

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Georgia Standards of Excellence

Subject: Language Arts

Grade: 12

Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

STRAND/TOPIC

Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 9-12.L.V.1.a. | Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. |
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STRAND/TOPIC

Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.2. | Word Analysis – Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 9-12.L.V.2.b. | Determine the meanings of words and phrases in context by analyzing the impact of parts of speech. |
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STRAND/TOPIC

Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.SS.2.b. | Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.1. | Narrative Techniques – Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.1.a. | Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, story structure, and symbolism) across texts, using textual evidence. |
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| EXPECTATION | 12.T.T.1.b. | Compare and evaluate multiple authors’ use of plot structures, conflict, narratives devices, word choice, and other craft techniques to impact audiences and create purpose. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.3.a. | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.T.3.d. | Integrate multiple rhetorical devices or appeals strategically. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.4. | Poetic Techniques – Evaluate and apply poetic techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.4.a | Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. |
| STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .1. | Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
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| EXPECTATION | K-12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
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| EXPECTATION | K-12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
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| EXPECTATION | K-12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
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| EXPECTATION | K-12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
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| STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .2. | Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
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| EXPECTATION | K-12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
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| EXPECTATION | K-12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .3. | Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K-12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K-12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K-12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.ST.1. | Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |

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| EXPECTATION | K-12.P.ST.1.c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | |
| Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.1. | Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K-12.P.AC.1.a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | |
| Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.3. | Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.AC.3.b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| STRAND/TOPIC | | |
| Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | |
| Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |
| EXPECTATION | K-12.P.CP.2.d. | Engage in dialogue with audiences by asking and answering questions. |

Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

STRAND/TOPIC

Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 9-12.L.V.1.a. | Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. |

STRAND/TOPIC

Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.2. | Word Analysis – Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 9-12.L.V.2.b. | Determine the meanings of words and phrases in context by analyzing the impact of parts of speech. |

STRAND/TOPIC

Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.1. | Narrative Techniques – Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.1.a. | Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, story structure, and symbolism) across texts, using textual evidence. |
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| EXPECTATION | 12.T.T.1.b. | Compare and evaluate multiple authors’ use of plot structures, conflict, narratives devices, word choice, and other craft techniques to impact audiences and create purpose. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.3.a. | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.4. | Poetic Techniques – Evaluate and apply poetic techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.4.a. | Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1. | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.RA.1 .b. | Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. |
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| EXPECTATION | 12.T.RA.1 .c. | Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately. |
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STRAND/TOPIC

Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .1. | Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
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| EXPECTATION | K-12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
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| EXPECTATION | K-12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
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| EXPECTATION | K-12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
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| EXPECTATION | K-12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
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STRAND/TOPIC

Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .2. | Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
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| EXPECTATION | K-12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
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| EXPECTATION | K-12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .3. | Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | K-12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
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| EXPECTATION | K-12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
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| EXPECTATION | K-12.P.EICC .3.d. | Summarize and visualize sections of the text to maintain understanding. |
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| EXPECTATION | K-12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.ST.1. | Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
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| EXPECTATION | K-12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.1. | Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | K-12.P.AC.1.a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.3. | Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.AC.3.b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
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| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
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| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
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STRAND/TOPIC Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |
| EXPECTATION | K-12.P.CP.2.d. | Engage in dialogue with audiences by asking and answering questions. |

Week 03: The Body of a Speech, p. 29-42

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 9-12.L.GC.2. | Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |

EXPECTATION 12.L.GC.2.d. Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.

STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

EXPECTATION 9-12.L.V.1.a. Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.

STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
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| ELEMENT | 9-12.L.V.2. | Word Analysis – Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 9-12.L.V.2.b. | Determine the meanings of words and phrases in context by analyzing the impact of parts of speech. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.C.1.b. | Evaluate the impact of voice and tone on a text's reception by the audience. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.1. | Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.SS.1.a. | Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.1. | Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.SS.1.b. | Blend multiple organizational structures to support and enhance a text's central message. |
| EXPECTATION | 12.T.SS.1.c. | Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. |

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| EXPECTATION | 12.T.SS.1.d. | Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.SS.2.a. | Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.1. | Narrative Techniques – Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.T.1.a. | Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, story structure, and symbolism) across texts, using textual evidence. |
| EXPECTATION | 12.T.T.1.b. | Compare and evaluate multiple authors’ use of plot structures, conflict, narratives devices, word choice, and other craft techniques to impact audiences and create purpose. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.1. | Narrative Techniques – Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.1.e. | Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.2. | Expository Techniques – Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.2.c. | Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. |

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.3.a | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.4. | Poetic Techniques – Evaluate and apply poetic techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.4.a | Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1 | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.RA.1.b. | Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. |
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| EXPECTATION | 12.T.RA.1.c. | Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately. |
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STRAND/TOPIC **Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC.1. | Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC.1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
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| EXPECTATION | K-12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K-12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K-12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K-12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K-12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |

STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .2. | Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K-12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K-12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |

STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .3. | Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | K-12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K-12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K-12.P.EICC .3.d. | Summarize and visualize sections of the text to maintain understanding. |
| EXPECTATION | K-12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K-12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K-12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K-12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K-12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.ST.1. | Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |

| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K-12.P.ST.1.a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K-12.P.ST.1.b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K-12.P.ST.1.c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.1. | Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K-12.P.AC.1.a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.2. | Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K-12.P.AC.2.a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K-12.P.AC.2.b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K-12.P.AC.2.d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |

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| ELEMENT | K-12.P.AC.3. | Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.AC.3.a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K-12.P.AC.3.b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K-12.P.AC.3.c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.b. | Integrate modes and genres most appropriate to purpose and audience. |

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| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |
| EXPECTATION | K-12.P.CP.2.d. | Engage in dialogue with audiences by asking and answering questions. |

Week 04: The Introduction and Conclusion of a Speech, p. 43-50

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

| | | |
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| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 9-12.L.GC.2. | Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |

EXPECTATION 12.L.GC.2.d. Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.

STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

EXPECTATION 9-12.L.V.1.a. Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.

STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

EXPECTATION 12.T.C.1.b. Evaluate the impact of voice and tone on a text's reception by the audience.

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

| | | |
|-------------------------------|--------------------|---|
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.1. | Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.SS.1.a. | Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

| | | |
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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.1. | Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.SS.1.b. | Blend multiple organizational structures to support and enhance a text's central message. |
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| EXPECTATION | 12.T.SS.1.c. | Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. |
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| | | |
|-------------|--------------|---|
| EXPECTATION | 12.T.SS.1.d. | Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.SS.2.a. | Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.1. | Narrative Techniques – Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.T.1.e | Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.2. | Expository Techniques – Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.T.2.c | Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.3.a | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.4. | Poetic Techniques – Evaluate and apply poetic techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.4.a | Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1 | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.RA.1 .b. | Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. |
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| EXPECTATION | 12.T.RA.1 .c. | Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
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| ELEMENT | K-12.P.EICC .1. | Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
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| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K-12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
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| EXPECTATION | K-12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
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| EXPECTATION | K-12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
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| EXPECTATION | K-12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
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| ELEMENT | K-12.P.EICC .2. | Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
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| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K-12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
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| EXPECTATION | K-12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .3. | Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | K-12.P.EICC .3.d. | Summarize and visualize sections of the text to maintain understanding. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
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| EXPECTATION | K-12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
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| EXPECTATION | K-12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
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| EXPECTATION | K-12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
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| EXPECTATION | K-12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.ST.1. | Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.ST.1.b. | Consider how context impacts the purposes of the author and the audience. |
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| EXPECTATION | K-12.P.ST.1.c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.2. | Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | K-12.P.AC.2.a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
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| EXPECTATION | K-12.P.AC.2.b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
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| EXPECTATION | K-12.P.AC.2.d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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|------------------------|--------------|--|
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.3. | Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.AC.3.a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
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| EXPECTATION | K-12.P.AC.3.b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
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| EXPECTATION | K-12.P.AC.3.c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
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| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |

STRAND/TOPIC Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| | | |
|------------------------|--------------|---|
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.b. | Integrate modes and genres most appropriate to purpose and audience. |
| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |
| EXPECTATION | K-12.P.CP.2.d. | Engage in dialogue with audiences by asking and answering questions. |

Week 05: Narrative Speech, p. 51-62

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

| | | |
|------------------------|----|---|
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
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| | | |
|------------------------|---------------|---|
| ELEMENT | 9-12.L.GC.2 | Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 12.L.GC.2.d. | Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. |
| STRAND/TOPIC | | Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 9-12.L.V.1.a. | Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.C.1.b. | Evaluate the impact of voice and tone on a text's reception by the audience. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.1. | Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.SS.1.a. | Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. |

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
|------------------------|--------------|---|
| ELEMENT | 9-12.T.SS.1. | Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.SS.1.b. | Blend multiple organizational structures to support and enhance a text's central message. |
| EXPECTATION | 12.T.SS.1.c. | Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. |
| EXPECTATION | 12.T.SS.1.d. | Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion. |

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
|------------------------|--------------|---|
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.SS.2.a. | Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. |

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
|------------------------|--------------|---|
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.SS.2.b. | Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. |

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
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| ELEMENT | 9-12.T.T.1. | Narrative Techniques – Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.T.1.b. | Compare and evaluate multiple authors' use of plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose. |
| EXPECTATION | 12.T.T.1.c. | Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence. |

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| EXPECTATION | 12.T.T.1.d | Analyze how literary works draw on themes, event patterns, or character types from different time periods. |
| STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.1. | Narrative Techniques – Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.1.e | Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing. |
| STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.2. | Expository Techniques – Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.2.c | Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. |
| STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.T.3.a | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
| STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.3.d | Integrate multiple rhetorical devices or appeals strategically. |
| STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.4. | Poetic Techniques – Evaluate and apply poetic techniques to enhance text’s appeal to audiences or achieve specific purposes. |

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| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.T.4.a | Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1 | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.1.b. | Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.2 | Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.2.c. | Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC.1. | Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC.1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K-12.P.EICC.1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K-12.P.EICC.1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |

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| EXPECTATION | K-12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K-12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .2. | Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .2.a. | Share real or imagined experiences by interpreting and constructing texts that tell or include stories. |
| EXPECTATION | K-12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K-12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .3. | Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K-12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |

| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
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| EXPECTATION | K-12.P.EICC.4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K-12.P.EICC.4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K-12.P.EICC.4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K-12.P.EICC.4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K-12.P.EICC.4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.ST.1. | Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.ST.1.b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K-12.P.ST.1.c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.1. | Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K-12.P.AC.1.a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.2. | Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | K-12.P.AC.2.a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K-12.P.AC.2.b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K-12.P.AC.2.d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |

STRAND/TOPIC **Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.3. | Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.AC.3.a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K-12.P.AC.3.b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K-12.P.AC.3.c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |

STRAND/TOPIC **Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
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| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.b. | Integrate modes and genres most appropriate to purpose and audience. |
| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |
| EXPECTATION | K-12.P.CP.2.d. | Engage in dialogue with audiences by asking and answering questions. |

Week 06: Two Primary Speech Goals, p. 63-66

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

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| STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 9-12.L.V.1.a. | Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. |

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

EXPECTATION 12.T.C.1.
b. Evaluate the impact of voice and tone on a text's reception by the audience.

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

EXPECTATION 12.T.C.1.
c. Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

EXPECTATION 12.T.SS.2
.a. Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.1. | Narrative Techniques – Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

EXPECTATION 12.T.T.1.e
. Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing.

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.3.a | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .1. | Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .2. | Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .2.a. | Share real or imagined experiences by interpreting and constructing texts that tell or include stories. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .3. | Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K-12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |

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| ELEMENT | K-12.P.EICC .4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K-12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K-12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2 .c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |

Week 07: Expository Speech, p. 67-78

Language Arts

Grade 12 - Adopted: 2023

STRAND/TOPIC **Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 9-12.L.GC.2 | Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |

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| EXPECTATION | 12.L.GC.2.d. | Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. |
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STRAND/TOPIC **Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 9-12.L.V.1.a. | Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.C.1.b. | Evaluate the impact of voice and tone on a text's reception by the audience. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.2. | Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.C.2. b. | Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.1. | Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.SS.1 .a. | Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.1. | Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.SS.1 .b. | Blend multiple organizational structures to support and enhance a text's central message. |
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| EXPECTATION | 12.T.SS.1 .c. | Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. |
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| EXPECTATION | 12.T.SS.1 .d. | Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.SS.2 .a. | Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
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| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.SS.2.b. | Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.1. | Narrative Techniques – Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.1.e. | Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.2. | Expository Techniques – Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.2.c. | Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.T.3.a. | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.3.d. | Integrate multiple rhetorical devices or appeals strategically. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1 | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.RA.1.a. | Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1 | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.RA.1.b. | Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. |
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| EXPECTATION | 12.T.RA.1.c. | Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.2 | Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.RA.2.a. | Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. |
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| EXPECTATION | 12.T.RA.2.b. | Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.2 | Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.RA.2.c. | Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. |
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STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
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| ELEMENT | K-12.P.EICC .1. | Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K-12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K-12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K-12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K-12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |

STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
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| ELEMENT | K-12.P.EICC .2. | Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .2.a. | Share real or imagined experiences by interpreting and constructing texts that tell or include stories. |
| EXPECTATION | K-12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K-12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |

STRAND/TOPIC

Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .3. | Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | K-12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
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STRAND/TOPIC

Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
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| EXPECTATION | K-12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
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| EXPECTATION | K-12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
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| EXPECTATION | K-12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
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| EXPECTATION | K-12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
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| EXPECTATION | K-12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
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| EXPECTATION | K-12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
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| EXPECTATION | K-12.P.EICC.4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.ST.1. | Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.ST.1.a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K-12.P.ST.1.b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K-12.P.ST.1.c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.2. | Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K-12.P.AC.2.a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K-12.P.AC.2.b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K-12.P.AC.2.d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.3. | Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. |

| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K-12.P.AC.3.a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K-12.P.AC.3.b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K-12.P.AC.3.c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |

STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
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| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |

STRAND/TOPIC Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
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| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.b. | Integrate modes and genres most appropriate to purpose and audience. |

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| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |
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Week 08: Three Modes of Persuasion, p. 79-82

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

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| STRAND/TOPIC | | Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 9-12.L.V.1.a. | Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. |

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| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.C.1.b. | Evaluate the impact of voice and tone on a text's reception by the audience. |

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| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |

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| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.2. | Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation. |

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| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.C.2. b. | Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.SS.2 .a. | Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.2. | Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.2.c . | Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.T.3.a . | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.3.c . | Apply argumentative techniques strategically to enhance writing and engage audiences. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |

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| ELEMENT | 9-12.T.RA.1. | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.1.b. | Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. |
| EXPECTATION | 12.T.RA.1.c. | Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.2. | Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.2.c. | Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC.3. | Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K-12.P.EICC.3.d. | Summarize and visualize sections of the text to maintain understanding. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC.4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC.4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |

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| EXPECTATION | K-12.P.EICC.4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.2. | Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K-12.P.AC.2.a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

STRAND/TOPIC

Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 9-12.L.V.1.a. | Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. |
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STRAND/TOPIC

Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.C.1.b. | Evaluate the impact of voice and tone on a text's reception by the audience. |
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STRAND/TOPIC

Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
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STRAND/TOPIC

Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.1. | Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.SS.1.a. | Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.SS.2.a. | Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.2. | Expository Techniques – Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.T.2.c. | Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.3.a. | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.T.3.c. | Apply argumentative techniques strategically to enhance writing and engage audiences. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1. | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.RA.1 .a. | Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1. | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.1 .b. | Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. |
| EXPECTATION | 12.T.RA.1 .c. | Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.2. | Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.RA.2 .a. | Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. |
| EXPECTATION | 12.T.RA.2 .b. | Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.2. | Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.2 .c. | Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |

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| ELEMENT | K-12.P.EICC .1. | Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K-12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K-12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K-12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K-12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .2. | Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K-12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC .4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC 4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K-12.P.EICC 4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K-12.P.EICC 4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K-12.P.EICC 4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K-12.P.EICC 4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K-12.P.EICC 4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K-12.P.EICC 4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K-12.P.EICC 4.h. | Edit the text, ensuring it adheres to the conventions of written language. |

STRAND/TOPIC

Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.ST.1. | Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K-12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K-12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |

STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
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| ELEMENT | K-12.P.AC.2. | Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K-12.P.AC.2.a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K-12.P.AC.2.b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K-12.P.AC.2.d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |

STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
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| ELEMENT | K-12.P.AC.3. | Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.AC.3.a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K-12.P.AC.3.b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K-12.P.AC.3.c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |

STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
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| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |

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| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.b. | Integrate modes and genres most appropriate to purpose and audience. |
| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |

Week 10: Extensive Memory Techniques, p. 95-98

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

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| STRAND/TOPIC | Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 9-12.L.V.1.a. | Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |

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| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.C.1.b. | Evaluate the impact of voice and tone on a text's reception by the audience. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.SS.2.a. | Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.T.3.a. | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
| STRAND/TOPIC | Texts (T) – Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.3.c. | Apply argumentative techniques strategically to enhance writing and engage audiences. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC.4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC.4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
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| EXPECTATION | K-12.P.EICC.4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
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STRAND/TOPIC **Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
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| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
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| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
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STRAND/TOPIC **Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
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| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |
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Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

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|------------------------|-------------|---|
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

EXPECTATION 9-12.L.V.1.a. Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.

STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

EXPECTATION 12.T.C.1.b. Evaluate the impact of voice and tone on a text's reception by the audience.

STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

EXPECTATION 12.T.C.1.c. Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.

STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.2. | Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

EXPECTATION 12.T.C.2.b. Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.

STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts.

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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.SS.2.a. | Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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|------------------------|--------------|---|
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.SS.2.b. | Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.2. | Expository Techniques – Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.2.b. | Analyze and evaluate texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

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| EXPECTATION | 12.T.T.3.a. | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |

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| EXPECTATION | 12.T.T.3.c. | Apply argumentative techniques strategically to enhance writing and engage audiences. |
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| EXPECTATION | 12.T.T.3.d. | Integrate multiple rhetorical devices or appeals strategically. |
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STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1 | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.RA.1.a. | Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. |

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1 | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.1.b. | Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. |
| EXPECTATION | 12.T.RA.1.c. | Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately. |

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.2 | Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.2.c. | Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. |

STRAND/TOPIC **Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

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| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC.1. | Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.EICC.1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC.2. | Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC.2.a. | Share real or imagined experiences by interpreting and constructing texts that tell or include stories. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K-12.P.EICC.4. | Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K-12.P.EICC.4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K-12.P.AC.1. | Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K-12.P.AC.1.a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1.c. | Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. |
| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |
| EXPECTATION | K-12.P.CP.2.e. | Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. |

Week 12: Various Speech Opportunities, p. 110-119

Georgia Standards of Excellence

Language Arts

Grade 12 - Adopted: 2023

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| STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 9-12.L.V.1. | General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

| | | |
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| EXPECTATION | 9-12.L.V.1.a. | Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.C.1.b. | Evaluate the impact of voice and tone on a text's reception by the audience. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |
| ELEMENT | 9-12.T.C.1. | Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.C.1.c. | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 12.T.SS.2.a. | Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. |
| ELEMENT | 9-12.T.SS.2. | Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.SS.2.b. | Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

| | | |
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| EXPECTATION | 12.T.T.3.a | Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. |
| ELEMENT | 9-12.T.T.3. | Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text’s appeal to audiences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.T.3.c | Apply argumentative techniques strategically to enhance writing and engage audiences. |
| EXPECTATION | 12.T.T.3.d | Integrate multiple rhetorical devices or appeals strategically. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.1 | Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.1.b. | Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. |
| STRAND/TOPIC | | Texts (T) – Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 9-12.T.RA.2 | Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | 12.T.RA.2.c. | Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. |
| STRAND/TOPIC | | Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.1. | Collaboration – Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |

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| EXPECTATION | K-12.P.CP.1.a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K-12.P.CP.1.b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K-12.P.CP.1.d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |

STRAND/TOPIC

Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K-12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K-12.P.CP.2.a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K-12.P.CP.2.c. | Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. |