

ENGLISH IV

TRANSITION ELA

GRADE 12 ENGLISH LANGUAGE ARTS (ELA)
GLEs and CCSS to be taught in 2012-13 and 2013-14

GLEs, CCSS, and extended CCSS content (highlighted) to be taught but <i>not tested</i> in 2012-13 and 2013-14		
GLE #	Grade-Level Expectation Text	Aligned CCSS #
ELA.11-12.1	Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • analysis of an author’s word choice • use of related forms of words • analysis of analogous statements 	RL.11-12.4 RI.11-12.4 L.11-12.4 L.11-12.5 L.11-12.6
ELA.11-12.2	Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including: <ul style="list-style-type: none"> • apostrophes • rhetorical questions • metaphysical conceits • implicit metaphors (metonymy and synecdoche) 	RL.11-12.6
ELA.11-12.9	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: <ul style="list-style-type: none"> • interpreting and evaluating presentation of events and information • evaluating the credibility of arguments in nonfiction works • making inferences and drawing conclusions • evaluating the author’s use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) • comparing and contrasting major periods, themes, styles, and trends within and across texts • making predictions and generalizations about ideas and information • critiquing the strengths and weaknesses of ideas and information • synthesizing 	RL.11-12.1 RI.11-12.1 RI.11-12.5 RI.11-12.6
ELA.11-12.10	Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including: <ul style="list-style-type: none"> • school library catalogs • online databases • electronic resources • Internet-based resources 	RI.11-12.7
ELA.11-12.14	Develop complex compositions, essays, and reports that include the following: <ul style="list-style-type: none"> • a clearly stated central idea/thesis statement • a clear, overall structure (e.g., introduction, body, appropriate conclusion) • supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) • transitional words, phrases, and devices that unify throughout 	W.11-12.1 W.11-12.2 W.11-12.4

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ELA.11-12.15	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: <ul style="list-style-type: none"> • word choices appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) 	W.11-12.4
ELA.11-12.16	Develop complex compositions using writing processes such as the following: <ul style="list-style-type: none"> • selecting topic and form (e.g., determining a purpose and audience) • prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) • drafting • conferencing with peers and teachers • revising for content and structure based on feedback • proofreading/editing to improve conventions of language • publishing using available technology 	W.11-12.5 W.11-12.6
ELA.11-12.17	Use the various modes to write complex compositions, including: <ul style="list-style-type: none"> • definition essay • problem/solution essay • a research project • literary analyses that incorporate research • cause-effect essay • process analyses • persuasive essays 	W.11-12.1 W.11-12.2
ELA.11-12.19	Extend development of individual style to include the following: <ul style="list-style-type: none"> • avoidance of overused words, clichés, and jargon • a variety of sentence structures and patterns • diction that sets tone and mood • vocabulary and phrasing that reflect the character and temperament (voice) of the writer 	L.11-12.3
ELA.11-12.21	Apply standard rules of sentence formation, including parallel structure	Retained ¹
ELA.11-12.22	Apply standard rules of usage, for example: <ul style="list-style-type: none"> • avoid splitting infinitives • use the subjunctive mood appropriately 	L.11-12.1

¹ This GLE was moved to another grade but will be taught and tested in this grade to decrease the possibility that the transition will create curricular gaps.

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ELA.11-12.23	Apply standard rules of mechanics and punctuation, including: <ul style="list-style-type: none"> • parentheses • brackets • dashes • commas after introductory adverb clauses and long introductory phrases • quotation marks for secondary quotations • internal capitalization • manuscript form 	L.11-12.2
ELA.11-12.24	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings	L.11-12.2
ELA.11-12.25	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions	L.11-12.1
ELA.11-12.26	Select language appropriate to specific purposes and audiences for speaking, including: <ul style="list-style-type: none"> • delivering informational/book reports in class • conducting interviews/surveys of classmates or the general public • participating in class discussions 	SL.11-12.6
ELA.11-12.29	Deliver presentations that include the following: <ul style="list-style-type: none"> • language, diction, and syntax selected to suit a purpose and impact an audience • delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience • an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience 	SL.11-12.4 L.11-12.3
ELA.11-12.31	Deliver oral presentations, including: <ul style="list-style-type: none"> • speeches that use appropriate rhetorical strategies • responses that analyze information in texts and media • persuasive arguments that clarify or defend positions 	SL.11-12.4
ELA.11-12.32	Give oral and written analyses of media information, including: <ul style="list-style-type: none"> • identifying logical fallacies (e.g., attack <i>ad hominem</i>, false causality, overgeneralization, bandwagon effect) used in oral addresses • analyzing the techniques used in media messages for a particular audience • critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation • critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture 	SL.11-12.4

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ELA.11-12.33	Participate in group and panel discussions, including: <ul style="list-style-type: none"> • identifying the strengths and talents of other participants • acting as facilitator, recorder, leader, listener, or mediator • evaluating the effectiveness of participants' performance 	SL.11-12.1
ELA.11-12.34	Select and critique relevant information for a research project using the organizational features of a variety resources, including: <ul style="list-style-type: none"> • print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references) • electronic texts (e.g., database keyword searches, search engines, e-mail addresses) 	W.11-12.8
ELA.11-12.35	Locate, analyze, and synthesize information from a variety of complex resources, including: <ul style="list-style-type: none"> • multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) • electronic sources (e.g., Web sites or databases) • other media (e.g., community and government data, television and radio resources, and audio and visual materials) 	SL.11-12.2 W.11-12.7
ELA.11-12.36	Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage)	W.11-12.8 SL.11-12.2 SL.11-12.4
ELA.11-12.37	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: <ul style="list-style-type: none"> • formulating clear research questions • evaluating the validity and/or reliability of primary and/or secondary sources • using graphic organizers (e.g., outlining, charts, timelines, webs) • compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation • preparing annotated bibliographies and anecdotal scripts 	W.11-12.7
ELA.11-12.38	Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following: <ul style="list-style-type: none"> • researched information that supports main ideas • facts, details, examples, and explanations from sources • graphics when appropriate • complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide 	W.11-12.9 W.11-12.8
ELA.11-12.39	Use word processing and/or technology to draft, revise, and publish various works, including: <ul style="list-style-type: none"> • functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly • analytical reports that include databases, graphics, and spreadsheets • research reports on high-interest and literary topics 	W.11-12.6

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ELA.11-12.40	Use selected style guides to produce complex reports that include the following: <ul style="list-style-type: none"> • credit for sources (e.g., appropriate parenthetical documentation and notes) • standard formatting for source acknowledgment 	W.11-12.8
CCSS #	Common Core State Standard Text	Year to be Implemented
RL.11-12.1 RI.11-12.1	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.	2012-13
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	2012-13
RL.11-12.7	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.)	2012-13
RL.11-12.10	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.	2012-13
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> 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. 	2012-13
W.11-12.7	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.	2012-13
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> a. Apply grades 11-12 Reading standards to literature. b. Apply grades 11-12 Reading standards to literary nonfiction. 	2012-13

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W.11-12.10	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.	2012-13
L.11-12.4	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , 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. 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).	2013-14
L.11-12.5	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.	2013-14
L.11-12.6	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.	2013-14
RI.11-12.4	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 <i>faction</i> in <i>Federalist No. 10</i>).	2013-14
RI.11-12.10	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.	2013-14
RL.11-12.4	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.)	2013-14

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SL.11-12.1	<p>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.</p> <ol style="list-style-type: none"> 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 on research is required to deepen the investigation or complete the task. 	2013-14
SL.11-12.5	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.	2013-14
W.11-12.2	<p>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.</p> <ol style="list-style-type: none"> 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 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. 	2013-14
W.11-12.6	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.	2013-14
W.11-12.8	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.	2013-14