Appropriate

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons. See also the [GaDOE ELA Glossary](#)

	British Literature GSE
	Language (L)
	ELAGSE11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references(e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.

Skills/Concepts for Students:

- Exhibit familiarity with common and more sophisticated rules of use, grammar, and conventions in standard English such as the parts of speech, agreement, and antecedents.
- Acquire skills in the grammar rules that affect interference with meaning of text (Note: Use the Language Progression Chart provided by your teacher.)
- Acquire or review your understanding of the different types of acceptable grammar depending on the audience, purpose, and genre
- Have a working knowledge of the history of language and how it changes over time
- Edit your writing and speaking in order to produce a paper or speech that reflects a practice and knowledge of standard English
- Study professional writers and their works to see how standard English grammar impacts meaning and presentation of ideas

Instructional Strategies for Teachers:

- Educate students on accepted authorities to consult for usage disputes (such as Strunk and White’s Manual of Style, or the Oxford English Dictionary), advising as to how to determine the unreliability or reliability of Internet sources
- Consult the ELAGSE’ “Language Progressive Skills Chart” to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Create sections in writing rubrics that use the grammar skills addressed in the “Language Progressive Skills Chart.”
- Include explicit and implicit instruction on the language standards daily, utilizing a variety of research-based grammar strategies
- Provide models of different writing styles to examine for grammar usage and impact
- Provide opportunities for students to explore writers who break the rules and determine the purpose for deviation (e.g. the use of functional fragments)

Sample Task for Integration:

- Students will choose a topic from a list of current disputes in English grammar (e.g., split infinitives, generic use of “you,” gender neutrals) to research using at least three accepted authorizes.
- Students will prepare a position paper on the most current use of the researched topic. The paper may include a brief history of how the grammar rule has changed over time.
- Students will share their topic with the class in a brief presentation and will give the teacher one quiz item based on their topic.
- At the end of the presentations, the teacher will combine the quiz items for a formative assessment on the various grammar disputes.

Suggested Key Terms for Teaching and Learning:

Demonstrate	Command	Conventions	Standard English Grammar	Usage	Matter of Convention
Contested Usage	Resolve	Complex Usage	Consulting	Reference	

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons. See also the [GaDOE ELA Glossary](#)

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

Skills/Concepts for Students:

- Understand the definition and concept of syntax
- Refer to grammar texts and handbooks to examine the different aspects of syntactical structures
- Acquire a strong knowledge of the types of sentence constructions one may employ to add variety to your writing
- Practice using different sentence constructions when writing
- Study how writers use different syntactical structures to impact tone and mood
- Understand why an author’s choices can determine or affect style
- By Grades 11 and 12, be thoroughly familiar with what is meant by “manuscript style” and know the basic requirements of APA and MLA styles

Instructional Strategies for Teachers:

- Provide instruction on the definition of syntax and demonstrate the components by providing examples and models
- Teach students how to find resources to aid them when they are writing
- Use professional models and let students examine a writer’s choices in sentence construction, language patterns, etc
- 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
- Provide students the opportunity to take a writing and change the sentence constructions
- Discuss how changing sentence constructions impact tone and message
- 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:

The following two passages may be used with the strategy below. “The Thirteen Clocks,” James Thurber (An allegorical fairy tale for grownups):

Once upon a time, in a gloomy castle on a lonely hill, where there were thirteen clocks that wouldn’t go, there lived a cold, aggressive Duke, and his niece, the Princess Saralinda. She was warm in every wind and weather, but he was always cold. His hands were as cold as his smile, and almost as cold as his heart. He wore gloves when he was asleep, and he wore gloves when he was awake, which made it difficult for him to pick up pins or coins or the kernels of nuts, or to tear the wings from nightingales. He had lost one eye when he was twelve, for he was fond of peering into nests and lairs in search of birds and animals to maul. One afternoon, a mother shrike had mauled him first.

Tale of Two Cities, Charles Dickens (Paragraph from the storming of the Bastille):

Cannon, muskets, fire and smoke; but, still the deep ditch, the single drawbridge, the massive stone walls, and the eight great towers. Slight displacements of the raging sea, made by the falling wounded. Flashing weapons, blazing torches, smoking waggon loads of wet straw, hard work at neighbouring barricades in all directions, shrieks, volleys, execrations, bravery without stint, boom smash and rattle, and the furious sounding of the living sea; but, still the deep ditch, and the single drawbridge, and the massive stone walls, and the eight great towers.

The teacher will provide short texts for the student to analyze both quantitatively and qualitatively. (Two passages are suggested above.) The students will use discuss the various aspects of writing that help create an author’s style. The list might include the number of sentences in the passage, number (average) of words per sentence, placement of short sentences, use of sentence fragments, types of sentences, (i.e., simple, compound, complex, and compound/ complex), common usages (e.g., introductory phrases, prepositional phrases, etc.), use of rhetorical devices (e.g., metaphor, hyperbole. Irony, repetition), choice of and possible reason for specific diction. The students will create an analysis chart and will analyze each passage to determine how the syntax, diction, and rhetorical devices function to create meaning and tone. Students will write a brief essay to explain how the two authors’ choices help inform the two texts.

Suggested Key Terms for Teaching and Learning:

Functions Effective Style Vary Syntax

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons. See also the [GaDOE ELA Glossary](#)

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

Skills/Concepts for Students:

- Make effective use of reference materials, including digital references
- Use knowledge of syntax, context clues, word parts, and other clues within a text to determine the meaning of a word as it is used
- 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
- Utilize a variety of vocabulary strategies, a wide variety of reading, and writing opportunities to expand your vocabulary
- Understand the difference between the denotative and connotative meanings of words or the explicit and implicit aspects

Instructional 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
- Note and explore new words introduced through class texts routinely
- Instruct on roots, prefixes, and suffixes
- Provide opportunities for students to explore roots and patterns in unfamiliar words
- Model how to explore context clues to determine meaning of vocabulary 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
- Have students use different vocabulary strategies on keywords that affect meaning

Sample Task for Integration:

During the reading of a specific, brief, class-read text, students will keep a log of *new*, unusual, beautiful, complex, academic, or technical terms from the reading, noting the location of the term and any context clues. At the end of the reading, students will choose five of their new words to create a jot list and make four copies of the list. After the class has discussed the reading, generally, the students will group themselves into groups of four. The teacher will create four or five questions based on the reading for the groups to discuss. As the members of the group talk among themselves, each student tries to use correctly the five words or iterations of them (e.g., conceive / conception) that he or she compiled on his or her jot list without the other members of the group noticing that a “vocabulary” word has been used. Each player will pass a copy of his or her jot list to the group members. “Players” get one point for each word that they successfully use in the conversation without being called out.

Suggested Key Terms for Teaching and Learning:

Clarify Consult Flexibly Patterns Indicate Preliminary Inferred Verify

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons. See also the [GaDOE ELA Glossary](#)

	British Literature GSE
	Language (L)
	ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

Skills/Concepts for Students:

- Identify and analyze various types of figurative and connotative language
- Analyze the impact on text of literary elements such as imagery and figurative language
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)
- Explore texts that contain similar vocabulary and analyze how the choice of the words in context affects the overall meaning
- Analyze how figures of speech play critical roles in texts

Instructional 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
- Provide opportunities for students to change figurative language within a text and analyze how the change affects meaning and tone
- Provide opportunities and models for students to compare two texts on the same subject and analyze the impact on figurative language and word meanings on the overall meaning

Sample Task for Integration:

The student will paraphrase every line of a highly imagistic or figurative poem (e.g., “Cargoes” by John Masefield) so that no original word or sequence of words is used. The student will then analyze how the choices made by the poet help create the meaning, tone, symbolism, and beauty of the original poem. If the poem is highly figurative, the student will analyze the how the poet’s choice of figurative language enhance the meaning and tone of the poem. The student will write a brief (100 word) essay analyzing the nuances in word relationships and word meanings.

Suggested Key Terms for Teaching and Learning:

Nuances Figures Of Speech Denotations Interpret Analyze

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons. See also the [GaDOE ELA Glossary](#)

	British Literature GSE
	Language (L)
	ELAGSE11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills/Concepts for Students:

- Be independent and proactive in the acquisition of new and more sophisticated vocabulary
- Exhibit foundational knowledge of roots, prefixes, suffixes, and other structural tools for decoding new vocabulary
- Understand and apply knowledge of the concepts of literal and figurative meaning
- 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

Instructional Strategies for Teachers:

- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Model how to annolight key vocabulary that impacts meaning and annotate how the vocabulary impacts meaning
- Provide different vocabulary strategies throughout the year and allow students to practice the strategies
- Provide a variety of texts and digital resources in order to expose students to a variety of vocabulary
- Build vocabulary using a variety of strategies (resource materials, context, roots)
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Task for Integration:

The teacher will choose sections from content area texts or have students bring in copies of sections of their texts or other content area texts that they find difficult to read. Each student or group of students will be given one section of difficult text. Words and phrases that cannot be readily defined should be highlighted. Students will research vocabulary strategies and strategies for handling complex texts. Students will decide on one or two strategies that will help in defining words and phrases in the text they do not know and will help in using the defined words to make meaning of the complex text. Each student or group of students will present and explain the use of the strategy or strategies used to work with difficult vocabulary. They will show how specific words were learned and give textual examples of how difficult, confusing text became understandable by using the strategy or strategies.

Suggested Key Terms for Teaching and Learning:

Acquire Domain-Specific Sufficient Demonstrate Independence Comprehension
 Expression Considering College And Career Readiness Level

For other Tier 3 literary terms, use a literary glossary or handbook (for [example](#)). Other terms should be determined by the readings being used in the lessons. See also the [GaDOE ELA Glossary](#)



Revisions to GSE

A comparison of the previous standards and the revised GSE

Overview

The following pages contain a comparison of items from the previous standards and the revised Georgia Standards of Excellence (GSE). This section is not meant to serve as the definitive guide to each of the GSE standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and strategies. In this section you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise altered.

Summary of Changes for English Language Arts (ELA) Standards

Twelfth Grade - British Literature

This document identifies grade level changes for the 2015-2016 school year and beyond.

Current Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond
Reading Literary (RL)	
ELACCL11-12RL9: 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.	Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.
Reading Information (RI)	
ELACCL11-12RI9: 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.	Analyze 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. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.

LANGUAGE SKILLS PROGRESSION CHART

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELAGSEKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELAGSe5L5c
ELAGSE1L2c. Use commas in dates and to separate single words in a series.												Subsumed by ELAGSe5L2a
ELAGSE1L1i. Use frequently occurring prepositions.												Subsumed by ELAGSE4L1e
ELAGSE1L1g. Use frequently occurring conjunctions.												
ELAGSE3L1h. Use coordinating and subordinating conjunctions.												
ELAGSE5L1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).												
ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELAGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.												
ELAGSE3L3a. Choose words and phrases for effect.												
ELAGSE4L1e. Form and use prepositional phrases.												
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELAGSE4L1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).												
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.												Subsumed by ELAGSE7L3a
ELAGSE4L3b. Choose punctuation for effect.												
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.												
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.												
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELAGSE6L3b. Maintain consistency in style and tone.												

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