English Language Arts Curriculum Model
Grade 11-12

0Strand	Reading: Literature
Topic	Key Ideas and Details

Standard Statements	**In the previous band, students were expected to analyze and draw inferences from texts, examine the progression of theme and explore the development of complex characters.**
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	**Content Elaborations** When analyzing **Key Ideas and Details**, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Critical reading includes understanding the ways authors influence readers with what the text states explicitly and implicitly. Effective authors use evidence and details purposely chosen to impart meaning. Literary analysis enables the reader to examine the way authors carefully position details which support the theme or main idea. They use the interactions, thoughts and feelings of characters to explore ideas and themes. Readers should further examine the purpose for the author's piece and question the motivations as well as the motivations of the characters, which also shape the plot and ultimately, the theme.

Enduring Understanding

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

0Strand	Reading: Literature
Topic	Key Ideas and Details

Instructional Strategies and Resources

Socratic Seminar
The Socratic Seminar provides autonomy for the students in a communal format in which students must cite strong and thorough textual evidence to support analysis of what the text says. Areas to explore include how authors use literary techniques such as theme, characterization, plot, specific details, etc., within a work. Information about the Socratic Seminar can be found at http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html.

Plot Analysis/Conventions
Use picture books (Cinderella stories, fairy tales) to analyze plot and to introduce common conventions. After reading a picture book, students apply concepts to another work of literature. For example, the novel *Ethan Frome* contains the same fairy tale elements as *Snow White*. For a variation of this, try introducing a work of literature using one of the "I Wish" songs from any Disney princess movie.

3x3 Literary Analysis of Plot for Central Idea
Create a chart for students to complete which has three spaces for students to summarize the plot in three words (noun, action verb, object) for each of the beginning, middle and end of the story. Then, chart three spaces below for students to write in three words (noun, action verb, object) to analyze the development of the plot over the course of the text. Students then use those sentences to determine the central idea.

Ruetzel, D. Ray and Robert B. Cooter. *Strategies for reading assessment and instruction: Helping every child succeed*. Upper Saddle River: Pearson Education, Inc., 2003. Ruetzel and Cooter's text provides 16 chapters that highlight numerous strategies and resources that have proven to be beneficial in assisting students with reading instruction.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Literature
Topic	Craft and Structure

Standard Statements	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors. 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**In the previous grade band, students were expected to determine the impact of figurative and connotative words on tone, examine how an author's choice of structure influences the text, and analyze multiple points of view.** **Content Elaborations** Analyzing the **Craft and Structure** of literature requires the reader to examine the author's motivations closely. Effective authors make specific language choices (emotive, evocative, formal, impersonal) and use specific organizational strategies to position readers to accept representations of people, events, ideas and information in particular ways. Competent readers reflect on the nuanced meanings of words and phrases in texts as a tool by which they discover the meaning, tone and theme of a text. An author's perspective and global cultural experiences impact choices made about the text, such as what to include or not include as well as considering the point of view from which the narrative is told. Understanding of text occurs through meaningful and intentional opportunities to read, study and discuss literature with a focus on the total effect of an author's craft.

Enduring Understanding

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Literature
Topic	Craft and Structure

Instructional Strategies and Resources

Change the Structure
Students change the resolution of a story and discuss the impact on rewritten tone/meaning/etc. This strategy helps students understand structure and how an author's choices contribute to overall structure/meaning/aesthetic impact. For example, Hester exposes Dimmesdale. How does this change impact other characters, minor plot lines, etc?

Choose a Word/Phrase
Students choose a word or phrase from literature that is interesting, confusing, descriptive or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others' observations. Students then share their quotations and their favorite comments with the class.

Reconstruct the Plot
Expose students to works of literature that are not in chronological order and/or are told from various point of views. For example, in the novel *Ellen Foster*, the time shifts and students must pay careful attention to what is happening. One way to handle this is to have students create a chart to track the time period. They could then reconstruct the plot in chronological order.

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Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Standard Statements	
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) 8. (Not applicable to literature) 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	**In the previous grade band, students were expected to analyze the representation of a subject or key scene in two different mediums and examine how an author uses source material in specific texts.** **Content Elaborations** The **Integration of Knowledge and Ideas** is important when examining key scenes or specific works. Exploring varying perspectives of the work such as historical accounts or any background knowledge can assist in determining the author's overall purpose. Understanding the interplay between text and context also can influence how an audience analyzes a text from multiple perspectives. Analysis of a topic or theme from varying perspectives and in a variety of mediums involves using comprehension strategies including, but not limited to, comparison and contrast, inference and summary.

Enduring Understanding

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

Instructional Strategies and Resources

Ballad Writing
After familiarizing themselves with ballad themes and forms, students write their own original ballads, which they will perform in small groups. Students engage in self-reflection on their group performances and on the literary characteristics of their ballads. Students read, analyze and discuss medieval English ballads and then list characteristics of the genre. Students will emphasize the narrative characteristics of ballads by choosing a ballad to act out. Using the Venn diagram tool, students next compare medieval ballads with modern ones.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Compare/Contrast
Students compare and contrast (in essay form, in chart form, in visual form) two writers from the same time period. Emily Dickinson and Walt Whitman work well for this type of activity because they seem to have nothing in common, but they both are rebellious and they both revolutionized American poetry.

Compare an Issue
Students compare text from a time period on an issue with historical events resulting from those beliefs. End with a seminar letting students draw and support their own conclusions. Students need to synthesize materials and evaluate the information.

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Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity

Standard Statements	
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	**By the end of grade 9, students were expected to read and comprehend literature, including stories, dramas and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were expected to read and comprehend literature, including stories, dramas and poems at the high end of the grades 9-10 text complexity band independently and proficiently.** **Content Elaborations** The *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together: (1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)

Strand	Reading: Literature	
Topic	Range of Reading and Level of Text Complexity	
		The three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B. The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.
Enduring Understanding In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently.		

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity

Instructional Strategies and Resources

Audio Text
Students listen to a compact disc (online audio) of the text being read. Low-level readers/learners may be able to enjoy and comprehend the more complex concepts of higher order thinking skills while listening. More advanced readers can follow along in the book to understand proper pronunciation of new vocabulary introduced in the text.

Music and Literature
Scaffold student learning of classic texts by introducing key plot elements through video and song. For example, when introducing the poem "The Rime of the Ancient Mariner," show students the scenes from the teen movie *Telling You* where the ancient mariner appears (he tells part of his story at a pizza parlor). Then play Iron Maiden's version of "The Rime of the Ancient Mariner," noting that the music dramatically slows down when the mariner is stuck on the water. Show pictures of an albatross while the song plays. Students can then read the text with greater understanding.

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Strand	Reading: Informational Text
Topic	Key Ideas and Details

Standard Statements	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	**In the previous grade band, students were expected to cite and draw inferences from the text, examine the development of the central ideas, and analyze how the author's analysis of the text shapes the development of its events and ideas.** **Content Elaborations** When reading informational text, examining **Key Ideas and Details** is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Authors of informational and argumentative texts focus on fluidity, often omitting details, to inform or persuade the reader at this level. Analysis of these texts requires understanding how the central ideas or arguments interact.

Enduring Understanding

Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.

Strand	Reading: Informational Text
Topic	Key Ideas and Details

Instructional Strategies and Resources

Cornell Note-Taking System
Students use an adapted version of the Cornell System for Note-Taking while they read. Using the basic page format of "Cue (Recall)" column, "Summary" section and "Note Taking" area, students take their notes as they read rather than as they listen to a lecture. A full explanation of the Cornell System for Note-Taking is available at http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html.

Jigsaw
Use the jigsaw approach to reading by dividing the text into segments so that each student is responsible for only one segment or one idea. Students then share knowledge learned with the class. Students are less intimidated when they have a smaller amount of text to process, but they still are practicing deep reading skills.

Double-Entry Journal
Students keep double-entry journals as they read. In the left-hand column, the student copies or summarizes text which is intriguing, puzzling or moving or which connects to a previous entry or situation. In the right-hand column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made or an analysis.

Socratic Seminar
A Socratic Seminar provides autonomy for the students in a communal format in which students must cite strong and thorough textual evidence to support analysis of what the text says. Areas to explore include how the author uses the development of the central idea or argument and how the ideas/arguments interact with each other. More information about the Socratic Seminar can be found at http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html.

Ruetzel, D. Ray and Robert B. Cooter. *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*. Upper Saddle River: Pearson Education, Inc., 2003. Ruetzel's and Cooter's text provides 16 chapters that highlight numerous strategies and resources that have proven to be beneficial in assisting students with reading instruction.

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Strand	Reading: Informational Text
Topic	Craft and Structure

Standard Statements	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	**In the previous grade band, students were expected to determine the meaning of words and terms and how they impact the tone of the text, examine how the author's ideas are developed and refined, and analyze how the author uses rhetoric to shape the point of view or purpose of the document.** **Content Elaborations** Examining the author's technique is the essential focus when analyzing the **Craft and Structure** of informational text. Authors select specific language (emotive, evocative, formal and impersonal) and use specific organizational strategies and rhetorical content to convey meaning. Understanding the meaning of words and phrases found within the text is a tool by which readers can discover the meaning, effectiveness, tone and purpose of a text.

Enduring Understanding

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Informational Text
Topic	Craft and Structure

Instructional Strategies and Resources

Poster Analysis
Students analyze World War II posters, chosen from online collections, to explore how argument, persuasion and propaganda differ. The lesson begins with a full-class exploration of the famous, "I Want You for the U.S. Army" poster, wherein students explore the similarities and differences between argument, persuasion and propaganda, and apply one of the genres to the poster.

Editorial Style

- Students select an editorialist whose writing they find compelling and read five of that writer's editorials. Students analyze word choice, rhetorical strategies and effectiveness.
- Students choose a current topic and write editorials imitating the style of the author.
- Students compose an additional writer's memo detailing specific parallels between their editorials and the author's editorial.

Use online editorial publications like *The New York Times* and selections of essays from *One Man's America* by George Will.

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Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Standard Statements	
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses. 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	**In the previous grade band, students were expected to examine various text presented in different mediums, delineate and evaluate arguments, and analyze the themes and concepts of seminal U.S. documents of historical and literary significance.** **Content Elaboration** The **Integration of Knowledge and Ideas** from informational text requires analysis and evaluation of critical themes and concepts from various perspectives. Critical reading of a wide variety of seminal texts, including those told from historical, literary and scientific perspectives, mirrors and challenges thinking and enhances the understanding of content.

Enduring Understanding

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

Compare/Contrast

- Students read "Letter from Birmingham Jail" and then evaluate a picture, a cartoon and a video relating to civil rights.
- Students compare and contrast the message in the original text to the messages in the picture, cartoon and video.

(*Frames of Mind: A Rhetorical Reader with Occasions for Writing* by Robert Dianni and Patsy Hoy)

Create Your Own Historical Document

Before reading historical documents, students create one of their own (e.g., farewell address to their classmates, a state of the union about their accomplishments and goals over the past year). Then, after discussing themes and content of their own, students read the original document. This strategy scaffolds them into understanding the genre.

Suitable for Texting

Students analyze 17th-, 18th- and 19th-century foundational U.S. documents of historical and literary significance for their themes, purposes and rhetorical features.

- **Basic:** Rewrite the Mayflower Compact into a message suitable for texting. Define the audience, research the meaning of the unfamiliar words, determine to whom the text would be sent, etc.
- **Extended:** Write a four-sentence précis for the Mayflower Compact.

Summarizing a historical document into four sentences or into a modern texting format hones analytical skills to find the important details. Have students consider the audience of both the original and a new audience. Students could create a new compact using the basic argument of the Mayflower Compact.

- http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_
- http://http://www.uhv.edu/ac/research/prewrite/pdf/sources.pdf
- http://www.jstor.org/pss/40031761

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Time Period Comparison
Students compare texts from a time period on an issue with historical events resulting from those beliefs. End with a seminar letting students draw and support their own conclusions. Students need to synthesize materials and evaluate the information.

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Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity

Standard Statements	
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	**By the end of grade 9, students were expected to read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were expected to read and comprehend literature, including stories, dramas and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.** **Content Elaborations** The *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together: (1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)

Strand	Reading: Informational Text	
Topic	Range of Reading and Level of Text Complexity	
		The three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B. The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.
Enduring Understanding In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex informational text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the *skill, concentration and stamina* to read these texts independently and proficiently.		

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity

Instructional Strategies and Resources

Text Complexity
Students use a readability program to find text complexity that aligns to their grade level. Before students can accept the challenge of accelerating text complexity, they should understand just what it is, how writers achieve it, how it affects understanding or enjoyment of reading. We read for different purposes (e.g., college vs. high school text, consumer camera manual vs. heavy equipment manual). Students need a cadre of reading techniques to manage between college, the workplace and the marketplace.

Basic: Students select a complicated instructional manual for a consumer product (e.g., Video Camera Manual), and judge the education level of the consumer. Students then determine what adjustments could be made in the directions to simplify the manual.

Extended: Compare high school chemistry text readability with a College Level I Chemistry text. What additional skills does the college student need in order to be successful with the college text? Compare text complexity in a chemistry or social studies text, college text, etc. For more information, visit http://www.achieve.org/node/946.

Directed Reading Teaching Activities
Use Directed Reading Teaching Activities (DRTA) with students to activate their prior knowledge, prompt them to make predictions and test their hypotheses through the reading.

- Students read selection title (and perhaps a bit of the selection) and make predictions about content.
- Students read to first predetermined stop. They confirm, refine or reject their initial hypotheses and justify their ideas with reference to the text. Students then make new hypotheses.
- Students read the next section and follow procedures in step two. This cycle continues until text is read.

More information about this strategy is located at http://literacy.kent.edu/eureka/strategies/dr_ta.pdf.

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Strand	Writing
Topic	Text Types and Purposes

Standard Statements	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	**In the previous grade band, students were expected to produce informative and narrative writings that examine and convey complex ideas, and have well-developed arguments with valid reasoning, relevant evidence and well-chosen details.** **Content Elaborations** Understanding **Text Types and Purposes** is essential for writing. Effective and coherent text creation requires conscious choices about: purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.

Strand	Writing
Topic	Text Types and Purposes
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	

Strand	Writing
Topic	Text Types and Purposes
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
Enduring Understanding Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.	

Strand	Writing
Topic	Text Types and Purposes

Instructional Strategies and Resources

Persuasive Strategies
After frontloading strategies using the SOAPST one strategy, students find and read opinion/editorial examples from different newspapers about a single topic. The students analyze these to determine the strategies writers use **to create a persuasive argument**.

- S = subject
- O = occasion
- A = audience
- P = purpose
- S = speaker
- T = tone

More information about this strategy can be found at http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm.

Evaluating Models of Performance

- Explain the criteria for a particular writing assignment.
- Show students models of essays representing a range of scores.
- Have students assess them based on the criteria discussed.
- Students can use this knowledge to write their own essay with the same criteria.

(See *Appendix C – Samples of Student Writing* in the Common Core Standards.)

Strand	Writing
Topic	Text Types and Purposes

Podcast
Students podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students enhance their media literacy and oral fluency. Examples include *This I Believe* (NPR), *Laws of Life* and *Digital Writing Workshop* (Troy Hicks).

More information about this strategy can be found at:

- http://userwww.sfsu.edu/~nshelley/
- http://thisibelieve.org/educators/
- http://www.lawsoflife.org/teachers/
- http://hickstro.org/

Burkhardt, Ross M. *Writing for Real: Strategies for Engaging Adolescent Writers***.** Portland: Stenhouse, 2003. This text offers various strategies used by veteran middle school teacher Ross Burkhardt. The text can be used as a guide to create an entire academic year of curriculum for writing.

Diverse Learners
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Strand	Writing
Topic	Production and Distribution of Writing

Standard Statements	**In the previous grade band, students were expected to use technology to produce well-organized writing that has been developed in multiple stages with a clear purpose and audience.**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**Content Elaborations** The **Production and Distribution of Writing** is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and technologically. Effective writers make conscious, independent and/or collaborative decisions about the type of writing produced and distributed. They also use technology to share information and to create individual and collaborative texts.

Enduring Understanding

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Strand	Writing
Topic	Production and Distribution of Writing

Instructional Strategies and Resources

Photo Gallery
Students take photographs that illustrate a piece of their writing and create a hallway or gallery display of their pictures and writing. Invite faculty and other classes for an author's talk in the gallery, with each writer reading and discussing his or her work.

Plan Strategy with STOP
Students follow these steps to develop and organize their ideas for a piece of persuasive writing:

- *Suspend* your judgment and generate as many ideas on each side of the argument as possible.
- *Take* a side.
- *Organize* your notes and ideas and decide which ideas you are going to use to support your side and which ideas are going to be used to refute on the opposing side.
- *Plan* as you write.

This strategy can be teacher led or student directed. With the last step, writers continue to add, change or delete from the initial plan. For more information, visit www.thewritingteacher.org/writing-blog- home/2008/10/1/research-based-best-practices-for-teaching-writing-a-discussion.html.

Brooks, Terry. *Sometimes the Magic Works: Lessons from a Writing Life.* New York: Ballentine Books, 2004. Brooks' text examines the thought process writers often go through to produce their works. It gives valuable tips that can be used to help shape the various stages of a piece.

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Strand	Writing
Topic	Research to Build and Present Knowledge

Standard Statements

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
    b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

In the previous grade band, students were expected to investigate and evaluate relevant and credible information from multiple authoritative sources in order to conduct research projects that can be both short term and sustained.

Content Elaborations

Conducting **Research to Build and Present Knowledge** is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation.

Strand	Writing
Topic	Research to Build and Present Knowledge

Enduring Understanding

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

Instructional Strategies and Resources

Multigenre/Multimodal Project
This strategy incorporates poems, texts, newspaper articles, art, music, videos, etc., which encourage students to avoid plagiarism through synthesizing multiple sources on a subject. Students create a self-sustaining generated question/problem to solve based on student investigation. (This idea may be considered as a possible senior or capstone project.)

Evaluating Samples of Teacher-Provided Logical Fallacies
Evaluate the following for appropriate appeals in order to achieve purpose: logic, authority, emotion. Use sample research papers, ads, political commercials and position papers. Students evaluate and use multiple sources to assess the strengths and limitations of sources in terms of the task, purpose and audience.

Multiple Print and Digital Sources
Students brainstorm a list of items that combine different ways of expressing ideas, such as poster, DVD or a range of print, visual or sound texts. After the lists are shared, items are identified as texts (audio texts, video texts, etc.). Students then create an inventory of significant texts that they have engaged with over a specified period of time and discuss why it is important to interact with a variety of different types of texts. More information about this strategy can be found at http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html.

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Strand	Writing
Topic	Range of Writing

Standard Statements 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**In the previous grade band, students were expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes and audiences.** **Content Elaborations** Effective writers build skills by producing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year.

Enduring Understanding

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strand	Writing
Topic	Range of Writing

Instructional Strategies and Resources

Revision Conferences
Encourage revision for selected pieces of writing. Before revising, have students use a rubric to self-score their own papers. Then, confer with students individually about their strengths, weaknesses and plans for improvement. Have students highlight or underline their improvements when they submit the revised version.

Quick Writes/Timed Writing
Students respond to focused prompts that center on key ideas for current task, purpose and audience. Students can reflect as individuals or as a class on assignment. Use this strategy as a refocus opportunity when entering the classroom.

The National Writing Project & Carl Nagin. *Because Writing Matters: Improving Student Writing in Our Schools.* San Francisco: Jossey-Bass, 2003. This text offers several strategies, additional resources and research centered on teaching students how to become more effective writers.

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Strand	Speaking and Listening
Topic	Comprehension and Collaboration

Standard Statements

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

In the previous grade band, students were expected to initiate and participate effectively in a range of collaborative discussions, integrate multiple sources of information presented in diverse media and evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

Content Elaborations

The speaking and listening strand requires an intense focus on **Comprehension and Collaboration**. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	

Enduring Understanding

Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Instructional Strategies and Resources

Research and Present
Using a major current event (e.g., BP Oil Spill), students evaluate multiple sources, speeches, reports and documentaries covering the event to determine similarities and differences of the various representations of biases from *most* to *least* objective. Extended: Using the continuum of bias, students analyze two sources on the extreme end of the spectrum. Then, students create a biased piece from the most unbiased piece and vice-versa. In an oral and written presentation, students present the products and justifications.

Critical Thinking/Inquiry
How does a person remain objective in the face of overwhelming catastrophe? What must one consider during this type of event? Who is at risk? Who is safe? How do we weigh cost vs. human/animal life? Students can explore these questions and the importance of primary source information by reviewing historical information about medicine at http://www.ncbi.nlm.nih.gov/pmc/articles/PMC194789/.

Socratic Seminar
Students learn and participate in a Socratic Seminar based on texts they are reading. Students can be assigned different sections of the writing and then alternate as discussion leaders. Information about a Socratic Seminar can be found at http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html.

For various activities that can be adapted and implemented into the English/Language Arts curriculum, visit http://www.sasked.gov.sk.ca/docs/mla/listen.html.

Diverse Learners
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Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Standard Statements	
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**In the previous grade band, students were expected to present information, findings and supporting evidence that convey a clear and distinct perspective, make strategic use of digital media in presentations and adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.** **Content Elaborations** The **Presentation of Knowledge and Ideas** is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or persuade an audience. Effective presentation considers alternative and opposing perspectives.

Enduring Understanding

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Instructional Strategies and Resources

Dramatize
Students dramatize information from a scene in a non-fiction work or informational text conveying appropriate tone/mood and videotape for presentation. Students present information to aid understanding of material and creatively present to audience.

Digital Project
Students create a digital project to enhance understanding of their written findings/textual evidence. Keep the requirements broad enough to encourage creativity and choice. For example, require students to use one visual element, one audio element and one text element. Students can create a video with a song playing in the background that includes excerpts from the text. Students can write a song using excerpts from the text and sing it to the class.

For strategies to improve listening and speaking in the classroom, visit http://writing.colostate.edu/guides/teaching/esl/listening.cfm.

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Strand	Language
Topic	Conventions of Standard English

Standard Statements	**In the previous grade band, students were expected to demonstrate a command of the conventions of standard English usage and grammar, capitalization, punctuation and spelling when speaking and/or writing.**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	**Content Elaborations** There are specific rules and **Conventions of Standard English** that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking and listening.

Enduring Understanding

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Instructional Strategies and Resources

Adding Modifiers
Take a core sentence without any modifiers and increasingly make the sentence more specific. Have students look at a range of five sentences and discuss which one provides the most specific information.

Student-Evaluation, Peer-Evaluation
Students examine individual writings/paragraphs to the *bones*. They analyze sentence structure, length, punctuation and verb strength. This strategy allows students to pay attention to syntax and diction in order to improve to mature writers. It also helps them make effective choices for meaning and style.

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Strand	Language
Topic	Knowledge of Language

Standard Statements	**In the previous grade band, students were expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	**Content Elaborations** **Knowledge of Language** allows for informed choices in the context of communication. Writers and speakers use their knowledge of language to make meaning, develop style and appropriately edit for clarity, interest and precision. Knowledge of language also is used to comprehend the nuances of communication. Experienced writers and speakers use appropriate references to assist them in producing effective communication.

Enduring Understanding

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Strand	Language
Topic	Knowledge of Language

Instructional Strategies and Resources

Compelling Sentences

- Students select two to three consecutive and compelling sentences from a written work they are studying in class.
- Students analyze the usage (diction, punctuation, grammar, etc.)
- Students craft similar sentences or change original sentences and discuss the effects of the changes

Dean, Nancy. *Discovering Voice: Lessons for Middle and High School.* Gainesville: Maupin House Press, 2006. The author of this text offers lessons on teaching and improving style and voice within student writing in the secondary setting.

Dean, Nancy. *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone.* Gainesville: Maupin House Press, 2000. *Voice Lessons* is a text designed to offer strategies and reproducible activities for teaching voice and improving style in student writing.

For strategies and techniques that can assist in teaching style and rhetoric, visit http://www.nwp.org/cs/public/print/resource_topic/style_and_rhetoric.

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Strand	Language
Topic	Knowledge of Language

Standard Statements	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**In the previous grade band, students were expected to determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, demonstrate understanding of figurative language, word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.** **Content Elaborations** Learning, as a language-based activity, is fundamentally and profoundly dependent on **Vocabulary Acquisition and Use**. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely.

Strand	Language
Topic	Knowledge of Language
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Enduring Understanding

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Instructional Strategies and Resources

Figurative Language and Cartoons
Collect cartoons and comic strips that illustrate figurative language. Distribute these to students and have them work in pairs or small groups to determine and interpret the reason for use of the figurative language example illustrated in each cartoon. Then have them draw their own examples.

Skits and New Vocabulary
Students work with a partner or in groups to create skits that illustrate new vocabulary words or figures of speech. Putting the words in action makes them concrete; students are more likely to remember both the words and their meaning.

Strand	Language
Topic	Knowledge of Language

Four Corners
Using a multiple-meaning word (homonym, homograph, homophone) or an unknown word (such as *predilection* in the sentence "This predilection for minding other people's business was time-honored among the people of Salem, and it undoubtedly created many of the suspicions which were to feed the coming madness." Arthur Miller's *The Crucible*), students complete the following activity.

Each student or group receives a different word. Before coming across the unfamiliar word in their reading, students should write the vocabulary word in the center of a note card.

- In the upper left-hand corner, they take a guess at its definition.
- In the upper-right hand corner, they write a definition of the word after reading it in context.
- In the bottom left-hand corner, they write the correct definition of the word after looking it up.
- Finally, in the bottom right-hand corner, they write other forms of the word using its root or suffix or prefix.

Critical Thinking and Inquiry: Using the note cards discussed above, conduct a review by choosing one card out of those collected and reading the word. Have students attempt to define the word. This graphic organizer and the continued practice/review would lead to mastery of the group of words. Assign differentiated ability groups for filling out the note cards, grouping high and low students together.

Harmon, Janice M., Karen D. Wood, and Wanda B. Hedrick. *Instructional Strategies for Teaching Content Vocabulary.* Westerville: National Middle School Association, 2006. This text offers seven chapters that document 42 instructional strategies that can be implemented in grades 4-12 to help students comprehend the intended meanings of words.

For various instructional tools and tips to assist in building vocabulary, visit http://www.educationoasis.com/curriculum/GO/vocab_dev.htm.

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