

# Main Criteria: University-Ready Writing

## Secondary Criteria: Georgia Standards of Excellence

Subject: Language Arts

Grade: 11

### University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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	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

**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.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.
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#### 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	11.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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EXPECTATION	11.T.SS.1.b.	Blend multiple organizational structures to support and enhance a text's central message.
<b>STRAND/TOPIC</b> <b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>		
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	11.T.T.3.c.	Apply argumentative techniques strategically to enhance writing and engage audiences.
<b>STRAND/TOPIC</b> <b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>		
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.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.
<b>STRAND/TOPIC</b> <b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>		
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.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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	II.	<b>BIG IDEA: Situating Texts (ST)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Interpreting &amp; Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating</b>
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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	III.	<b>BIG IDEA: Author's Craft (AC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>
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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	III.	<b>BIG IDEA: Author's Craft (AC)</b> 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.	<b>Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.</b>

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		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	III.	<b>BIG IDEA: Author's Craft (AC)</b> 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.	<b>Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</b>
ELEMENT/GLE		<b>Expectations for Interpreting &amp; Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating</b>
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		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	IV.	<b>BIG IDEA: Collaboration &amp; Presentation (CP)</b> 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.	<b>Collaboration – Collaborate with others to accomplish shared goals and projects.</b>
ELEMENT/GLE		<b>Expectations for Interpreting &amp; Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  </b>
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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## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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.
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	11.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**

**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.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.
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**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	11.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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EXPECTATION	11.T.SS.1.b.	Blend multiple organizational structures to support and enhance a text's central message.
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EXPECTATION	11.T.SS.1.c.	Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion.
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EXPECTATION	11.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.**

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	11.T.T.1.a.	Compare how narrative techniques (including archetypes, multiple perspectives, story structure, and symbolism) develop and interact across two or more texts, using textual evidence.
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EXPECTATION	11.T.T.1.b.	Compare and evaluate an author's use of plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts.
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**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.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	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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
EXPECTATION	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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	11.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.
<b>STRAND/TOPIC</b>		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
<b>STANDARD / DESCRIPTION</b>	<b>IV.</b>	<b>BIG IDEA: Research &amp; 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.</b>
<b>ELEMENT</b>	<b>9-12.T.RA.2.</b>	<b>Curating Sources &amp; 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.</b>
<b>ELEMENT/GLE</b>		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>
EXPECTATION	11.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	11.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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
<b>STANDARD / DESCRIPTION</b>	<b>I.</b>	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; 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.</b>
<b>ELEMENT</b>	<b>K-12.P.EICC.1.</b>	<b>Reader &amp; 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.</b>
<b>ELEMENT/GLE</b>		<b>Expectations for Interpreting &amp; Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating</b>
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.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.

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.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.

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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.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.**

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	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.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text’s purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
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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	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.
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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	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.
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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.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the 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.

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.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.
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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.

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## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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.	<b>BIG IDEA: Grammar Conventions (GC)</b> 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 11.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.	<b>BIG IDEA: Vocabulary (V)</b> 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.

STANDARD / DESCRIPTION	II.	<b>BIG IDEA: Vocabulary (V)</b> 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.
<b>STRAND/TOPIC</b>		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
STANDARD / DESCRIPTION	II.	<b>BIG IDEA: Structures &amp; Style (SS)</b> Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9-12.T.SS.1.	<b>Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</b>
ELEMENT/GLE		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>
EXPECTATION	11.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.
EXPECTATION	11.T.SS.1.b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	11.T.SS.1.c.	Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion.
EXPECTATION	11.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.
<b>STRAND/TOPIC</b>		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
STANDARD / DESCRIPTION	III.	<b>BIG IDEA: Techniques (T)</b> Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9-12.T.T.2.	<b>Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.</b>
ELEMENT/GLE		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>
EXPECTATION	11.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.
<b>STRAND/TOPIC</b>		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
STANDARD / DESCRIPTION	III.	<b>BIG IDEA: Techniques (T)</b> Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9-12.T.T.3.	<b>Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.</b>
ELEMENT/GLE		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>
EXPECTATION	11.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.
<b>STRAND/TOPIC</b>		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
STANDARD / DESCRIPTION	IV.	<b>BIG IDEA: Research &amp; Analysis (RA)</b> 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.	<b>Research &amp; 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.</b>

ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Creating
EXPECTATION	11.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	11.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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>Reader &amp; 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.</b>
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.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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>Engagement &amp; 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.</b>
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating



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.**

STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>

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.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>

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.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.

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.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.
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.
<b>STRAND/TOPIC</b> 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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## Georgia Standards of Excellence

### Language Arts

Grade 11 - Adopted: 2023

<b>STRAND/TOPIC</b> 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.
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	11.L.GC.2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.
<b>STRAND/TOPIC</b> 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	11.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.
EXPECTATION	11.T.SS.1 .b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	11.T.SS.1 .c.	Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion.
EXPECTATION	11.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	III.	<b>BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.</b>
ELEMENT	9-12.T.T.2.	<b>Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.</b>
ELEMENT/GLE		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>
EXPECTATION	11.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.	<b>BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.</b>
ELEMENT	9-12.T.T.3.	<b>Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.</b>
ELEMENT/GLE		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>
EXPECTATION	11.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.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; 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.</b>
ELEMENT	K-12.P.EICC .1.	<b>Reader &amp; 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.</b>
ELEMENT/GLE		<b>Expectations for Interpreting &amp; Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating</b>
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.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.
<b>STRAND/TOPIC</b> <b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>		
STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>Engagement &amp; 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.</b>
ELEMENT/GLE		<b>Expectations for Interpreting &amp; Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating</b>
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.
<b>STRAND/TOPIC</b> <b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>		
STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>
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.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.

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.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.
<b>STRAND/TOPIC</b> 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.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.
<b>STRAND/TOPIC</b> 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.
<b>STRAND/TOPIC</b> 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.

Week 05: Practice Note Taking; Tools of Invention, p. 35-40

## Georgia Standards of Excellence

### Language Arts

Grade 11 - Adopted: 2023

**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	11.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.
EXPECTATION	11.T.SS.1.b.	Blend multiple organizational structures to support and enhance a text's central message.

**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	11.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	11.T.T.3.c.	Apply argumentative techniques strategically to enhance writing and engage audiences.

EXPECTATION	11.T.T.3.d	Integrate multiple rhetorical devices or appeals strategically.
<b>STRAND/TOPIC</b> 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.
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.

<b>STRAND/TOPIC</b> 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	<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>	
STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>
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.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	<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>	
STANDARD / DESCRIPTION	II.	<b>BIG IDEA: Situating Texts (ST)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Interpreting &amp; Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating</b>

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.

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.
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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.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the 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.

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.
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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.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.

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.
EXPECTATION	K-12.P.CP.2.c.	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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.
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 Interpreting Texts; Reading   Listening   Viewing

EXPECTATION	11.L.GC.2.a.	Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.
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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	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	11.L.GC.2.b.	Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.
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EXPECTATION	11.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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EXPECTATION	11.L.GC.2.e.	Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas.
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**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	11.T.SS.1.c.	Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion.
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**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	11.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.**

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	11.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.**

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	11.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.**

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	11.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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**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	11.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.
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.
STRAND/TOPIC		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
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.
STRAND/TOPIC		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
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.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text’s purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
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.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the 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.
<b>STRAND/TOPIC</b> 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.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.
<b>STRAND/TOPIC</b> 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.
<b>STRAND/TOPIC</b> 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.b.	Integrate modes and genres most appropriate to purpose and audience.
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## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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.
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 Interpreting Texts; Reading   Listening   Viewing

EXPECTATION 11.L.GC.2.a. Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.

**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.
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 11.L.GC.2.b. Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.

EXPECTATION 11.L.GC.2.d. Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.

EXPECTATION 11.L.GC.2.e. Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas.

**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	11.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.
EXPECTATION	11.T.SS.1 .b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	11.T.SS.1 .c.	Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion.
EXPECTATION	11.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	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	11.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	11.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	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	11.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.
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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	11.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.
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.
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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.

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.
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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.**

STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>Writing Processes –</b> 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		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>

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.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.
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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	II.	<b>BIG IDEA: Situating Texts (ST)</b> 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.	<b>Context –</b> 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		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	II.	<b>BIG IDEA: Situating Texts (ST)</b> 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.2.	<b>Author, Audience, &amp; Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.</b>
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	III.	<b>BIG IDEA: Author's Craft (AC)</b> 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.	<b>Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.</b>
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.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the 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		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
STANDARD / DESCRIPTION	III.	<b>BIG IDEA: Author's Craft (AC)</b> 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.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	<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>	
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	<b>Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>	
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.
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Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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.
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 Interpreting Texts; Reading   Listening   Viewing

EXPECTATION	11.L.GC.2.a.	Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.
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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	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	11.L.GC.2.b.	Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.
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EXPECTATION	11.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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EXPECTATION	11.L.GC.2.e.	Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas.
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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		<b>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.</b>
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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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 Constructing Texts; Writing   Speaking   Creating
EXPECTATION	11.T.C.2.d.	Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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.
EXPECTATION	11.T.SS.1.b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	11.T.SS.1.c.	Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion.
EXPECTATION	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
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.
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.	
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.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.	

STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>

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.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.**

STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>

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.
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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	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.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.

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.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
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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	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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
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.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the 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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
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.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.
<b>STRAND/TOPIC</b>		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
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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## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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.
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	11.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.3.	Meaning & Purpose – Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading   Listening   Viewing

EXPECTATION	9-12.L.V.3.d.	Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.
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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.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading   Listening   Viewing

EXPECTATION	11.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.**

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 Constructing Texts; Writing   Speaking   Creating

EXPECTATION	11.T.C.2.d.	Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.
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**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	11.T.SS.1.b.	Blend multiple organizational structures to support and enhance a text's central message.
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**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	11.T.T.1.d	Analyze how literary works draw on themes, event patterns, or character types from different time periods.
<b>STRAND/TOPIC</b> <b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>		
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	11.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.
<b>STRAND/TOPIC</b> <b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>		
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	11.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.
<b>STRAND/TOPIC</b> <b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>		
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	11.T.RA.1.a.	Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.
<b>STRAND/TOPIC</b> <b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>		
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	11.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	11.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.**

<b>STANDARD / DESCRIPTION</b>	<b>IV.</b>	<b>BIG IDEA: Research &amp; Analysis (RA)</b> 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.
<b>ELEMENT</b>	<b>9-12.T.RA.2</b>	<b>Curating Sources &amp; Evidence –</b> 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.
<b>ELEMENT/GLE</b>		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>
EXPECTATION	11.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	11.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.**

<b>STANDARD / DESCRIPTION</b>	<b>IV.</b>	<b>BIG IDEA: Research &amp; Analysis (RA)</b> 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.
<b>ELEMENT</b>	<b>9-12.T.RA.2</b>	<b>Curating Sources &amp; Evidence –</b> 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.
<b>ELEMENT/GLE</b>		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>
EXPECTATION	11.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**                      **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

<b>STANDARD / DESCRIPTION</b>	<b>V.</b>	<b>BIG IDEA: Periods &amp; Movements (PM)</b> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
<b>ELEMENT</b>	<b>9-12.T.PM.1</b>	<b>Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</b>
<b>ELEMENT/GLE</b>		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>
EXPECTATION	11.T.PM.1.a.	Explain how a group of writers in a particular time and place came together to constitute a social/cultural/political movement.

EXPECTATION	11.T.PM.1.b.	Identify and discuss major authors and works of three periods of English and American literary history, including key themes and stylistic features.
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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.**

<b>STANDARD / DESCRIPTION</b>	<b>I.</b>	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.
<b>ELEMENT</b>	<b>K-12.P.EICC.4.</b>	<b>Writing Processes –</b> 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.
<b>ELEMENT/GLE</b>		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>

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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**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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**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.
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EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific 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.

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.
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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.

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## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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.	<b>BIG IDEA: Grammar Conventions (GC)</b> 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.	<b>Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</b>
ELEMENT/GLE		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>

EXPECTATION	11.L.GC.2.a.	Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.
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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	I.	<b>BIG IDEA: Grammar Conventions (GC)</b> 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.	<b>Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</b>
ELEMENT/GLE		<b>Expectations for Constructing Texts; Writing   Speaking   Composing</b>

EXPECTATION	11.L.GC.2.b.	Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.
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EXPECTATION	11.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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EXPECTATION	11.L.GC.2.e.	Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas.
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#### STRAND/TOPIC

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

STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Context (C)</b> 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.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	11.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	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 Constructing Texts; Writing   Speaking   Creating
EXPECTATION	11.T.C.2.d.	Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.
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	11.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.
EXPECTATION	11.T.SS.1.b.	Blend multiple organizational structures to support and enhance a text’s central message.
EXPECTATION	11.T.SS.1.c.	Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion.
EXPECTATION	11.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	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	11.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	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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	11.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		<b>Texts (T) – Students grow in their learning as they purposefully engage with texts.</b>
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	11.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		<b>Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b>
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.
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.
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
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.	
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	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.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text’s purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
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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	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.
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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.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the 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.

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.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.

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.
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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.

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.
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EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.
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Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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.
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 Interpreting Texts; Reading   Listening   Viewing

EXPECTATION	11.L.GC.2.a.	Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.
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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	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	11.L.GC.2.b.	Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.
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EXPECTATION	11.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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EXPECTATION	11.L.GC.2.e.	Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas.
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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**

**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.
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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	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	11.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.
EXPECTATION	11.T.SS.1.b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	11.T.SS.1.c.	Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion.
EXPECTATION	11.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	11.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	11.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.
EXPECTATION	11.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.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	11.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.**

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	11.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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EXPECTATION	11.T.T.3.b.	Explain and analyze the impact of logical fallacies in a variety of texts.
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**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.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading   Listening   Viewing

EXPECTATION	11.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.**

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	11.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	11.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.**

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.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	11.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.
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.
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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.

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.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.**

STANDARD / DESCRIPTION	I.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>

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.	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>

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.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.

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	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.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating



EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
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EXPECTATION	K-12.P.ST.2.c.	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.
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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	III.	<b>BIG IDEA: Author's Craft (AC)</b> 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.	<b>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.</b>
ELEMENT/GLE		<b>Expectations for Interpreting Texts; Reading   Listening   Viewing</b>

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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EXPECTATION	K-12.P.AC.1.c.	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.
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EXPECTATION	K-12.P.AC.1.d.	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's 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.

STANDARD / DESCRIPTION	III.	<b>BIG IDEA: Author's Craft (AC)</b> 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.	<b>Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.</b>
ELEMENT/GLE		<b>Expectations for Constructing Texts; Writing   Speaking   Creating</b>

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.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the 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.

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.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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Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

## Georgia Standards of Excellence

### Language Arts

Grade 11 - 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.	<b>BIG IDEA: Grammar Conventions (GC)</b> 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	11.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.**

STANDARD / DESCRIPTION	II.	<b>BIG IDEA: Vocabulary (V)</b> 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

**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.	<b>BIG IDEA: Vocabulary (V)</b> 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.
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#### 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	11.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.
EXPECTATION	11.T.SS.1.b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	11.T.SS.1.c.	Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion.
EXPECTATION	11.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	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	11.T.T.1.b.	Compare and evaluate an author's use of plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose in two or more texts.
EXPECTATION	11.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.

**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 Interpreting Texts; Reading   Listening   Viewing

EXPECTATION	11.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.**

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	11.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**

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

<b>STANDARD / DESCRIPTION</b>	<b>I.</b>	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; 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.</b>
<b>ELEMENT</b>	<b>K-12.P.EICC .1.</b>	<b>Reader &amp; 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.</b>
<b>ELEMENT/GLE</b>		<b>Expectations for Interpreting &amp; Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating</b>

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.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.**

<b>STANDARD / DESCRIPTION</b>	<b>I.</b>	<b>BIG IDEA: Engagement &amp; Intention for Comprehension &amp; 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.</b>
<b>ELEMENT</b>	<b>K-12.P.EICC .2.</b>	<b>Engagement &amp; 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.</b>
<b>ELEMENT/GLE</b>		<b>Expectations for Interpreting &amp; Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating</b>

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.
<b>STRAND/TOPIC</b> 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.
<b>STRAND/TOPIC</b> 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.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.

STANDARD / DESCRIPTION	II.	<b>BIG IDEA: Situating Texts (ST)</b> 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.	<b>Context</b> – 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	II.	<b>BIG IDEA: Situating Texts (ST)</b> 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.2.	<b>Author, Audience, &amp; Purpose</b> – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
EXPECTATION	K-12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
EXPECTATION	K-12.P.ST.2. c.	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.

**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.
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EXPECTATION	K-12.P.AC.1.b.	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices 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.**

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.
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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.**

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.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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**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.