

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grades 11-12

<h2>L.11-12.1</h2>	<h3>Demonstrate command of the conventions of standard English</h3>	<p>Essential Components L.11-12.1.a-b 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., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed</p>	<p>Academic Vocabulary/Language -apply -collocations -command -convention -demonstrate -grammar -resolve -usage</p>
<p>CCR Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGET:</u> The student can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and understand correct, incorrect, and contested usage when writing and speaking.</p> <p><u>Underpinning Skill Learning Targets:</u> The student can use correct usage when writing and speaking.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>The student can resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>		

Question Ideas

Edit the following essay for usage. Change any words that are used incorrectly.

Using a usage dictionary, make corrections to the paragraph that are needed.

Read through your draft and correct any errors in usage. Pay particular attention to affect/effect, there/their/they're, and allusion/illusion.

A collocation is a group of words that usually go together. For example, in English, we usually say 'heavy rain'. It's correct grammatically to say 'strong rain' or 'big rain', but both of these sound completely strange. Give two other examples of collocations (groups of words that usually go together) with an example of a grammatically correct but completely strange (incorrect) alternate group for each. Explain why we use collocations.

What are some popular words used by your peers that are not in the dictionary. List three and explain how to use them properly by giving an example of correct usage alongside an example of incorrect usage.

Create a usage document aimed at high school freshmen. Choose to include words that are frequently confusing for students such as when to use take/bring, less/fewer, between/among, it's/its, imply/infer, than/then, etc.

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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.

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Appendix A Language Progressive Skills, by Grade: On page 31 is a progressive list of language skills for grades 3-12.

L.9-10.1 (Prior Grade Standard)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.]

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English Language Arts-Language, Grades 11-12

<p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Essential Components L.11-12.2.a-b a. Observe hyphenation conventions b. Spell correctly.</p> <p>Essential Understanding - Rules of capitalization - Rules of punctuation - Spelling conventions</p> <p>*Extended Understanding - Use obscure punctuation, such as the asterism, section sign, caret, or exclamation comma for discipline-specific tasks</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -capitalization -command -compound adjective, verb, noun, number, name, etc. -convention -demonstrate -grammar -hyphen -punctuation -spelling conventions
<p>CCR Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Underpinning Knowledge/Reasoning Learning Targets:</u> The student can identify and understand the varied uses for hyphens.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p>The student can identify and correct misspelled words, as well as recall and apply spelling conventions.</p> <p>The student can identify and correct mistakes in punctuation and capitalization, as well as recall and apply punctuation and capitalization rules.</p> <p><u>Underpinning Skill Learning Targets:</u> The student can correctly use hyphens between words to make compound adjectives, nouns, verbs, numbers, names, and to indicate spans of time.</p> <p>The student can correctly use hyphens with prefixes and suffixes.</p>	

Question Ideas

Which of the following is punctuated correctly?

1. 300—325 people
2. 300 - 325 people
3. 300-325 people

Insert hyphens, as needed into the following paragraph. When different marks would be appropriate in the same place, be able to defend the choice you make.

Join each of the following compound adjectives, nouns, and verbs using hyphens when appropriate.

Rewrite one of your sentences in paragraph two using a hyphenated adjective.

Decide if any of these sentences require a hyphen after prefixes or before suffixes.

Reduce any confusion in these sentences by adding hyphens.

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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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Appendix A Language Progressive Skills, by Grade: On page 31 is a progressive list of language skills for grades 3-12.

L.9.2 (Prior Grade Standard)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

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English Language Arts-Language, Grades 11-12

<p>L.11-12.3 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.</p>	<p>Essential Components <u>L.11-12.3.a-b</u> a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed b. Apply an understanding of syntax to the study of complex texts when reading</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -apply -conform -context -grammar -sentence (simple, complex, compound, compound-complex) -style -syntactical structures (subject + verb, verb + subject)/inverted sentence, subject + verb + direct object, subject + verb + subject complement, subject + verb + indirect object + direct object, subject + verb + direct object + object complement) -syntax
<p>CCR Anchor: 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.</p>	<p>Essential Understanding -Syntactical structures -Types of sentences -Parts of speech</p>	

<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can 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.</p>
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (<u>CAREER CONNECTIONS</u>)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and use varied types of sentences and syntactical structures.</p> <p><u>Underpinning Skill Learning Targets:</u> The student can vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed.</p> <p>The student can apply an understanding of syntax to the study of complex texts when reading.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.</p>

Question Ideas

Choose the correct sentence pattern for each sentence. The most common sentence patterns are:

S-V (subject + verb)

V-S (verb + subject)/inverted sentence

S-V-DO (subject + verb + direct object)

S-V-SC (subject + verb + subject complement)

S-V-IO-DO (subject + verb + indirect object + direct object)

S-V-DO-OC (subject + verb + direct object + object complement)

Rewrite the following paragraph, making syntactical choices to enhance suspense.

In a well-organized essay, analyze how the author's syntax echoes his/her purpose.

For each sentence in this antiquated paragraph, write out its sentence structure. Explain how this helped you understand its overall meaning.

As you read the poem, put a line at the end of each sentence. Then, reread the poem only pausing where sentences end, not where lines end. How does reading a poem in sentences, rather than lines, help with understanding?

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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.

Resource

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.

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Appendix A Language Progressive Skills, by Grade: On page 31 is a progressive list of language skills for grades 3-12.

L.9-10.3 (Prior Grade Standard)

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. Write work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grades 11-12

L.11-12.4

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.

Essential Components
L.11-12.4.a-d

- 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, part of speech, etymology, or 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).

Academic Vocabulary/Language

- affixes/roots (Greek and Latin)
- clarify
- content
- context clues
- determine
- etymology
- flexibly
- multiple-meaning
- part of speech
- phrases
- precise
- preliminary
- pronunciation
- reference materials (general and specialized)
- strategies
- usage
- word patterns/groups

CCR Anchor: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGET:

The student can 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.

Underpinning Knowledge Learning Targets:

The student can identify and understand context (e.g., the overall meaning of a sentence, paragraph, or a text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

The student can understand how to use print and digital reference materials, both general and specialized.

Underpinning Reasoning Learning Targets:

The student can determine, clarify, or verify the meaning of unknown and multiple-meaning words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, identifying patterns of word changes, and/or consulting reference materials.

The student can determine the pronunciation, part of speech, etymology, and usage of words by consulting reference materials.

CCS ELA 6-12 PAGE:

<https://tinyurl.com/CCSEnglish6-12>

([CAREER CONNECTIONS](#))

Question/Activity Ideas

Prepare a Frayer Model for each of the words from the passage that are frequently used on the ACT test. (They are in bold). Then make a motion/gesture to associate with that word to help add the word to your vocabulary.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

Read each of the following paragraphs and correct any errors in words that are from the same pattern group with the root “locut/loqu.”

Using the dictionaries, determine the pronunciation of each word, its part(s) of speech, and its collocation.

Take each of the vocabulary words and sort them. Have your partner determine the strategy you used to sort them (e.g., part of speech, similar affixes, same meaning, etc.)

How does the position of the word in the sentence help you determine its meaning?

When a word has multiple meanings in a dictionary, how do you determine which meaning is being used in a passage?

Explain how it is possible for a word to have a meaning that cannot be found in reference materials.

List four tools that you can use to determine the meaning of a word.

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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.

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Appendix A Vocabulary: On pages 32-35 is an exploration of the importance of vocabulary acquisition and the three tiers of words.

L.9-10.4 (Prior Grade Standard)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 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., analyze, analysis, analytical; advocate, advocacy).
- 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, part of speech, or etymology.
- 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).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grades 11-12

<p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Essential Components L.11-12.5.a-b 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.</p> <p>Essential Understanding -Interpret words and phrases -Identify and understand figurative language</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -context -demonstrate -denotation/connotation -determine -diction -figurative language/figures of speech (See https://literarydevices.net/figurative-language/) -hyperbole -interpret -nuance -paradox
<p>CCR Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and understand figures of speech, (e.g., hyperbole, paradox) in a text.</p> <p>The student can recognize nuances in the meanings of words with similar denotations.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can determine the figurative, denotative, and connotative meanings of words and phrases in context.</p> <p>The student can analyze the role of figurative language in a text.</p> <p>The student can determine the meaning of words with similar denotations.</p> <p>The student can analyze the nuances in the meaning of words with similar denotations.</p>
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	

Question Ideas

What does the word/phrase __ mean in this selection? Why would ___ not be an acceptable replacement for the word/phrase?

Without changing the meaning of the sentence, which similar word/phrase can best be used to replace the underlined part?

For each of the following sentences, decide if a figure of speech is being used. If so, what is its role in the context of the sentence?

What is paradoxical about the author's premise in this essay?

Write a brief narrative using the word _____ five times. Each time use a different denotative, figurative, or connotative meaning of the word in its context.

Although these words are very similar in meaning, how does their meaning differ?

Highlight each figure of speech you used in your essay. Tell why you chose that figurative language and what role you intended it to have in the overall context of the text?

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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.

Ohio's Learning Standards Appendices Support

Appendix A Vocabulary: On pages 32-35 is an exploration of the importance of vocabulary acquisition and the three tiers of words.

L.9-10.5 (Prior Grade Standard)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grades 11-12

<p>L.11-12.6</p>	<p>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.</p>	<p>Essential Understanding -Acquire and use of general academic and domain-specific words and phrases, sufficient for college and career readiness -Independently gather vocabulary knowledge during reading comprehension</p> <p>*Extended Understanding -Acquire and use accurately above grade-appropriate general academic and domain-specific words and phrases</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -acquire -college and career ready -comprehension -consider -demonstrate -domain -expression -gather -phrases -sufficient -tier two words (general academic) -tier three words (domain-specific) -vocabulary
<p>CCR Anchor: Acquire and use accurately a range of 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.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can 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.</p> <p>The student can demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Reasoning Learning Targets:</u> The student can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression.</p> <p>The student can select appropriate resources to aid in gathering vocabulary knowledge.</p>		

Question Ideas

Give examples of how the word relative is used in each of your classes.

What strategies do you use to identify, understand, and use the power word of the day?

Prepare a gallery walk of your word wall. Be sure that you can distinguish between tier two and tier three words for you audience.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

Read through the outline of the speech. Has the speaker used words with which you are not familiar? Add these words to your vocabulary list.

Write a college entrance essay that highlights your college and career ready vocabulary.

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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.

Resources 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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Appendix A Vocabulary: On pages 32-35 is an exploration of the importance of vocabulary acquisition and the three tiers of words.

L.9-10.6 (Prior Grade Standard)

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.