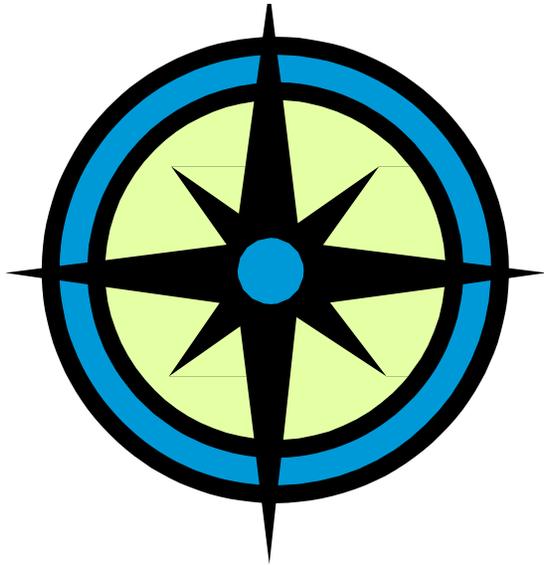


TEACHER GUIDANCE

For teaching the Georgia Standards of Excellence (GSE)



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



World Literature

Reading Literary and Reading Informational

*For use with Grades 9-10 Writing,
Speaking and Listening, and Language Guidance*

	World Literature GSE
	Reading Literary (RL)
	ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Practice attentive reading both in the classroom and independently
- Identify and analyze types of dramatic literature (i.e., classical tragedy and culturally specific forms such as *Commedia dell'Arte*)
- Think critically and analytically about text, making connections within a text and among texts, including texts from other cultures
- Demonstrate comprehension by identifying evidence such as diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and cultural characteristics in texts including poetry, prose, short stories and drama
- Recognize and identify literary elements for analysis such as language, style, character development, point of view, irony, and structures (i.e. chronological, *in medias res*, flashback, epistolary narrative, frame narrative)
- Make inferences based on textual evidence, including predictions, biases, and patterns, including motif
- Analyze the influence of mythic, traditional, or classical literature on works of world literature
- Support all claims with textual evidence, both in formal analysis and in discussion
- Take notes and annotate texts, both formally and informally

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide texts from works of world fiction from different time periods
- Discuss the influence of mythic, traditional, and classical literature on works of world literature
- Compare style and language across significant cross-cultural literary works
- Have students compare and contrast various translations of a work and evaluate the effect of translation on meaning
- Use multiple reading strategies, including using a variety of digital media to access texts
- Implement a note-taking using a system such as Cornell notes and assess or review notes periodically
- Teach and require annotation of text
- Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion

Sample Task for Integration:

In order to make inferences and predictions based on textual evidence, students choose a character to role-play in a mock interview. While one student acts as “journalist” from the era and setting of the text, the other student provides an interview in character providing somewhat detailed answers to 10 questions (answers are expected to be the length of a brief paragraph). The interview is transcribed into text by the students, who then provide annotations from text to support the appropriateness and rationale of each question and each answer. For example, an interviewer might ask Brutus whether he truly supported Caesar, based upon his misgivings expressed in conversations with Cassius. Brutus might reply that he loves Caesar but loves his country more. These questions and answers are drawn directly from textual evidence and can be supported by citations.

Annotation	Inference	Diction	Syntax	Tone Fact
Figurative language	Imagery	Text	Genre	Summary
Extraneous	Detail	Evidence	Support	Cross-cultural
Mythic	Traditional	Classical	Translation	

	World Literature GSE
	Reading Literary (RL)
	ELAGSE9-10RL2: Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Skills/Concepts for Students:

- Practice attentive reading both in the classroom and independently
- Apply knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme
- Take notes and annotate texts, both formally and informally
- Distinguish main ideas from extraneous details
- Summarize without editorial bias
- Exhibit a clear knowledge of common literary devices and their applications
- Analyze development of a theme or idea through the use of literary devices and be able to articulate that development

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide examples of theme(s) in well-known texts
- Compare universal themes characteristic of literature from different cultures across time and genre (i.e., archetypes, cultural values, cultural tradition, and philosophical roots)
- Have students learn and practice précis writing as a method of objective summary
- Review the elements of plot structure and characterization, emphasizing the ways in which plot and character shape theme
- Discuss and practice identifying the difference between main idea and theme

Sample Task for Integration:

The “theme” of a text is usually a universal or archetypal idea or truism that is expressed through the microcosm of a story. Theme is expressed not only through the aggregate of words and actions in a narrative, but also through recurring images or events (motif). In Julius Caesar, for example, omens and prophecy frequently appear at crucial times moving the plot forward and giving the reader a clue that fate is a major theme in the play. Letters are also a major motif that seems to connote the theme of miscommunication and misunderstanding caused by hubris. Have students express their perception of the theme in a text by identifying a motif or recurring symbol and having them create an artistic representation of the motif (a picture, an object, a song, etc.) and write an analysis based on textual evidence of the function and message of that motif within the piece. These analyses may be presented orally.

Recommended Vocabulary for Teaching and Learning:

Theme	Motif	Symbol	Character(ization)	Plot
Setting	Exposition	Rising action	Climax	Falling action
Resolution	Archetype	Précis	Protagonist	Cultural values

	World Literature GSE
	Reading Literary (RL)
	ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Skills/Concepts for Students:

- Identify and analyze the elements of characterization, including the character’s actions, words, thoughts, appearance, and the thoughts, feelings, and actions of other characters towards that character
- Identify and analyze the elements of plot
- Understand and identify differences between static and dynamic/flat and round characters
- Think critically and analytically about the author’s purpose in creating some characters that are fully developed while allowing others remain one-dimensional
- Analyze multiple motivations and characters who embody disparate characteristics (for example Gollum in Lord of the Rings)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above)
- Allow students to compare and discuss well-known characters from popular culture, fiction, and film to establish basic concepts of characterization
- Guide students in thinking critically about an author’s choices in character and plot development, asking not only how a character, plot, or setting is developed in a certain manner, but why
- Discuss personal traits and characteristics of real people, classmates, and themselves in understanding characterization
- Use note-taking and annotation to collect details contributing to characterization
- Use mock social-networking profiles to describe characters and establish whether they are static, dynamic, flat, or round

Sample Task for Integration:

Examining the motivations that predict how characters will proceed or how they will react in a given circumstance is one way to assess whether students have accurately synthesized the details provided by the author in constructing a character. Choosing a well-developed protagonist from a text, have students conduct a “psychoanalysis” that attempts to decipher the character’s reasons and motivations for his or her actions and thoughts. This analysis essay will focus on specific textual evidence and warranted inferences about the development of the character and the underlying beliefs and motivations that shape his or her behaviors and choices in the text. For example, an analysis of Okonkwo from *Things Fall Apart* by Chinua Achebe might examine how the arrival of the missionaries impacted his later disillusionment.

Recommended Vocabulary for Teaching and Learning:

Character(ization)	Static	Dynamic	Round	Flat
Antagonist	Protagonist	Composite	Conflict	



World Literature GSE

Reading Literary (RL)

ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

Skills/Concepts for Students:

Analyze and compare style and language across significant cross-cultural literary works

Identify and analyze various types of figurative language (metaphor, simile, personification, hyperbole, synecdoche, metonymy)

Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)

Analyze the effects of diction, syntax, sound, form, figurative language, and structure as these elements relate to meaning and tone in poetry, such as: sound devices like alliteration, end rhyme, internal rhyme, *terza rima*, consonance, assonance; elements of form such as haiku, lyric, epic, narrative poem; and figurative language such as personification, imagery, metaphor, epic simile, synecdoche, hyperbole, symbolism

Analyze the effects of diction and imagery (i.e., controlling images, figurative language, understatement, irony, paradox, and tone) as they relate to tone and underlying meaning in fiction

Accurately identify the tone of a text using the elements of tone, above

Be able to accurately identify rhyme scheme and acquire an understanding of basic metrical formulas (for example, iambic pentameter)

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)

Compare and contrast various translations of a work and evaluate the effect of translation on meaning

Guide students in identifying various types of figurative language; provide contextual examples; introduce sophisticated forms such as synecdoche and metonymy

Introduce meter, including iambs and feet

Choose texts rich in figurative and connotative language

Require students to translate figurative expressions into concrete language and vice versa

Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Task for Integration:

Students will examine the impact of figurative language on the tone of a text by comparing and contrasting a selection from the current extended text under study as originally written and with figurative and connotative language removed. Access an approximately 1000 word selection from a text digitally (so that it can be edited by the students). Step one of the process will be for students to identify each instance of figurative language or particularly connotative diction (they may work individually or in teams). The second step of the process is for students to edit the piece so that it maintains grammatical integrity with the figurative and connotative language removed. Finally, students will write a brief analysis (1 page or less) citing specific ways in which the tone of the text is impacted by the changes.

Recommended Vocabulary for Teaching and Learning:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Alliteration
Juxtaposition	Onomatopoeia	Tone	Mood	Imagery
Iamb	Foot	Trochee	Spondee	Iambic Pentameter
Synecdoche	Metonymy	Alliteration	Assonance	Consonance
Haiku	Epic poem/Epic simile	Terzarima	Internal rhyme	End rhyme

	World Literature GSE
	Reading Literary (RL)
	ELAGSE9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Skills/Concepts for Students:

- Recognize various structural formats of fictional texts (stanza, act, scene, chapter, etc.)
- Identify and analyze dramatic elements, (i.e., unity of time, place, and action; tragic hero; *deus ex machina*; recognition; reversal; chorus; aside; dramatic irony)
- Evaluate poetic forms that are specific to particular cultures (for example, the Italian sonnet)
- Be able to accurately identify rhyme scheme and acquire an understanding of basic metrical formulas (for example, iambic pentameter)
- Understand plot development and the elements of plot
- Identify and understand the function of flashback, foreshadowing, beginning a narrative *in medias res*, and other manipulations of time
- Analyze the impact of an author's choice in disclosing narrative elements at a given point in a text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Discuss manipulations of time and how the experience of a story would change if, for example, a novel were told in linear time instead of through flashback
- Review rhyme scheme, introduce meter, including iambs and feet
- Make purposeful text choices to demonstrate concepts such as flashback, foreshadowing, and parallel plot
- Provide narrative writing opportunities that require the construction of specific plot structures
- Provide opportunities for comparison and contrast of texts that are suspenseful, comic, or otherwise create an emotional/tonal response; direct students in identifying a variety of structural approaches to achieve a similar result

Sample Task for Integration:

Structure is rarely more important in a text than it is in the construction of poetry. Engage students in a comparison and contrast of one poem written within the confines of a strict metrical style to another poem written in free verse, examining the diction, tone, theme, sound devices, rhymes, etc., in each. Have students write a brief response about their aesthetic reaction to the poem they liked the most, using text evidence and appropriate literary terms and language to explain which parts of the poem appealed to them and why. An enlightening extension to this activity would be to have students attempt to write an Italian or Spenserian sonnet with meter and rhyme scheme denoted. Students should perform the chosen poem and discuss their analyses in literature circles.

Recommended Vocabulary for Teaching and Learning:

Plot	Exposition	Rising action	Climax	Falling action
Resolution	Parallel	Foreshadowing	Flashback	In media res
Chapter	Genre	Act	Scene	Meter
Rhyme scheme	Unity of (time/place/action)	Dues ex machine	Chorus	Aside
Dramatic irony	Reversal	Recognition (dramatic)	Tragic hero	Tragic flaw

	World Literature GSE
	Reading Literary (RL)
	ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Skills/Concepts for Students:

- Practice attentive reading, both independently and within the classroom
- Relate a literary work to primary source documents of its literary period or historical setting
- Relate a literary work to the seminal ideas of the time and place in which it is set or the time and place of its composition (e.g., Greek, Roman, Classical Multicultural, Western European, Contemporary Multicultural)
- Compare and contrast specific characteristics of different genres as these genres develop and change over time and across cultures (e.g., classical multicultural with contemporary multicultural, Western with Eastern European)
- Analyze a variety of cross-cultural works representing different genres within the same specific time period in order to identify types of discourse (e.g., satire, parody, allegory, pastoral) that cross the lines of genre classifications
- Apply knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme
- Utilize annotation and note-taking, keeping well-organized records for reference
- Review vocabulary foundations including Greek and Latin roots
- Apply basic understanding of world geography and history

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Place a world map and world timeline on the walls of the classroom for easy contextual reference
- Engage students in a discussion of their own cultural heritages
- Include foundational knowledge of Greek and Roman mythology in instruction
- Include popular fiction as well as informational text from outside the United States in your text choices
- Make connections to commonalities among cultures and their foundational mythologies

Sample Task for Integration:

Facilitate an interactive web-based communications experience between your students and a class of students from another culture (various avenues for creating these connections already exist – for example, One World Classroom at <http://www.GSEph.com/>). Have the two classrooms share a text study over a number of encounters in the style of a book club, choosing a text either from the guest class’s culture or from a culture that is foreign to both classes. Activities can include shared reader-response blogs, whole class discussions, co-written analysis papers, etc.

Recommended Vocabulary for Teaching and Learning:

Myth	Archetype	Culture	Assimilation	Pluralism
Community	Race	Class	Identity	Society
Pantheon	Native/Aboriginal	Ovid	Homer	Multicultural
Parody	Satire	Pastoral	Allegory	Classical

	World Literature GSE
	Reading Literary (RL)
	ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting <i>Landscape with the Fall of Icarus</i>), including what is emphasized or absent in each treatment.

Skills/Concepts for Students:

- Define and understand “text” as it applies to visual or aural mediums
- Compare and contrast specific characteristics of different genres as these genres develop and change over time and across cultures (i.e., classical multicultural with contemporary multicultural, Western with Eastern European)
- Analyze a variety of cross-cultural works representing different genres within the same specific time period in order to identify types of discourse (i.e., satire, parody, allegory, pastoral) that cross the lines of genre classifications
- Gain a basic understanding of terms helpful to analysis of visual texts such as perspective, chiaroscuro, etc.
- Understand the concept of theme as an aggregate of many literary or visual elements (tone, mood, imagery, setting, characterization, etc.)
- Be able to identify theme in visual as well as written text using similar strategies and identifying similar elements
- Analysis of literary and aesthetic elements; text-based comparison and contrast

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)
- Provide multiple opportunities for discussion and analysis of visual and written texts
- Assist students in gaining a basic understanding of terms helpful to analysis of visual texts such as perspective, chiaroscuro, etc.
- Choose appropriate examples for comparison and contrast that have easily identifiable aesthetic elements in common or in opposition
- Choose examples from a variety of artistic mediums, including tapestry, sculpture, oil painting, photography, even performance art
- Use technology to enhance visual, tactile, and aural integration of aesthetic elements

Sample Task for Integration:

After studying specific text and visual (or tactile/aural) representations of the same text and having students write a formal analysis essay comparing and contrasting the two, choose a piece of art (visual text) for consideration. After attentive interpretation and whole-class discussion, allows students to create their own narrative or poem that shares aesthetic and tonal elements with the visual text. This text is not to be an analysis or summary of the art; it is to be a textual representation of what the student perceives to be the overarching theme of the visual piece and that shares aesthetic elements. Require students to trade written texts with a partner (without allowing explanation), and have each student write a brief analysis of the connection between the artwork and the text.

Recommended Vocabulary for Teaching and Learning:

Media/medium	Aesthetic	Visual Tone	Aural Mood	Tactile
Perspective	Dimension	Figurative	Literal/concrete	Setting
Character	Imagery	Chiaroscuro	Aggregate	Composition
Perspective	Discourse			Aesthetic

	World Literature GSE
	Reading Literary (RL)
	ELAGSE9-10RL8: (Not applicable to literature) ELAGSE9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Skills/Concepts for Students:

- Understand and apply the concepts of allusion and allegory
- Apply knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme
- Generalize concepts of setting, plot, characterization, and other narrative elements so that specific instances of these may be recognized as having thematic similarities or differences (for example, tragic flaw)
- Acquire or review background knowledge of foundational works including Shakespeare, Homer, Ovid, Dante, Milton, etc.
- Acquire a firm knowledge of literary periods and major works

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above) Place a world map and world timeline on the walls of the classroom for easy contextual reference
- Provide examples of well-known literary treatments (e.g., *West Side Story* from *Romeo and Juliet*, or *Oh Brother, Where Art Thou?* from *The Odyssey*) as a springboard for understanding earlier treatments (such as Shakespeare) from ancient texts (such as the Bible)
- Provide examples of allusion to foundational texts (such as “you’ve really opened a Pandora’s box”) as a mini-example of a larger literary transformation

Sample Task for Integration:

In the context of a reading of Aldous Huxley’s *Brave New World*, have students keep a log of Shakespearean allusions spotted throughout the novel. Allusions abound, including several from *The Tempest*, *King Lear*, and *Macbeth*. It may be necessary to scaffold this activity by dividing the class into groups who will each be assigned to study, watch a film of, or skim the Sparknotes of one of the plays. In this way, at least one student or students will have an opportunity to find the allusions to a given play even if he or she is unfamiliar with the other two. By sharing and compiling the findings at the end of the reading, the totality of the references can be documented. (Another novel similarly rich in allusions may be substituted, such as *The Picture of Dorian Gray*, by Oscar Wilde). After extensive whole-class discussion, have students write an analysis discussing the impact of the extensive use of allusion within the novel, citing specific textual evidence for all claims.

Recommended Vocabulary for Teaching and Learning:

Allusion	Allegory	Treatment	Transform	Canon
Classical	Shakespeare	Homer	Plot	Setting
Character	Theme	Symbol		

	World Literature GSE
	Reading Literary (RL)
	ELAGSE9-10RL10: By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:

- Practice attentive reading, both independently and within the classroom
- Use annotation and note-taking, maintaining coherent records that are useful for review
- Read assigned works but also read proactively and independently
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

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

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Read attentively, both independently and within the classroom
- Identify and analyze the structures of nonfiction works of world literature such as philosophical essays and letters
- Analyze and evaluate the author's use of logic in an argument
- Evaluate and analyze the ways in which authors from different cultures use language, style, syntax, and rhetorical strategies in non-fiction works
- Distinguish important facts from extraneous details
- Think critically and analytically about text, making connections within a text and among texts
- Recognize how important facts accrue to establish a main idea or prove a point
- Make inferences and generalizations based on evidence from one or more reliable sources
- Support all claims with evidence
- Take notes and annotate texts, both formally and informally

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Use multiple reading strategies including using a variety of digital media to access texts
- Implement a note-taking using a system such as Cornell notes and periodically assess or review students' notes
- Teach and require annotation of text
- Teach and require formal citations in an accepted manuscript style when appropriate
- Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion
- Practice and scaffold reading informational texts (which may require more reader stamina than narrative text)

Sample Task for Integration:

Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges: <http://stoaca.org/main/sites/default/files/StoaTPRules.pdf>.) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a major scientific question of our day. Questions may include whether global warming is man-made, whether electric cars are feasible for wide-spread use, whether certain vaccinations should be required, or other areas of inquiry defined by the students or instructor. Allow students an allotted amount of time to prepare for the debate. Every piece of evidence introduced during the debate must be accompanied by a citation to a reliable source, and teams will submit annotated works cited lists in APA format. A group of students, teachers, administrators, or guests may be invited to act as judges for the event if desired. College debate teams are often eager to act as guest lecturers, mentors, and judges.

Recommended Vocabulary for Teaching and Learning:

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

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Skills/Concepts for Students:

- Practice attentive reading, both independently and within the classroom
- Distinguish important facts from extraneous details
- Take notes and annotate texts, both formally and informally
- Summarize without editorial bias
- Analyze the way that facts accrue to support a thesis or hypothesis
- Understand the scientific connotations of proof, theory, hypothesis, and support

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Choose texts so that at least half of your classroom attentive reading involves informational (non-fiction) text
- Compare characteristics of informational texts from different cultures (i.e., cultural traditions, philosophical roots, cultural values)
- Provide informational texts with clear central ideas logically developed as exemplars
- Provide opportunities for students to write objective summaries of texts
- Require students to reverse-engineer outlines of provided texts as well as outlining texts they will write
- Practice differentiating fact from opinion and important, supporting facts from extraneous ones

Sample Task for Integration:

Provide students with a selection of scholarly journal articles in a variety of disciplines (for example psychology, biology, anthropology, literary criticism) and a template for assessing the elements and qualities of the texts. Students should be required to note the title, subtitle if any, whether the article has one or multiple authors, whether it is prefaced with an abstract, which manuscript style it uses, and the basic structure of the information presented (chronological, comparison, experiment and results, etc.). After noting the relevant facts about the texts, students will attempt to identify the main idea of each text and provide 3-5 specific items from the text that served to identify and develop that idea. On a chart or simply through discussion, allow students to identify the key differences between texts in each discipline and discuss how certain structural choices are particularly suited to various content areas. Students will compare and discuss their results.

Recommended Vocabulary for Teaching and Learning:

Fact	Opinion	Citation	Claim	Inference
Evidence	Informational	Expository	Objective	Subjective
Journal	Abstract	Manuscript style	Peer review	Periodical

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Skills/Concepts for Students:

- Understand and be able to identify common informational text structures such abstract, lab notebook, diary, editorial, etc.
- Analyze and compare style and language across significant cross-cultural informational works
- Understand and apply the concept of generic text structures such as chronological order, comparison and contrast, and order of importance
- Understand the concepts of author’s purpose and bias
- Distinguish between important facts or supporting details and extraneous information
- Note the differences in the types and amounts of evidence and support required for claims in various formats and disciplines (for example, the evidence required in a letter to the editor may be scant and based on emotion, while the evidence required to advance an hypothesis in a scientific journal may be extensive)

Strategies for Teachers:

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

Sample Task for Integration:

Using a text that contains multiple plot lines, such as Kurt Vonnegut’s *Slaughterhouse Five*, create a visual representation of plot using colored markers and paper that students can study and update as the reading of the novel progresses (Vonnegut himself used wallpaper and crayons to plot the multiple story lines in the book as he was writing it). Students will need to be creative in deciding how to visually represent the various people and events in the story, and may change approaches over time. As the lines are created and extended, index cards with specific text annotations should be taped to the graphic to explain each. Encourage students to recognize and discuss the ways in which the plot lines, time periods, and characters appear, recede, and interact. After this whole-class activity, students may wish to make other visual representations of plot independently (this can be especially useful with a modernist nonlinear texts from writers such as James Joyce or William Faulkner, or magical realists such as Salman Rushdie or Gabriel Garcia Marquez).

Recommended Vocabulary for Teaching and Learning:

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

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Skills/Concepts for Students:

- Acquire or review foundational knowledge of roots (especially Greek and Latin roots), pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Use knowledge of world mythologies to understand the meanings of new words
- Identify and understand foreign terms that appear in works originally written in a language other than English
- 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
- Analyze the cumulative effect of diction on a text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Trace the development of tone and mood through diction in exemplary texts (for example, a sense of outrage or anger in an editorial, or urgency in a report from the frontlines of war)
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Task for Integration:

Place students in pairs and provide them with samples of text whose language may be difficult to interpret (for example, legal contracts, historical documents, scientific procedures). Use 2 or 3 texts for the whole class, so that several pairs have identical texts. Allow students to attempt to make meaning of the text through repeated attentive readings, both quietly and aloud, through dictionaries or other resource documents, through group discussion, and through context (do not allow students to use the internet for this activity). Together, students will produce a second document that is a reader-friendly paraphrase of the original. Place pairs together with other students who had the same original document so that they can compare their paraphrased interpretations and discuss areas of convergence/divergence in their translations. Allow the final "teams" to produce one document per group that represents their very best modified whole-group interpretation of the original document. These may be compared between classes.

Recommended Vocabulary for Teaching and Learning:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Cumulative	Author's purpose	Jargon
Tone	Impact	Suffix	Root	

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Skills/Concepts for Students:

- Acquire or review foundational knowledge of sentence structure, including phrases/clauses and compound/complex/compound-complex sentences
- Understand the connotations of syntax and the impact of syntax on the reader (for example, that overly long and needlessly complex sentences adversely impact clarity, or that overuse of short, choppy sentences detracts from the maturity and academic tone of a text)
- Analyze differences in structure and in the development of arguments and ideas within texts from different cultures
- Understand the terms syntax and fluency
- Understand that, like diction, syntax may vary depending on audience and purpose
- Acquire or review knowledge of basic informational text structures and headings (for example, understand the purpose and placement of an abstract in a scientific article, or the placement of letters or diary entries in an epistolary memoir)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Compare and contrast newspapers, arguments, and other informational texts from a variety of cultures in order to better understand how cultural expectations shape the way we communicate (for example, some cultures frown on direct confrontation or assume cultural norms and references)
- Provide clear examples of appropriate syntax, fluency, and structure within informational documents (for example, student exemplars or sample texts)
- Practice appropriate use of structures within classroom documents, instructions, websites, etc.
- Allow opportunities for students to disassemble and reassemble texts based on structural and contextual clues
- Require infrastructure to be delineated in outlines that are reverse-engineered from existing texts or produced for texts to be written
- Identify and discuss texts that may contain sections that do not necessarily contribute to the development of main ideas, illustrating how documents can wander off topic without proper planning and how digressions can detract from meaning and clarity

Sample Task for Integration:

Using a selection of effective speeches from world history (for example, Theodore Roosevelt’s “Duties of American Citizenship,” 1883; Winston Churchill, “We Shall Fight on the Beaches,” 1940; or Chief Joseph’s, “Surrender Speech,” 1877). Have students carefully read the speech at least twice, determining its main idea, message, or argument. Students will then deconstruct these speeches first by counting words, then sentences, then paragraphs. Have them note any other headings, titles, or graphics. (They may also use Microsoft Word and other internet tools to get the Lexile score of the speech and any other quantitative measures available). Have students then define the number of simple, compound, complex, and compound/complex sentences in the document. Using this quantitative information, students will write an analysis of about one page examining how structure alone impacted the rhetorical value of the speech (for example, Chief Joseph’s syntax that highlights his non-English, native heritage when he says “I will fight no more forever” instead of something more pedestrian such as “from now on, we will not fight anymore”). Note: it may take more than one draft for students to be able to narrow the focus to structure alone.

Recommended Vocabulary for Teaching and Learning:

Author’s purpose	Bias	Audience	Claim	Evidence
Format	Argument	Rhetoric	Rhetorical strategy	Structure
Syntax	Fluency	Extraneous		

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Skills/Concepts for Students:

Understand the various purposes of rhetoric, both positive and negative (for example, propaganda and misinformation as well as inspiration)

Compare and contrast newspapers, arguments, and other informational texts from a variety of cultures in order to better understand how cultural expectations shape the way we communicate (for example, some cultures frown on direct confrontation or assume cultural norms and references)

Distinguish the two academic meanings of Point of View (narrative voice as opposed to bias or opinion on an issue)

Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)

Understand the concept of claim and counter-claim and audience as well as author bias

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)

Require students to identify audience, purpose, and main idea of a variety of essays on a regular basis so that this becomes an automatic summarizing technique

Require students to write précis of articles and essays to encourage the quick identification of these elements when beginning an analysis

Provide students with examples of propaganda, advertising, political speeches, etc., that employ extreme and effective rhetorical strategies

Provide students with examples of text where the author attempts (or pretends to attempt) to maintain objectivity and assess whether an opinion or point of view can be ascertained in some of these cases

Allow students to attempt to write an article on a topic about which they have an extremely strong opinion without expressing any editorial bias whatsoever to illustrate how difficult this can be

Sample Task for Integration:

Using a selection of satirical essays such as Joseph Hall's "Virgidemiarum," Jonathan Swift's "A Modest Proposal," or Samuel Johnson's "London," have students critically analyze how the authors use satire to develop their claims. Have students carefully read the assigned essay or essays at least twice, determining main idea, message, or argument. Students will then deconstruct the essays to locate and analyze the use and effectiveness of instances of identifiable satirical rhetoric. This analysis may be especially rigorous, as satire can be a difficult concept to understand. One of its hallmarks is the author's avoidance of directly stating his or her position!

Recommended Vocabulary for Teaching and Learning:

Author's purpose	Point of View	Bias	Claim	Counter-claim
Rhetoric	Rhetorical strategy	Pathos	Logos	Ethos
Audience	Logic	Fallacy	Induction	Deduction

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.

Skills/Concepts for Students:

- Compare and contrast including literary elements, rhetorical strategies, and aesthetics of visual mediums such as lighting and color
- Practice constructing an objective summary, recognize editorial bias in your own writing and in the writing of others
- Distinguishing main ideas from extraneous details
- Analyze aesthetic and rhetorical strategies and elements

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide quality examples of texts that have been made into films to allow students accessible starting place to explore the concept (informational texts that have been made into movies include *An Inconvenient Truth* and *Fast Food Nation*)
- Provide text copies of screenplays along with the original text (*Anne Frank: The Diary of a Young Girl* has both texts available, as do many other memoirs; scripts are often available online) for student comparison and attentive reading
- Explore the archives of NPR’s “Fresh Air” or other radio interview programs to select archived interviews with people who have also been profiled in magazines or newspapers or both

Sample Task for Integration:

Have students identify one major world news story and examine the reportage on that story in three different mediums (newspaper, magazine, and television, for example, or radio, website, magazine). Students will study and annotate each text (whether visual, aural, or written), noting important differences. An extension or prelude to this activity can include an examination of “The McLuhan Equation,” Marshall McLuhan’s famous investigation about the impact of the medium on the content of the message. After taking careful notes, perhaps over a period of more than one news cycle, students will write a considered analysis using specific evidence from the texts to illustrate important differences in the accounts.

Recommended Vocabulary for Teaching and Learning:

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

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Skills/Concepts for Students:

- Distinguish important facts from extraneous details
- Use the concepts of inductive and deductive reasoning and syllogism in argument analysis
- Consistently and readily identify logical fallacies as well as reliable and well-supported arguments
- Summarize without editorial bias and recognize editorial bias in the writings of others
- Understand the various purposes of rhetoric, both positive and negative (for example, propaganda and misinformation as well as inspiration)
- Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos)
- Understand the concept of claim and counter-claim and audience as well as author bias
- Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction and persuasive and powerful argument

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI8 (see above)
- Provide students with examples of propaganda, advertising, political speeches, etc., that employ extreme and effective rhetorical strategies
- Illustrate the various purposes of rhetoric, both positive and negative (for example, propaganda and misinformation as well as inspiration)
- Study commercials, public service announcements, famous speeches, and other strongly persuasive or argumentative texts to illustrate artful use of rhetorical strategies including fallacies
- Have students engage in formal and informal debate
- Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion

Sample Task for Integration:

Several Georgia colleges and Universities have championship debate teams, including, most notably, national tournament winner Emory University. Watching a collegiate debate competition is a very effective way to illustrate the principals of argument and evidence. Several activities could be considered including watching practice films of these teams, planning a field trip to a debate practice or tournament, arranging a teleconference Q&A with a college debate team, or inviting guest speakers from among the coaches and debaters. Students should write a response that cites specific information gleaned from the interaction and articulating what they've learned and how it can be applied to their argumentative essay writing.

Recommended Vocabulary for Teaching and Learning:

Audience	Purpose	Claim	Argument	Counter-Claim
Bias	Rhetoric	Proof	Evidence	Support
Fallacy	Logic	Syllogism	Induction	Deduction

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.

Skills/Concepts for Students:

- Analyze the similarities and differences between similar foundational documents from the histories of various cultures
- Acquire or review knowledge of the definition of primary and secondary source documents
- Review background knowledge of United States history and world history
- Distinguish a text’s theme from its main idea(s) or supporting details
- Understand the use of rhetoric and be able to identify rhetorical strategies and their uses and impact on an audience
- Be able to grasp nuances of opinion and strategy in speeches/texts on well-known historical subjects (such as freedom from British rule of the American colonies)
- Compare and contrast rhetorical and literary elements of text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Compare foundational documents from U.S. history with other similar documents from world history
- Place a maps of colonial/frontier/modern United States in the classroom for reference; place world map in classroom for references
- Place a timeline of United States/world history in the classroom for reference
- Use seminal U.S. historical and world historical documents as examples in teaching informational text and rhetoric when possible
- Allow students to reenact debates for perform dramatic interpretations of famous speeches
- Compare and contrast the rhetoric of a variety of figures from history on the same subjects (for example, Gandhi’s writing on British colonialism as opposed to Lord Mountbatten’s writing on the subject)

Sample Task for Integration:

Have students conduct a short or in-depth research project on the historical, geographic, economic, political, and biographical context of a given famous document from world or U.S. history. For example, students researching Frederick Douglass’ famous speech commemorating the Fourth of July in Rochester, New York, in 1952 might explain Northern and Southern sentiments and economic structures at the time, the audience at the hall, Douglass’ speaking schedule, how this speech differed from others on that tour, whether he was married or a father at the time, repercussions of the impassioned and inflammatory speech, even what the weather was like that day or what the newspapers had to say about the event. Students may create a webpage sharing their findings complete with hyperlinks for each piece of information, or they may present their findings to classmates through a Prezi or PowerPoint. The project should include a detailed and cogent evaluation of the document’s rhetorical strategies.

Recommended Vocabulary for Teaching and Learning:

Foundational	Seminal	Primary	Secondary	Rhetoric
Rhetorical strategy	Propaganda	Theme	Literary merit	Interpretation
Treatise	Tract	Revolution	Sermon	Address
Manifesto	Declaration			

	World Literature GSE
	Reading Informational (RI)
	ELAGSE9-10RI10: By the end of Grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:

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

Strategies for Teachers:

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Argument	Rhetoric	Summary	Analysis
Annotation	Evidence	Inference	Citation	Journal
Memoir	Periodical	Biography	Autobiography	Literary non-fiction

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

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</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,												
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</i> ; <i>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.												
ELAGSE7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
ELAGSE7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
ELAGSE8L1d. Recognize and correct inappropriate shifts in verb voice and mood.												
ELAGSE9–10L1a. Use parallel structure.												
ELAGSE11–12L3a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												

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