Main Criteria: University-Ready Writing

Secondary Criteria: Georgia Standards of Excellence

Subject: Language Arts

Grade: 12

University-Ready Writing

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

Georgia Standards of Excellence

Language Arts

		Grade 12 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
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.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.SS.1 .a.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.

STRAND/TOPIC

STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.T.3.c	Apply argumentative techniques strategically to enhance writing and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
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.
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.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .4.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	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

.4.d.

EXPECTATION	K- 12.P.EICC .4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K- 12.P.EICC .4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. 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 I 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.

STRAND/TOPIC	Practices (P) - Students engage routinely in four literacy practices that ground, shape,
	and inform the sympoteticus of the Foundations Language, and Tayto 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 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

Georgia Standards of Excellence

		Grade 12 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	9- 12.L.GC.2	Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
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.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.SS.1 .a.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.SS.1 .b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	12.T.SS.1 .c.	Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design.
EXPECTATION	12.T.SS.1 .d.	Apply knowledge of text structure and organization to create influentials 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.

STRAND/TOPIC Texts (1) – Students grow in their learning as they purposetully engage with texts.

STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.1.	Narrative Techniques – Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.1.a	Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, story structure, and symbolism) across texts, using textual

evidence.

EXPECTATION	12.T.T.1.b	Compare and evaluate multiple authors' use of plot structures, conflict, narratives devices, word choice, and other craft techniques to impact audiences and create purpose.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.2.	Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.T.2.c	Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.3.a	Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.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	12.T.T.4.a	Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD I DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.RA.1 .a.	Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.1 .b.	Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.
EXPECTATION	12.T.RA.1 .c.	Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.2	Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.RA.2 .a.	Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.
EXPECTATION	12.T.RA.2 .b.	Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.
STRAND/TOPIC		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.
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.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .4.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.

Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating

ELEMENT/GLE

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.
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		analyzing, and evaluating craft techniques that are connected to the responses,
ELEMENT/GLE EXPECTATION		analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
	K- 12.P.AC.1	analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. Expectations for Interpreting Texts; Reading Listening Viewing 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
EXPECTATION	K- 12.P.AC.1	analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. Expectations for Interpreting Texts; Reading Listening Viewing 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. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.AC.1 .a.	analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. Expectations for Interpreting Texts; Reading Listening Viewing 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. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	K- 12.P.AC.1 .a.	analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. Expectations for Interpreting Texts; Reading Listening Viewing 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. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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. Writing like a Reader – Construct texts with the audience's experience in mind, basing

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		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	Integrate modes and genres most appropriate to purpose and audience.

12.P.CP.2 .c.

.b.

K-

EXPECTATION

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

Georgia Standards of Excellence

Grade 12 - Adopted: 2023			
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.	
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	9- 12.L.GC.2	Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing	
EXPECTATION	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.	
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.	
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.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.SS.1 .a.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STRAND/TOPIC STANDARD / DESCRIPTION	II.	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
STANDARD /	9- 12.T.SS.1.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures
STANDARD / DESCRIPTION	9-	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. Organization – Analyze, evaluate, and use organizational structures and style to shape
STANDARD / DESCRIPTION ELEMENT	9-	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	9- 12.T.SS.1.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. Expectations for Constructing Texts; Writing Speaking Creating
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	9- 12.T.SS.1. 12.T.SS.1 .b.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. Expectations for Constructing Texts; Writing Speaking Creating Blend multiple organizational structures to support and enhance a text's central message. Guide the audience through texts using varied transitions in cohesive multimodal texts, as
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	9- 12.T.SS.1. 12.T.SS.1 .b. 12.T.SS.1	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. Expectations for Constructing Texts; Writing Speaking Creating Blend multiple organizational structures to support and enhance a text's central message. Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. Apply knowledge of text structure and organization to create influentials 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
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION EXPECTATION	9- 12.T.SS.1. 12.T.SS.1 .b. 12.T.SS.1	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. Expectations for Constructing Texts; Writing Speaking Creating Blend multiple organizational structures to support and enhance a text's central message. Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. Apply knowledge of text structure and organization to create influentials 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.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	9- 12.T.SS.1 .b. 12.T.SS.1 .c. 12.T.SS.1	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. Expectations for Constructing Texts; Writing Speaking Creating Blend multiple organizational structures to support and enhance a text's central message. Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. Apply knowledge of text structure and organization to create influentials 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. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	9- 12.T.SS.1. b. 12.T.SS.1.c. 12.T.SS.1.d.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. Expectations for Constructing Texts; Writing Speaking Creating Blend multiple organizational structures to support and enhance a text's central message. Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. Apply knowledge of text structure and organization to create influentials 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. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. Expository Techniques – Evaluate and apply expository techniques to enhance text's

EXPECTATION	12.T.T.2.c	Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.3.a	Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.1 .b.	Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.
EXPECTATION	12.T.RA.1 .c.	Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.
STRAND/TOPIC		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.
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	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.

EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .4.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.
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.

Georgia Standards of Excellence

Language Arts		
		Grade 12 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	9- 12.L.GC.2	Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.SS.1 .a.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.SS.1 .b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	12.T.SS.1 .c.	Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design.
EXPECTATION	12.T.SS.1 .d.	Apply knowledge of text structure and organization to create influentials 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	12.T.T.2.c	Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.3.a	Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
ST ANDARD / 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

 $\label{eq:Practices} \begin{tabular}{ll} Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. \end{tabular}$

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.
ST ANDARD / DESCRIPTION	T.	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.	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.
	12.P.AC.2	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to
EXPECTATION	12.P.AC.2 .a. K- 12.P.AC.2	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of
EXPECTATION	12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the
EXPECTATION EXPECTATION	12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2 .d.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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. Text Design – Consider the impact of text design on audience and purpose when

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.

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

Georgia Standards of Excellence

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.SS.1 .a.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.3.a	Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.T.3.c	Apply argumentative techniques strategically to enhance writing and engage audiences.
EXPECTATION	12.T.T.3.d	Integrate multiple rhetorical devices or appeals strategically.
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	l.	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	l.	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.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 .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		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-	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
	12.P.CP.1 .b.	producting monitoring on original projects.
EXPECTATION		Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
EXPECTATION STRAND/TOPIC	.b. K- 12.P.CP.1	Work with others to discuss topics, investigate questions, solve problems, and explore and create
	.b. K- 12.P.CP.1	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape,

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

Grade 12 - Adopted: 2023			
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.	
STANDARD / DESCRIPTION	l.	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	12.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	l.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	9- 12.L.GC.2	Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing	
EXPECTATION	12.L.GC. 2.b.	Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.	
EXPECTATION	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.	

EXPECTATION	12.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 Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.SS.1 .c.	Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.1.	Narrative Techniques – Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.T.1.e	Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.2.	Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.T.2.c	Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.T.3.d	Integrate multiple rhetorical devices or appeals strategically.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.1 .b.	Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.2	Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.2 .c.	Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC	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.
	.4.	
ELEMENT/GLE	.4.	Expectations for Constructing Texts; Writing Speaking Creating
ELEMENT/GLE EXPECTATION	K- 12.P.EICC .4.a.	Expectations for Constructing Texts; Writing Speaking Creating Establish a purpose and goals for writing and identify a target audience.
	K- 12.P.EICC	
EXPECTATION	K- 12.P.EICC .4.a. K- 12.P.EICC	Establish a purpose and goals for writing and identify a target audience. Plan how to organize the text by selecting modes, genres, and structures that will achieve the
EXPECTATION	K- 12.P.EICC .4.a. K- 12.P.EICC .4.b.	Establish a purpose and goals for writing and identify a target audience. 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. Link ideas and information to the organization plan, highlighting ideas and information that are most
EXPECTATION EXPECTATION	K- 12.P.EICC .4.a. K- 12.P.EICC .4.b. K- 12.P.EICC	Establish a purpose and goals for writing and identify a target audience. 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. Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. 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
EXPECTATION EXPECTATION EXPECTATION	K- 12.P.EICC .4.a. K- 12.P.EICC .4.b. K- 12.P.EICC	Establish a purpose and goals for writing and identify a target audience. 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. Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. 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. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.EICC .4.a. K- 12.P.EICC .4.b. K- 12.P.EICC .4.d.	Establish a purpose and goals for writing and identify a target audience. 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. Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. 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. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the

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		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.
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.
	12.P.AC.2	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to
EXPECTATION	12.P.AC.2 .a. K- 12.P.AC.2	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Make decisions about sentence structure and syntax in order to accommodate and influence the
EXPECTATION	12.P.AC.2 .a. K- 12.P.AC.2 .c. K- 12.P.AC.2	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the
EXPECTATION EXPECTATION	12.P.AC.2 .a. K- 12.P.AC.2 .c. K- 12.P.AC.2	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	12.P.AC.2 .a. K- 12.P.AC.2 .c. K- 12.P.AC.2 .d.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	12.P.AC.2 .a. K- 12.P.AC.2 .c. K- 12.P.AC.2 .d.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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. Text Design – Consider the impact of text design on audience and purpose when

ST				

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

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 .b.	Integrate modes and genres most appropriate to purpose and audience.

Week 07: Practice Note Taking; Inventive Writing, p. 53-60

Georgia Standards of Excellence

Grade 12 - Adopted: 2023			
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.	
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
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	12.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	l.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	9- 12.L.GC.2	Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing	
EXPECTATION	12.L.GC. 2.b.	Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.	
EXPECTATION	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.	
EXPECTATION	12.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	12.T.SS.1 .a.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.	
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.	
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.	
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating	
EXPECTATION	12.T.SS.1 .b.	Blend multiple organizational structures to support and enhance a text's central message.	
EXPECTATION	12.T.SS.1 .c.	Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design.	
EXPECTATION	12.T.SS.1 .d.	Apply knowledge of text structure and organization to create influentials 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.	

STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.2.	Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.T.2.c	Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.3.a	Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.1 .b.	Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.2	Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.2 .c.	Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

EXPECTATION EXPEC			
EXPECTATION EXPEC	ELEMENT/GLE		
EXPECTATION K Select read, and write texts of personal interest and academic relevance to grade-level texts and topics. EXPECTATION K 12P_EICC 1.6. Build a repertoire of comprehension and composition skills, strategles, and techniques, drawing from them as needed to aid the interpretation and construction of texts. EXPECTATION K 12P_EICC 1.6. EXPECTATION K 12P_EICC 1.6. Develop independence and autonomy as a reader and writer. EXPECTATION K 12P_EICC 1.6. Develop independence and autonomy as a reader and writer. EXPECTATION K 12P_EICC 1.6. EXPECTATION K 12P_EICC 1.6. Develop independence and autonomy as a reader and writer. EXPECTATION Fractices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectation of the Foundations, Language, and Texts domains. ELEMENT K- 12P_EICC ELEMENT K- 12P_EICC Engagement & Intention - For Comprehension & Composition (ECC) Students develop personal and academic identities as readers and writing processes in order to deepen comprehension and strengthen composition. ELEMENT K- 12P_EICC Engagement & Intention - Buyes, making intentional connections within, between, and beyond texts. Expectations for interpreting & Constructing Texts; Reading Listening Viewing EXPECTATION K- 12P_EICC Expectations for interpreting & Constructing Texts; Reading Listening Viewing EXPECTATION K- 12P_EICC Expectations Expectations of the Foundations, Language, and Texts domains. EXPECTATION K- 12P_EICC Expectations Explain and learn concepts and processes by interpreting and constructing texts. EXPECTATION K- 12P_EICC Expectations Expectations of the Foundations, Language, and Texts domains. EXPECTATION K- 12P_EICC Expectations Expectations of the Foundations, Language, and Texts domains. EXPECTATION K- 12P_EICC EXPECTATION K- 12P_EICC Expectations Expectations of the Foundations, Language, and Texts domains. Expectations of the Foundations, Language, and Texts domains. Expectations of the Founda	EXPECTATION	12.P.EICC	
EXPECTATION K- 12.P.EICC Equal to the expectations of the Foundations, Language, and Texts domains. EXPECTATION K- 12.P.EICC Equal to the expectations of the Foundations, Language, and Texts domains. EXPECTATION K- 12.P.EICC Equal to the expectations of the Foundations, Language, and Texts domains. EXPECTATION K- 12.P.EICC Equal to the expectations of the Foundations, Language, and Texts domains. EXPECTATION K- 12.P.EICC Equal to the expectations of the Foundations, Language, and Texts domains. EXPECTATION Language to the expectations of the Foundations and writing processes in order to deepen comprehension and strengthen composition. ELEMENT K- 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. EXPECTATION K- Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Creating EXPECTATION K- Expectations for Interpreting & Constructing Texts; Reading Listening Viewing EXPECTATION K- Expectations for Interpreting & Constructing Texts; Reading Listening Viewing EXPECTATION K- Explain and learn concepts and processes by interpreting and constructing texts. EXPECTATION C- Explain and learn concepts and processes by interpreting and constructing texts. EXPECTATION C- Explain and learn concepts and processes by interpreting and constructing texts. EXPECTATION C- Explain and learn concepts and processes by interpreting and constructing texts and inform the expectations of the Foundations, Language, and Texts domains. ELEMENT K- Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and cademic identities as readers and writers, approaching texts for a variety of taxts and purposes and engaging in reading and writers, approaching texts for a variety of taxts and purposes and engaging in reading and	EXPECTATION	12.P.EICC	
EXPECTATION K- 12.P.EICC 1.e. Perficipate 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 1.e. Engagement & Intention - Engage in written or spoken dialogue as author and audience for a wariety of tasks and purposes, making intentional connections within, between, and beyond texts. EXPECTATION K- Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating EXPECTATION K- 12.P.EICC 2.c. EXPECTATION K- Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating EXPECTATION K- 12.P.EICC 2.d. EXPECTATION K- 12.P.EICC 2.d. EXPECTATION K- 12.P.EICC 2.d. 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- 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.	EXPECTATION	12.P.EICC	•
STRAND/TOPIC Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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 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- 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. 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. 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. STRAND/TOPIC Students 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-	EXPECTATION	12.P.EICC	
STRANDITOPIC 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 Loss and 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 2.2. 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. STRANDITOPIC 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- 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.	EXPECTATION	12.P.EICC	sharing individual writing, listening as others share their writing, and offering and responding to
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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating EXPECTATION K. 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. 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.	EXPECTATION	12.P.EICC	Develop independence and autonomy as a reader and writer.
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 2.2. 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. 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 fasks 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 edit texts. 4. Writing Processes – Compose a range of texts for a variety of purposes, and edit texts.	STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground shape
12.P.EICC 2.			
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 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.		I.	and inform the expectations of the Foundations, Language, and Texts domains. 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
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.	DESCRIPTION	K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains. 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. Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between,
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.	DESCRIPTION	K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains. 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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
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.	DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.EICC .2.	and inform the expectations of the Foundations, Language, and Texts domains. 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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
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 EXPECTATION	K- 12.P.EICC .2. K- 12.P.EICC .2.c. K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains. 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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explain and learn concepts and processes by interpreting and constructing texts.
12.P.EICC flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.	ELEMENT/GLE EXPECTATION EXPECTATION	K- 12.P.EICC .2. K- 12.P.EICC .2.c. K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains. 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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explain and learn concepts and processes by interpreting and constructing texts. Interpret and construct texts to aid the analysis and evaluation of texts and ideas. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating	ELEMENT ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.EICC .2. K- 12.P.EICC .2.c. K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains. 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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explain and learn concepts and processes by interpreting and constructing texts. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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
	ELEMENT ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	K- 12.P.EICC .2.c. K- 12.P.EICC .2.c. I. K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains. 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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explain and learn concepts and processes by interpreting and constructing texts. Interpret and construct texts to aid the analysis and evaluation of texts and ideas. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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. Writing Processes – Compose a range of texts for a variety of purposes and audiences,

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.
STRAND/TOPIC STANDARD / DESCRIPTION	II.	
STANDARD /	II. K- 12.P.ST.1.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. 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. Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains. 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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.ST.1.	and inform the expectations of the Foundations, Language, and Texts domains. 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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.ST.1. b. K- 12.P.ST.1. b.	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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.ST.1. b. K- 12.P.ST.1. b.	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. 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. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) – Students engage routinely in four literacy practices that ground, shape,

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		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 .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		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

 $\begin{tabular}{ll} Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. \\ \end{tabular}$

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.	
	IV. K- 12.P.CP.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. 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. Presentation - Use presentation skills to tailor communication to target audiences for
DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. 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. Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
ELEMENT/GLE	K- 12.P.CP.2.	and inform the expectations of the Foundations, Language, and Texts domains. 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. Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

Georgia Standards of Excellence

Language Arts

		Grade 12 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	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	12.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	12.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	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.
EXPECTATION	12.L.GC. 2.e.	Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas.
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		
ELEMENT/GLE EXPECTATION	9- 12.L.V.1.a.	academic, disciplinary, technical, and professional contexts.
		academic, disciplinary, technical, and professional contexts. Expectations for Interpreting Texts; Reading Listening Viewing Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through
EXPECTATION		academic, disciplinary, technical, and professional contexts. Expectations for Interpreting Texts; Reading Listening Viewing Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. 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
EXPECTATION STRAND/TOPIC STANDARD /	12.L.V.1.a.	academic, disciplinary, technical, and professional contexts. Expectations for Interpreting Texts; Reading Listening Viewing Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. 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. 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
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	12.L.V.1.a.	academic, disciplinary, technical, and professional contexts. Expectations for Interpreting Texts; Reading Listening Viewing Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. 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. 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. Word Analysis – Use word knowledge and word analysis skills to determine the meaning

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	12.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	12.T.SS.1 .a.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.SS.1 .b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	12.T.SS.1 .c.	Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design.
EXPECTATION	12.T.SS.1 .d.	Apply knowledge of text structure and organization to create influentials 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	12.T.T.2.c	Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.

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

STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.3.a	Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.1 .b.	Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.
EXPECTATION	12.T.RA.1 .c.	Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
	9- 12.T.RA.2	they engage in various conversations, activities, and projects about a range of grade-
DESCRIPTION	9-	they engage in various conversations, activities, and projects about a range of grade-level texts and topics. 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
DESCRIPTION	9-	they engage in various conversations, activities, and projects about a range of grade-level texts and topics. 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.
DESCRIPTION ELEMENT ELEMENT/GLE	9- 12.T.RA.2 ·	they engage in various conversations, activities, and projects about a range of grade-level texts and topics. 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. Expectations for Constructing Texts; Writing Speaking Creating Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing
ELEMENT/GLE EXPECTATION	9- 12.T.RA.2 ·	they engage in various conversations, activities, and projects about a range of grade-level texts and topics. 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. Expectations for Constructing Texts; Writing Speaking Creating 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. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	9- 12.T.RA.2	they engage in various conversations, activities, and projects about a range of grade-level texts and topics. 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. Expectations for Constructing Texts; Writing Speaking Creating 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. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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
ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	9- 12.T.RA.2 12.T.RA.2 .c.	they engage in various conversations, activities, and projects about a range of grade-level texts and topics. 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. Expectations for Constructing Texts; Writing Speaking Creating 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. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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. 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

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.
STRAND/TOPIC STANDARD / DESCRIPTION	I.	
STANDARD /	I. K- 12.P.EICC .3.	and inform the expectations of the Foundations, Language, and Texts domains. 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

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.
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

 $\label{eq:Practices} \begin{tabular}{ll} Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. \end{tabular}$

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.
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-	Text Design – Consider the impact of text design on audience and purpose when
	12.P.AC.3.	consuming and producing texts across modes and genres.
ELEMENT/GLE	12.P.AC.3.	consuming and producing texts across modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
ELEMENT/GLE EXPECTATION	K- 12.P.AC.3 .a.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
	K- 12.P.AC.3	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explore and create texts in various modes and genres, developing and applying knowledge of
EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. Apply knowledge of how mode and genre impact what kinds of ideas and information are included
EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. Apply knowledge of how mode and genre impact how ideas and information are structured and
EXPECTATION EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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.

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.

Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

Georgia Standards of Excellence

Language Arts

		Language Arts
		Grade 12 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	9- 12.L.GC.2	Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.

STRAND/TOPIC

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

STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	9- 12.L.V.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.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	1.	BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.
ELEMENT	9- 12.T.C.2.	Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.C.2. b.	Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	1.	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	12.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	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.1.	Narrative Techniques – Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes.
ELEMENT/GLE		
		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.1.d	Analyze how literary works draw on themes, event patterns, or character types from different time periods.
	12.T.T.1.d	Analyze how literary works draw on themes, event patterns, or character types from different time
EXPECTATION	12.T.T.1.d	Analyze how literary works draw on themes, event patterns, or character types from different time periods.
EXPECTATION STRAND/TOPIC STANDARD /		Analyze how literary works draw on themes, event patterns, or character types from different time periods. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	III. 9-	Analyze how literary works draw on themes, event patterns, or character types from different time periods. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. Expository Techniques – Evaluate and apply expository techniques to enhance text's

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.3.a	Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.RA.1 .a.	Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.1 .b.	Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.
EXPECTATION	12.T.RA.1 .c.	Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.2	Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.RA.2 .a.	Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.
EXPECTATION	12.T.RA.2 .b.	Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.

		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.2	Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.2 .c.	Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	V.	BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT	9- 12.T.PM.1	Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.PM. 1.a.	Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.
EXPECTATION	12.T.PM. 1.b.	Compare and contrast major authors and works of three periods of English and American literary history, including key themes and stylistic features.
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.
ST ANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	12.P.EICC	
	12.P.EICC .4.b. K- 12.P.EICC	purpose and meet the needs of the target audience. Generate ideas for content by assessing prior knowledge, gathering information from texts, and
EXPECTATION	12.P.EICC .4.b. K- 12.P.EICC	purpose and meet the needs of the target audience. Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. Practices (P) – Students engage routinely in four literacy practices that ground, shape,

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.
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 .c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific 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.
STRAND/TOPIC STANDARD / DESCRIPTION	IV.	
STANDARD /	IV. K- 12.P.CP.1.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. 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.
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains. 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. Collaboration – Collaborate with others to accomplish shared goals and projects. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.CP.1.	and inform the expectations of the Foundations, Language, and Texts domains. 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. Collaboration - Collaborate with others to accomplish shared goals and projects. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Arrive to group discussions and collaborative meetings prepared to be an active participant in the

Week 10: Thesis Statement; Abstract, p. 84-98

Georgia Standards of Excellence

Language Arts

Grade **12** - Adopted: **2023**

STRAND/TOPIC

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

CT AND ADD /		
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	12.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	12.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	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.
EXPECTATION	12.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.
31 KAND/1 OFIC		rexts (1) Stadents grow in their learning as they purposerally 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.
ST ANDARD /	9- 12.T.C.2.	BIG IDEA: Context (C) Students investigate the relationships between authors,
STANDARD / DESCRIPTION	9-	BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence
STANDARD / DESCRIPTION ELEMENT	9-	BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
STANDARD / DESCRIPTION ELEMENT	9- 12.T.C.2.	BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation. Expectations for Interpreting Texts; Reading Listening Viewing Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors'
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	9- 12.T.C.2.	BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation. Expectations for Interpreting Texts; Reading Listening Viewing Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	9- 12.T.C.2. 12.T.C.2. b.	BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation. Expectations for Interpreting Texts; Reading Listening Viewing Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Context (C) Students investigate the relationships between authors,
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	9- 12.T.C.2. 12.T.C.2. b.	BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation. Expectations for Interpreting Texts; Reading Listening Viewing Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence

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

BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. ELEMENT 9- 12.T.S.S.1. Organization - Analyze, evaluate, and use organizational structures and style to shape into the style of shape ideas and information. ELEMENT 9- 12.T.S.S.1. Organization - Analyze, evaluate, and use organizational structures and style to shape ideas and information. ELEMENT 9- 12.T.S.S.1. Organization - Analyze, evaluate, and use organizational structures and style to shape ideas and information. EXPECTATION 12.T.S.S.1. Guide the audience though texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. EXPECTATION 12.T.S.1. Guide the audience though texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. EXPECTATION 12.T.S.1. Apply knowledge of text structure and organization to create influentials texts with an introduction that guides the boots and promotes a viewpoint strategically positioned facts, reasons, explanations, deals, descriptions, and/or events to shape audience reception, and a compelling conclusion. EXEMENT 9- 12.T.S.1. Expository Tachniques of Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- 12.T.T.2. Expository Tachniques of Texts (T) Students evaluate and apply various techniques to enhance text's appeal to audiences or achieve sext organized in a way that clarifies the relationship and undersors or achieve sext organized in a way that clari			
ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing Expectations for Interpreting Texts; Reading Listening Viewing 12.T.SS.1 Analyze and evaluate the effectiveness of a texts organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. STRANDITOPIC Toxts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. ELEMENT 9. 12.T.SS.1. thoughts across genres. ELEMENT/GLE EXPECTATION 12.TS.1. thoughts across genres. Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.SS.1 Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. EXPECTATION 12.T.SS.1 Apply knowledge of text structure and organization to create influentials texts with an introduction that guides the focus and promotes a viewpoint strategically positioned facts, measure, and estaguices the focus and promotes a viewpoint strategically positioned facts, measure, and estaguices the focus and promotes a viewpoint strategically positioned facts, measure, and plantantine, details, descriptione, and/or events to shape audience reception, and a compelling conclusion. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 12.T.T.2. Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.T.2. Apply expositiony techniques to understee the structures, and adjusts tone for a variety of audiences and purposefully engage with texts. STANDARD / DESCRIPTION 12.T.T.3. Argumentation for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.T.3. Argumentative Techniques Full part of the purposefully engage with texts. STANDARD / DESCRIPTION 12.T.T.3. Argumentative Techniques Full part of the		II.	
EXPECTATION 12.T.S.1 Analyze and evaluate the effectiveness of a text's organizational structure to muet the needs and expectations of the target audience or serve a specific purpose. STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. ELEMENT 9. 12.T.S.S.1 choughts across genres. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.S.1 Ellend multiple organizational structures to support and enhance a text's central message. EXPECTATION 12.T.S.1 Caude the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. EXPECTATION 12.T.S.1 Apply knowledge of text structure and organization to create influentials inxis with an introduction that guides the focus and promotes a viewpoint strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience receptor; and a compelling conclusion. STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. ELEMENT 9. Expository Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9. Expository Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9. Expository Techniques (T) Students evaluate and apply segnitory techniques to enhance text's appeal to audiences or achieve specific purposes. EXPECTATION 12.T.T.2. Apply expository lectriques to develop a cohesive text organized in a way that claifles the religionship between leas, includes multiple and varied types of information, uses multiple text structures, and adjucts tone for a variety of texts, considering the argumentative techniques to comprehend and shape meaning. ELEMENT 9. Students grow in their learning as they purposefully engage with texts. S	ELEMENT		
a. expectations of the target audience or serve a specific purpose. 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 ideas and information. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.SS.1 Blend multiple organizational structures to support and enhance a text's central message. EXPECTATION 12.T.SS.1 Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. EXPECTATION 12.T.SS.1 Apply knowledge of text structure and organization to create influentials 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. STANDARD / DESCRIPTION III. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- Expository Techniques – Evaluate and apply expository techniques to comprehend and shape meaning. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.1.2 Apply expository fechniques to develop a cohesive lext, 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. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts as touchers, and adjusts tone for a variety of audiences and apply	ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
STANDARD / DESCRIPTION BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information. ELEMENT 9- 12.T.SS.1. Thoughts across genres. EXPECTATION 12.T.SS.1 Bliend multiple organizational structures to support and enhance a texts central message. EXPECTATION 12.T.SS.1 Bliend multiple organizational structures to support and enhance a texts central message. EXPECTATION 12.T.SS.1 Apply knowledge of text structure and organizations in cohesive multimodal texts, as appropriate for purpose, audience, and design. EXPECTATION 12.T.SS.1 Apply knowledge of text structure and organization to create influentials texts with an introduction that guides the focus and primotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 10. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. EXPECTATION 12.T.1.2. Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.1.2. 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. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. EXPECTATION 12.T.3. 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. EXPECTATION 12.T.	EXPECTATION		· · · · · · · · · · · · · · · · · · ·
BESCRIPTION ELEMENT 12.T.SS.1. Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.SS.1 Blend multiple organizational structures to support and enhance a text's central message. EXPECTATION 12.T.SS.1 Apply knowledge of text structure and organization is create influentials 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. STRANDITOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION ELEMENT 9- 12.T.T.2. Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.1.2. Apply expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.1.2. 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. STRANDITOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION ELEMENT 9- 12.T.1.3. Argumentative Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- 12.T.1.3. Argumentative Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- 12.T.1.3. Argumentative Techniques (T) Students evaluate and apply argumentative techniques to comprehend and shape meaning. ELEMENT 9- 12.T.1.3. Argumentative Techniques (T) Students evaluate and apply argumentative techniq	STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.SS.1 blend multiple organizational structures to support and enhance a text's central message. EXPECTATION 12.T.SS.1		II.	
EXPECTATION 12.T.S.1 Blend multiple organizational structures to support and enhance a text's central message. EXPECTATION 12.T.S.1 Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. EXPECTATION 12.T.S.1 d. Apply knowledge of text structure and organization to create influentials 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. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / III. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- Expository Techniques - Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.1.2 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. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 12.T.1.3 Argumentative Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- Argumentative Techniques - Evaluate and apply argumentative techniques to enhance text's appeal to audiences. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.1.3 Argumentative Techniques - Evaluate and apply argumentative techniques to enhance text's appeal to audiences. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.1.3 Argumentative Techniques - Evaluate and apply a	ELEMENT		
EXPECTATION 12.T.S.1 Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. EXPECTATION 12.T.S.1 Apply knowledge of text structure and organization to create influentials 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. STRANDITOPIC 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- Expository Techniques — Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.1.2. 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 purposefully engage with texts. STANDARD / DESCRIPTION III. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- Argumentative Techniques — Evaluate and apply argumentative techniques to comprehend and shape meaning. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.1.3.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. STANDARD / DESCRIPTION 14. 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-	ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION 12.T.S.1. Apply knowledge of text structure and organization to create influentials 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 ELEMENT 9- Expository Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.T.2. 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 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. Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.T.3. 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 / DE STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts.	EXPECTATION		Blend multiple organizational structures to support and enhance a text's central message.
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 ELEMENT 9- 12.T.T.2. Expository Techniques - Evaluate and apply various techniques to comprehend and shape meaning. EXPECTATION 12.T.T.2. Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.T.2. 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 BIG IDEA: Techniques - Evaluate and apply argumentative techniques to enhance text's appeal to audiences. ELEMENT 9- 12.T.T.3. Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.T.3. 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. 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-	EXPECTATION		
STANDARD / DESCRIPTION BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- 12.T.T.2. Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.T.2.c Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. STANDARD / DESCRIPTION BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- Argumentative Techniques – Evaluate and apply argumentative techniques to extr's appeal to audiences. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 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-	EXPECTATION		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
ELEMENT 9- 12.T.T.2. Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.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 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. EXPECTATION 12.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. BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and currate texts as they engage in various conversations, activities, and projects about a range of grade-	STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
ELEMENT /GLE Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 12.T.T.2.c		III.	
EXPECTATION 12.T.T.2.c Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- 12.T.T.3. Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 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-	ELEMENT		
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- Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 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-	ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
STANDARD / DESCRIPTION BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. ELEMENT 9- Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.T.3. 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-	EXPECTATION	12.T.T.2.c	relationship between ideas, includes multiple and varied types of information, uses multiple text
DESCRIPTION comprehend and shape meaning. ELEMENT 9- 12.T.T.3. Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 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-	STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 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-		III.	
EXPECTATION 12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. STRAND/TOPIC Texts (T) – Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 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-	ELEMENT		
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-	ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
STANDARD / 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-	EXPECTATION	12.T.T.3.a	
DESCRIPTION they engage in various conversations, activities, and projects about a range of grade-	STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
		IV.	they engage in various conversations, activities, and projects about a range of grade-

ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.RA.1 .a.	Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.1	Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.1 .b.	Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.
EXPECTATION	12.T.RA.1 .c.	Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	9- 12.T.RA.2	Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.RA.2 .c.	Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	l.	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.
		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		Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the

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		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 .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		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.
STRAND/TOPIC STANDARD / DESCRIPTION	IV.	
ST ANDARD /	IV. K- 12.P.CP.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. 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. Presentation - Use presentation skills to tailor communication to target audiences for
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains. 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. Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing

Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

Georgia Standards of Excellence

Language Arts

		Grade 12 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	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	12.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	12.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	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.
EXPECTATION	12.L.GC. 2.e.	Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas.
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.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.

ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.SS.1 .a.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.SS.1 .b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	12.T.SS.1 .c.	Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design.
EXPECTATION	12.T.SS.1 .d.	Apply knowledge of text structure and organization to create influentials texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.2.	Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.SS.2 .a.	Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.1.	Narrative Techniques – Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.1.c	Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.
EXPECTATION	12.T.T.1.d	Analyze how literary works draw on themes, event patterns, or character types from different time periods.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.2.	Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.

ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.T.2.c	Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.3.a	Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.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	12.T.T.4.a	Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STRAND/TOPIC STANDARD / DESCRIPTION	IV.	Texts (T) – Students grow in their learning as they purposefully engage with texts. 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.
STANDARD /	9- 12.T.RA.1	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-
STANDARD / DESCRIPTION	9-	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. Research & Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and
STANDARD / DESCRIPTION	9-	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. 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.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	9- 12.T.RA.1	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. 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. Expectations for Constructing Texts; Writing Speaking Creating 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
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	9- 12.T.RA.1 12.T.RA.1 .b.	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. 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. Expectations for Constructing Texts; Writing Speaking Creating 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. Integrate paraphrased, summarized, and quoted material into original texts in various ways for
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	9- 12.T.RA.1 12.T.RA.1 .b.	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. 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. Expectations for Constructing Texts; Writing Speaking Creating 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. Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	9- 12.T.RA.1 .b.	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. 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. Expectations for Constructing Texts; Writing Speaking Creating 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. Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately. Texts (T) – Students grow in their learning as they purposefully engage with texts. 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-

EXPECTATION	12.T.RA.2 .c.	Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K- 12.P.EICC .1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K- 12.P.EICC .1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
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.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .4.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	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

.4.d.

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.

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.
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.
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.
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 .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		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.

K-

Integrate modes and genres most appropriate to purpose and audience.

12.P.CP.2

.b.

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

Georgia Standards of Excellence

Language Arts

		Grade 12 - Adopted: 2023
CTDAND/TOD/C		
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	12.L.GC. 2.d.	Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	9- 12.L.V.1.	General, Academic, & Specialized Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	9- 12.L.V.1.a.	Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		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.

STRAND/TOPIC

STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.SS.1 .a.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.
ELEMENT	9- 12.T.SS.1.	Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	12.T.SS.1 .b.	Blend multiple organizational structures to support and enhance a text's central message.
EXPECTATION	12.T.SS.1 .c.	Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design.
EXPECTATION	12.T.SS.1 .d.	Apply knowledge of text structure and organization to create influentials 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	12.T.T.1.b	Compare and evaluate multiple authors' use of plot structures, conflict, narratives devices, word
		choice, and other craft techniques to impact audiences and create purpose.
EXPECTATION	12.T.T.1.c	
EXPECTATION STRAND/TOPIC	12.T.T.1.c	choice, and other craft techniques to impact audiences and create purpose. Compare how different authors develop a similar theme, comparing passages within and across
	12.T.T.1.c	choice, and other craft techniques to impact audiences and create purpose. Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.
STRAND/TOPIC STANDARD /		choice, and other craft techniques to impact audiences and create purpose. Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to
STRAND/TOPIC STANDARD / DESCRIPTION	III. 9-	Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. Expository Techniques – Evaluate and apply expository techniques to enhance text's
STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT	III. 9-	Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning. Expository Techniques – Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.

 ${\tt STRAND/TOPIC} \qquad \qquad {\tt Texts} \; ({\tt T}) \; - \; {\tt Students} \; {\tt grow} \; {\tt in} \; {\tt their} \; {\tt learning} \; {\tt as} \; {\tt they} \; {\tt purposefully} \; {\tt engage} \; {\tt with} \; {\tt texts}.$

STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.
ELEMENT	9- 12.T.T.3.	Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	12.T.T.3.a	Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
STRAND/TOPIC		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.
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.
ST ANDARD / 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.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	l.	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.	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.
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.
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.
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.
EXPECTATION STRAND/TOPIC	12.P.AC.2	
	12.P.AC.2	audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
STRAND/TOPIC STANDARD /	12.P.AC.2 .d.	audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 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

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.
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.