

ADOPTED FEBRUARY 2018



Ohio

Ohio's Model Curriculum
with Instructional Supports

GRADES 11-12

English Language Arts

Ohio | Department
of Education

Grades 11-12.....	2
Model Curriculum Overview.....	2
Components of the Model Curriculum.....	3
Content Elaborations.....	3
Progressions.....	3
Instructional Supports.....	3
Instructional Strategies.....	3
Instructional Resources.....	3
Function of the Components and Supports.....	4
Using the Model Curriculum.....	5
Additional Resources to Support the Model Curriculum.....	5
English Language Arts Model Curriculum Webpage.....	5
English Language Arts Glossary of Terms.....	6
Becoming College and Career Ready.....	6
Grades 11-12.....	7
Reading Literature Strand.....	7
Reading Informational Text Strand.....	17
Writing Strand.....	28
Speaking and Listening Strand.....	44
Language Strand.....	51
English Language Arts Model Curriculum Update Writing Team.....	62
English Language Arts Model Curriculum Resource Teams.....	64

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grades 11-12

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p>RL.1 Quote accurately from a text when explaining text.</p> <p>RL.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a story, drama, or poem; respond to challenges or how the speaker in a drama or poem reacts to those challenges. b. Summarize the text, incorporating a theme d <p>RL.3 Compare and contrast two or more characters, the text (e.g., how characters interact).</p>

Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Supports

Stakeholders across the state of Ohio assisted with the development of this section of the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

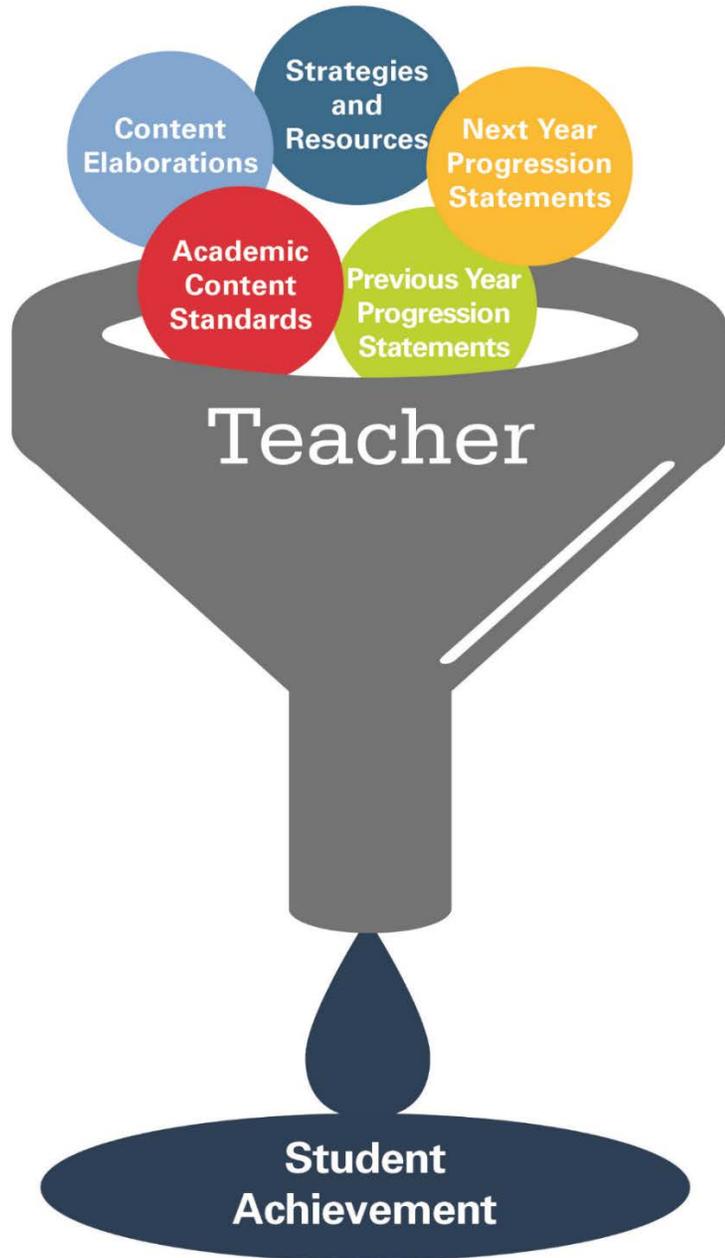
In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and *early learning* ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All *early learning* strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards.



Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to **Ohio's Learning Standards for English Language Arts**. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the **Previous Grade Level Progression Statements** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the **Content Elaborations**, as well as reviewing the **Instructional Strategies and Resources**, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the **Next Grade Level Progression Statements** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: **Student Achievement**.

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> » detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation 	<ul style="list-style-type: none"> ⊗ lesson plans ⊗ an exhaustive list of classroom activities per standard ⊗ instructional units ⊗ a resource meant to replace your district's decisions and direction



Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms* in its entirety.



Standards	
	<p>RL.11-12.1 Cite strong and thorough textual evidence to text says explicitly as well as inferences drawn from the text leaves matters uncertain.</p>
	<p>RL. 11-12.2 Analyze literary text development.</p>
	<p>RL.11-12.1 Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis of the text and that can be evaluated by others</p>

BECOMING COLLEGE AND CAREER READY

College and Career Readiness (CCR) means students are prepared to enter college and the workforce after high school. The K-12 grade-specific standards define end-of-year expectations and build to ensure students have the necessary knowledge and skills to succeed; however, they will need more than content knowledge in order to navigate their new environment. Tony Wagner (2008) of Harvard University suggests students need seven survival skills to thrive in what he calls the *global knowledge economy*. Many of these skills, although not related to particular content areas, are inherent in *Ohio's Learning Standards for English Language Arts*.

The introduction information for our learning standards offers a portrait of students who consistently exhibit these secondary skills, which are considered to embody college and career readiness. First, students demonstrate independence in constructing effecting arguments, conveying multifaceted information, and discern a speaker's message, while asking for clarification, as needed. This skill is closely related to Wagner's *Critical Thinking and Problem Solving*, in which students ask the right questions in order to find systematic solutions to problems. Speaking and Listening standards one and three ask the student to ask clarifying questions and evaluate a speaker's perspective. In addition, Writing standard seven requires students to research to answer questions. These are supported by Reading Information Text standard eight, which asks students to evaluate arguments, thinking critically about the validity of the speaker or author's reasoning.

In addition to independence, college and career ready students should be able to understand various perspectives and cultures, responding effectively to different audiences and tasks. These skills relate to Wagner's *Collaboration across Networks* and *Effective Oral and Written Communication*. In the standards, students are given various writing and speaking tasks aimed at diverse audiences (SL.6 & W.5) and are expected to communicate ideas clearly and accurately. The Writing and Language standards offer goals for students in relation to effective written communication that is concise and appropriate, while Speaking and Listening standards guide students to collaborative thinking.

These skills, along with *Accessing and Analyzing Information* and *Curiosity and Imagination*, allow students to write, speak, and create 21st century presentations that are authentic and engaging. While students are gaining content knowledge in English Language Arts, educators can foster these secondary skills in order to prepare students to interact and succeed in post-secondary education and the workforce.

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grades 11-12

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	<i>Key Ideas and Details</i>
Standards	<p>RL.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.</p> <p>RL. 11-12.2 Analyze literary text development.</p> <ol style="list-style-type: none"> Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. Produce a thorough analysis of the text. <p>RL.11-12.3 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).</p>

Previous Grade Band Progression Statement

In the previous grade band, students were expected to analyze and draw inferences from texts, examine the progression of theme, and explore the development of complex characters. Students were expected to cite strong and thorough evidence to examine the author's purpose.

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. Through the process of literary analysis, readers should examine the way an author carefully positions details that support the theme. Readers cite textual evidence to support their assertions. Informative abstracts or analyses should include, but are not limited to, the purpose of the text, key details essential to understanding the text, important events, essential plot details, and the resolution of the story. Readers should further examine the author's purpose and development of story elements and literary devices that shape the plot and, ultimately, the theme.

See the [Determining a Theme Guidance](#) and the [Types of Summaries Standard Guidance](#) documents for more information on these skills.

Instructional Supports for the Model Curriculum

Instructional Strategies

Socratic Seminar

The [Socratic Seminar](#) emphasizes inquiry and provides a student-centered discussion where students cite strong, thorough textual evidence to support analysis of the text. Areas to explore include how authors use literary techniques such as theme, characterization, plot, key details, tone, and mood.

Socratic Seminars are usable with all levels of learners. The students bring the topics to the forefront and can choose the evidence they are comfortable with, allowing for each student to add at their own level and the teacher to collect data on their abilities and understanding as they share in the seminar.

Plot Analysis

Use well-known children's stories and/or fairytales to introduce the process and terminology of plot analysis and other story elements that assist in literary development. After reading a children's story, students apply concepts to another work of literature. For example, the novel *Ethan Frome* contains the same fairy tale elements as "Snow White."

Children's stories and Native American stories are useful in helping English Language Learners understand myth and legend. For example, mischievous animals in fairy tales, such as a fox, can help students understand the trickster archetype. Students working above grade level can use folktales such as the Flying African tales to reinforce plot in advanced texts, such as *Song of Solomon*. The Flying African tale can be used to illustrate liminality or rites of passage.

Blogging

Students [contribute to a blog](#) or online discussion about a literary text where content, collaboration, and online etiquette are key. Suggestions include Today'sMeet (for a backchannel platform); a hashtag thread on Twitter; or an app, such as "Socrative."

Conversation Challenges

Use "[Conversation Challenges](#)" as an alternative to more formal Socratic Seminars. Students receive specific guidelines that allow for deeper conversation than a pop-up debate. This allows for more conversational practice. In small groups, students select a topic of discussion and a time (4 minutes, for example) in which they must keep the conversation going with each group member participating a determined minimum amount.

Instructional Supports for the Model Curriculum

Jenga Questioning

Use Jenga game pieces to attach questions about a text and its construction. Students pull a piece and answer different-level question(s). Each question level has a color associated with it.

- Red = 2 points for Remember and Recall.
- Green = 4 points for Apply and Analyze.
- Purple = 6 points for Evaluate and Create.

Students can work in pairs to achieve the most points and foster teamwork.

Instructional Resources

Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. Note that the sentences the students create in step 3 will be more complex for this grade band. View the video under the heading, [Teaching Theme the Metacognitive Way](#).

Teaching Plot Structure Through Short Stories

Help for students to understand the [conventions of plot](#)

Examine, Analyze, and Evaluate Plot as an Element of Fiction Writing

Strategies for focusing on the [elements of plot](#) in a story

Anticipation Guides

Engages students with a topic before reading a text [with these strategies](#).

Citing Textual Evidence

[This PowerPoint](#) reviews the definitions of evidence through examples and practice.

Game-Based Learning Resources

Allows students to engage with a text through games [at Edutopia](#).

Project-Based Learning

Students work collaboratively and engage deeply with a [real-world, 21st century topic](#).

Strand	Reading: Literature
Topic	<i>Craft and Structure</i>
Standards	<p>RL.11-12.4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p> <p>RL.11-12.5 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.</p> <p>RL.11-12.6 Analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.</p>

Previous Grade Band Progression Statement

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 and perspectives in world literature. Students were expected to understand how the author's global and cultural experiences impact the meaning of the author's text.

Content Elaborations

Analyzing the **Craft and Structure** of literature requires the reader to examine the author's style closely. Readers can identify specific language choices and organizational strategies that authors use to enable readers to comprehend representations of people, events, ideas, and information. Readers reflect on the connotative meanings of words and phrases in texts as a tool by which they discover the meaning, tone, mood, and theme of a text. Readers understand that an author's perspective impacts choices made about the text and acknowledge the point of view from which the narrative is told.

Instructional Supports for the Model Curriculum

Instructional Strategies

Restructure the Plot/Perspective

Readers create a graphic organizer to track the plot trajectory or analyze the perspective of a given character. Students then consider how an alternate plot structure or perspective would affect the story.

Instructional Supports for the Model Curriculum

Change the Structure

Readers change the resolution of a story and discuss the impact on tone, meaning, point of view, etc. This strategy helps readers understand structure and how an author's choices contribute to overall structure/meaning/aesthetic impact. For example, in *The Scarlet Letter*, if Hester were to expose Dimmesdale, how would this impact other characters and minor plot lines?

Choose a Phrase

Readers choose a phrase from the text that is interesting, confusing, descriptive, or that relates to a literary element (e.g., tone, mood, setting, characterization, etc.) and write it on a sticky note. The sticky notes are posted in the classroom to promote discussion. Each student chooses a sticky note phrase on which to elaborate. This can be done in small groups or individually as long as the students choose someone else's phrase to discuss.

Using Current Events to Inspire Satire

Students will look for diction and figurative language in a classical satirical text (e.g., Jonathan Swift's "A Modest Proposal," or Kurt Vonnegut's "Harrison Bergeron"). After exploring contemporary media examples of satire (e.g., *The Onion*, *The Daily Show*, *The Simpsons*) they create their own satire based on a current social topic.

To extend this strategy, their satire can be structured in the format of one of the examples of classical text or modern media. The students can then explain the parallels between their structure and the examples and why they chose that example for their satire's structure. Another way to assess this satire is to have the students present their satire to the class as a serious "call to action." Their peers could then vote on the most effective satire.

The Hunt for Humor

Students annotate the text looking for literary elements (tone, mood, setting, characterization, etc.) so they can easily and efficiently locate evidence of humor. After highlighting evidence, the words are categorized for type of humor (satire, sarcasm, irony, understatement, etc.) using a graphic organizer appropriate to the text.

Instructional Resources/Tools

Mentor Texts

Digital warehouse for mentor texts; [Text Dropbox Project](#)

The Morning News Tournament of Books

Every year Field Notes hosts this "[competition](#)" in which novels are placed in NCAA-Tournament-style brackets and face off against each other.

Instructional Supports for the Model Curriculum

Using Humor to Boost Retention

A general overview of the [benefits of incorporating humor](#) into lessons with links to studies and books (Dave Burgess's *Teach Like a Pirate*).

Style: Defining and Exploring an Author's Stylistic Choices

A [ReadWriteThink lesson plan](#) that examines how style in literature underscores how language conveys mood, images, and meaning.

Irony, Sarcasm, and Satire

[A handout](#) from the City University of New York that explains the distinction between these terms.

Teaching Inference

This PowerPoint from Day of Reading provides a detailed exploration of the intricacies of [teaching inference](#).

Word Choice Analysis Graphic Organizer

Students organize an [author's word choices](#) and their meanings for understanding and reference when writing.

Film Study

Topics such as tone, mood, irony, satire, etc., are addressed in a way that appeals to students. [at Teach with Movies](#).

Strand	Reading: Literature
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>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 and one play by an American dramatist.)</p> <p>RL.11-12.8 (Not applicable to literature)</p> <p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early- twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.</p>

Previous Grade Band Progression Statement

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. Students were expected to draw a deeper understanding of a literary work based on allusions used within the text.

Content Elaborations

The **Integration of Knowledge and Ideas** is important in forming a skilled reader. By examining and comparing key scenes, as envisioned by different actors and directors, students become aware of how interpretation affects understanding. Readers should explore various, specific works using multiple perspectives and varied literary critical theories to determine the author's overall intention. Readers should experience stories, dramas, and poems in multiple forms. They should read it, hear it, and watch it being performed. Then students should analyze each medium's interpretation of the text.

Instructional Supports for the Model Curriculum

Instructional Strategies

Examining Multiple Interpretations

Have students read any Shakespeare play and view a modern interpretation or film adaptation of the play. Students participate in a Socratic seminar comparing and contrasting the different interpretations. Students apply their knowledge to create their own movie script or trailer for their adaptation of the play.

Instructional Supports for the Model Curriculum

Poetic Form Writing

Readers analyze and discuss medieval and modern-day ballads, sonnets, odes, etc. and then list characteristics of each genre. They then form teams and create or select one genre to perform. Each team presents their work. A discussion post can then be established to comment on each performance regarding why students chose to perform the text in a particular way.

Instructional Resources/Tools

Graphic Organizers

Readers use graphic organizers to [compare and contrast](#) topics and works.

SIFT

[SIFT](#) is a resource (Symbols, Images, Figurative Language, Tone and Theme) to assist students with poetry analysis.

TP-CASTT

[TPCASTT](#) is a resource (Title, Paraphrase, Connotation, Attitude/Tone, Shifts, Title, and Theme) that enables students to analyze poetry.

Strand	Reading: Literature
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard	<p>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, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p> <p>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, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p>

Previous Grade Band Progression Statement

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

Readers should show growth through extensive reading of a variety of genres from diverse cultures and a range of time periods. Readers should activate prior knowledge and build background knowledge to make personal, societal, and ethical connections that deepen the understanding of complex text. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Readers should use literature to build important reading skills and strategies, as well as become familiar with various complex text structures and elements.

Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Instructional Supports for the Model Curriculum

Instructional Strategies

Audio Text

While following along with the text, readers comprehend the more complex concepts of higher-order thinking skills; readers can assimilate proper pronunciation of vocabulary, as well as understand dialects, diction, and idioms introduced in the text.

Genre Connections

Select modern examples of music or films with which students are familiar to connect to elements of classic literature.

Choice Board

The teacher creates a choice board (for example, a bingo board or menu) containing various texts in the appropriate complexity band. Students can choose the texts they want to read for independent reading assignments. **The teacher can differentiate the choice board by complexity to accommodate for students who are struggling readers, reluctant readers, advanced readers, or ELL learners.**

Literacy Memoir/Portfolio

Students develop an individual Literacy Memoir/Portfolio with consideration given to range of reading and level of text complexity. For example, each student starts with an honest assessment of his or her personal literacy experience (e.g., graphic novels, fantasy books). Then, as the student progresses through school texts and personal texts, he or she strives to include more types of texts (e.g., classic novels, visual texts, Blogs, etc.).

Instructional Resources/Tools

Audio Texts

Free audio for several popular stories and poems [at Loud Lit](#)

Teacher Tools for Shakespeare

Lesson plans and support materials for all of Shakespeare's works [at Folger](#).

Complex and Foundational Texts

[Variety of instructional strategies](#) for approaching complex texts

Tiered Texts

[Incorporating tiered texts](#) and multiple modalities in order to meet the learning style needs of students

READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	Key Ideas and Details
Standards	<p>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.</p> <p>RI.11-12.2 Analyze informational text development.</p> <ol style="list-style-type: none"> 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. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. <p>RI.11-12.3 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.</p>

Previous Grade Band Progression Statement

Students in previous grades were expected to cite and draw inferences from the text; analyze informational text development; determine and analyze the development of the central idea of a text, including how it emerges and is shaped and refined by specific details; and provide an objective summary of the text that includes the development of the central idea and how details impact this idea. Students were expected to utilize strong evidence to support a claim.

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.

Students should demonstrate comprehension of a text and support their analysis by selecting textual evidence for explicit and implicit ideas. The textual evidence should be compelling and provide the best examples in order to fully support the analysis. Students should question, consider, and be able to support textual uncertainty.

Students should be able to identify two or more central ideas and discuss how the author develops them in the beginning, middle, and end sections of the text. Students should also analyze how the central ideas support each other or how they are related to each other.

Informative abstracts should include the purpose of the text, important specifics (dates, names, or places), claims and counterclaims and/or important events sequenced, and synthesis of concluding remarks from the author of the text or resolution of the story. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

In addition to determining the central idea of a text, students should examine other components of a text. (For example: how the speaker of a text is changed by an event in the text.)

Instructional Supports for the Model Curriculum

Instructional Strategies

I Claim, You Claim, We All Claim

This is an activity to do verbally or on paper. It can be a daily practice and is easily modeled by the instructor. Anytime someone makes a statement or expresses a thought it is done in the form of a claim/assertion. For example an instructor may say, “I assert that it will take you 10 minutes to complete this task; you have listened, observed, and are ready to practice” or a student may think, “I claim this writing is worthless; it is redundant, factually inaccurate, and outdated.”

For short readings, a claim is written after reading by finding the gist of the text (six words or less) and then highlighting three words/phrases that support the gist. For longer readings, chunk the text into smaller parts. Identify gist and support for each section, and then synthesize them at the end by writing the claim.

SQ3R

Through the use of Summary, Question, [Read](#), Recite, Review, students will interact with the text by performing each of the five tasks. Bookmarks can be used per section in order capture the details necessary for classroom discussion. For further information on the SQ3R strategy, refer to [this website](#).

Premium

This acronym establishes reading rates and comprehension by the [Premium Strategy](#), which is **P**reviewing the text, **R**ead slowly, **E**valuating the text, determining the **M**ain Idea or most important details, **U**nderstanding by asking and answering questions, and **M**oving on to apply to classroom interaction and further assessment.

Socratic Seminar

A [Socratic Seminar](#) is based on Socrates' belief in the power of asking question as it emphasizes the process of inquiry over information and discussion over debate, while promoting students' ownership of the text discussion in a communal format. Students must cite strong and thorough textual evidence to support analysis of the text throughout active participation in the seminar discussion. The Socratic method also allows students to explore textual dynamics. These dynamics include, but are not limited to, the development of a central idea(s) and how the author uses rhetorical techniques and strategies.

Exit Slip

Students write down responses to teacher-posed questions about their understanding of the material or concepts at the end of a lesson. Teachers are provided with immediate feedback to inform future instruction. For further information about the exit slip strategy, refer to this [website](#).

Instructional Supports for the Model Curriculum

Fishbowl

Divide the class into two groups and place into two circles, an inner and outer, all facing inward. The inner circle is given a topic to discuss. The outer circle listens, without speaking, and takes notes on the discussion. Then, the students switch positions and the new inner circle incorporates their observations into their discussion, adding new insight or picking up a former point of debate. Repeat the process.

For further information about the fishbowl strategy, refer to the following websites:

[Facing History](#)

[Better Evaluation](#)

[Ed Change](#)

Instructional Resources/Tools

Informative Abstract Resources

Students can view model abstracts of informative texts, discuss the features, and write their own for the topics on which they are researching.

- [Bowling Green State University: Abstract construction](#)
- [OWL Purdue: Abstract construction](#)
- [UNC Chapel Hill: Abstract construction](#)

Strand	Reading: Informational Text
Topic	<i>Craft and Structure</i>
Standards	<p>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</i> No. 10).</p> <p>RI.11-12.5 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.</p> <p>RI.11-12.6 Determine an author's perspective 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.</p>

Previous Grade Band Progression Statement

Students in previous grades 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 perspective or purpose of the text. Students were expected to use specific organizational strategies and rhetorical content to convey meaning.

Content Elaborations

Examining the author's technique is the essential focus when analyzing the **Craft and Structure** of an informational text.

Students should consider that words and phrases might have multiple meanings and that authors select specific language (emotive, evocative, formal, informal, etc.) and use specific organizational and rhetorical devices and strategies to convey ideas.

Students should identify the organizational pattern(s) an author uses in his/her exposition or argument. Students also should analyze the effectiveness of the author's choice of structure in relation to his/her overall purpose.

Students should identify the author's purpose or perspective and also characterize an author's style by examining features, such as structure, diction, and syntax. Additionally, students should analyze how the author's style impacts the audience or the text.

Instructional Supports for the Model Curriculum

Instructional Strategies

Rhetorical Triangle

According to Aristotle, a speaker's ability to persuade an audience depends on the speaker's anticipation and subsequent shaping of the audience's reception to the message. An effective speaker utilizes appropriate appeals. These appeals fall into the categories of logos, pathos, and ethos. A description of these appeals and information about using them to help students understand an author's argument are found in the *Resources* section below.

Editorial Style

Students select an editorialist whose writing they find compelling and read five of that writer's editorials. They analyze the author's use of diction, syntax, and rhetorical strategies and evaluate the effectiveness. Students then choose a current topic and write an editorial(s), imitating the style of the author. Students compose an additional writer's memo, detailing specific parallels between their editorial(s) and the author's editorials. For an alternative to this activity, students watch an editorial video shown by the teacher or that they could access through an LMS system (such as Faith Salie *CBS Sunday Morning*). Students write editorial scripts for broadcast. Students then record a broadcast of their scripted editorial piece. These broadcasts may be watched for review in class or shared on a class website.

SOAPSTone

[SOAPSTone](#) (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that students can ask themselves, and then answer, as they begin to analyze a text for an author's structure and craft.

Rhetorical Devices

The websites in *Instructional Resources/Tools* provide lists of rhetorical terminology with examples. Students may find a list of devices useful when analyzing the craft and structure of a text. Along with identifying a device, students need to be able to explain why a particular device is effective. This can be done after reading with longer texts and during reading with shorter texts.

Instructional Resources/Tools

Rhetorical Triangle

More information on understanding and analyzing rhetoric can be found at the following locations:

[Arizona State University](#)

[Ford's Theatre National Historical Monument](#): This website provides instructional strategies and activities for teaching ethos, pathos, and logos.

[Digital Rhetoric](#): The following website is useful in analyzing rhetorical choices in digital format.

Instructional Supports for the Model Curriculum

Rhetorical Devices

For further information about the rhetorical devices strategy, refer to the following resources:

[Resource 1](#)

[Resource 2](#)

[Resource 3](#)

Strand	Reading: Informational Text
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>RI.11-12.7 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.</p> <p> RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9 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.</p>

Previous Grade Band Progression Statement

Students in previous grades were expected to examine various texts presented in different mediums, delineate and evaluate arguments, and analyze the central ideas and concepts of seminal U.S. documents of historical and literary significance. Students were expected to evaluate evidence and eliminate false and illogical evidence in order to enhance comprehension of the text.

Content Elaborations

The ability to **Integrate Knowledge and Ideas** from informational text requires analysis and evaluation of critical ideas 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.

Students will identify the rhetorical situation (premises, purposes, and arguments) in U.S. seminal texts, then describe and explain the logic used. Students will evaluate the effectiveness of the logic in relationship to the author's purpose of influencing or supporting a particular cause or group (public advocacy).

Students will analyze a variety of U.S. foundational documents (ones that established or influenced the basis of our nation's ideology) for the text's central idea, purpose, and rhetorical features.

Instructional Supports for the Model Curriculum

Instructional Strategies

Integrated Units

Students collaborate across disciplines through integrated units that focus around a common problem or essential question of an academic nature, public issue, or the workplace, allowing students the opportunity to make meaningful connections and provide practical context for the type of thinking they often are expected to do in school, careers, and the real world.

Double-Entry Journals

Students create double-entry journals in order to understand what they are reading by recording important ideas in one column and responding, analyzing, or reacting in the other column. **A specific focus can be assigned for either column, depending on the assignment and the needs of the learners.** Creating a double-entry journal also provides students with notes to return to as they later synthesize multiple sources of information. **Students can post questions and prompts from notes on a class blog or discussion post.**

Gallery Walk

A gallery walk allows students to move about the room and engage with one another in conversation. After viewing various sources (and mediums) of information, examining each one, finding connections, and evaluating the meaning or themes, students “mingle” to discuss their observations with their peers. **As an extension for a broader audience, students upload visuals of various assignments and post them in a file on the school's LMS or a presentation program for all students to view and post comments.**

Compare/Contrast

Students read a text (e.g., “Letter from Birmingham Jail”) and then evaluate a picture, cartoon, or video relating to the same topic. Students create a response to the reading or comparison targeted at addressing the given standards. Students may record themselves reciting a text and then share it with classmates in order to view and compare multiple interpretations. **To enhance this assignment, students can synthesize material from three different formats (prose, charts/graphs, and a visual) to create a persuasive argument.**

Close Reading

Close reading is the thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. Students can be instructed during a close reading to focus on tracing the reasoning the writer uses in an effort to be persuasive.

Distinguishing Primary and Secondary Sources

Students will be given various resources to determine whether they are primary or secondary sources. These sources may be taped personal interviews, journal articles, videos, historical documents (e.g., Salem Witch Trial), court documents, etc.

Instructional Supports for the Model Curriculum

Understanding Reasoning

In order to delineate and evaluate the reasoning in a document, students need to understand different models of arguments, including deductive reasoning, inductive reasoning, Toulmin arguments, and Rogerian arguments, as well as the types of arguments that writers utilize--definitional, causal, etc.

Rhetorical Triangle

Aristotle taught that a speaker's ability to persuade an audience depends on the speaker's anticipation and shaping of the audience's reception of the message. In analyzing the [rhetorical triangle](#) (speaker, audience, and message), students will be able to determine the premise and purpose and evaluate the argument's success.

Time Period Comparison

In order to give students experience in synthesizing and evaluating researched information, students will compare texts from a set time period that address a particular belief, action, or event (e.g. Vietnam War protests, the ratification of the Constitution of the United States, etc.). Students then discuss the perspectives about the topic each source provides, drawing evidence from text.

Vision for the Future

Before reading historical documents (e.g., President Lincoln's and President Obama's Second Inaugural Address), students will develop a speech describing their accomplishments over the past year. Students will identify key events that occurred in their school and personal life (e.g., nominations, awards, extra-curricular activities, clubs, sports, academic successes, driver license, part-time job, CPR/First Aid). They will highlight the details of each accomplishment, and briefly describe a vision for their future (e.g., apply for financial aid, graduate high school, pass Algebra II, become an Insurance Broker). The format and substance of their accomplishments and vision should resemble that of the Inaugural Addresses of both Presidents Lincoln and Obama. Students will take their address and use the information to update or create a résumé.

Instructional Resources/Tools

Close Reading

Close reading models can be found at the following locations -

[Harvard Writing Center](#)
[America in Class](#)

Primary Resources

Guidelines for finding, using, and evaluating sources can be found at [this website](#).

Strand	Reading: Informational Text
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard	<p>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.</p> <p>By the end of grade 12, 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.</p>

Previous Grade Band Progression Statement

By the end of grade 9, students were expected to comprehend literary nonfiction, 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 literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Content Elaborations

To help teachers match complex, grade-appropriate texts to their students, the Ohio Learning 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. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Students should show growth through extensive reading of a variety of genres from diverse cultures and a range of time periods.

Students should use texts to build important reading skills and strategies, as well as become familiar with various complex text structures and elements.

Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Instructional Supports for the Model Curriculum

Instructional Strategies

National Writing Project's Guide for Complex Texts

Explanation of [various strategies](#) to scaffold challenging texts, such as providing multiple levels of text, modeling, annotation, providing background information, reading multiple drafts, close reading, reading non-ELA content, and holding mini-conferences.

Audio Text

Students listen to an audio version of the text. *Struggling readers/learners may be able to enjoy and comprehend the more complex concepts of higher order thinking skills while listening and following along with their written version. More advanced readers can follow along in the book to understand proper pronunciation of new vocabulary introduced in the text, pausing their listening to reflect, write, or extend their comprehension and learning where appropriate.* A collection of audio stories and poems can be found [here](#).

Extension

Students who are reading at an advanced level can extend their learning by investigating supplemental topics related to the subject matter in history, politics, etc.

Instructional Resources/Tools

The Text Project

A comprehensive collection of resources, instructional strategies, and leveled texts available to students and teachers can be found at [this website](#).

WRITING STRAND

Strand	Writing
Topic	Text Types and Purposes
Standard 	<p>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.</p> <ol style="list-style-type: none"> Establish a clear and thorough thesis to present a complex argument. 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.11-12.2 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.</p> <ol style="list-style-type: none"> Establish a clear and thorough thesis to present and explain information. 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 to aid comprehension, if needed. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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).

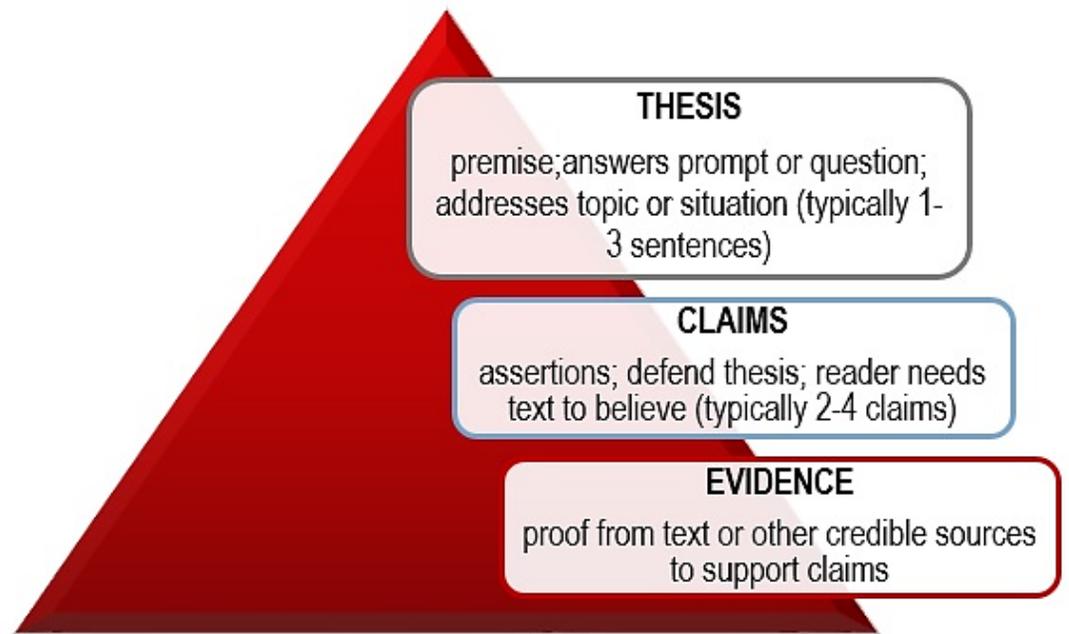
Strand	Writing
Topic	Text Types and Purposes
	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Previous Grade Band Progression Statement

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

Students should establish a thesis or thesis statement as a foundation for their argument and informative/explanatory writing tasks. The thesis should be confirmed first by claims at the paragraph level, which need to be clear, while being supported with textual evidence and credible sources. The supporting evidence substantiates the claims and can be in various forms, including facts, quotations, examples, details, and/or statistics. Students then explain, in their own



Strand	Writing
Topic	Text Types and Purposes
	<p>words, the relevance of the evidence to their claims (or counterclaims), which is called <i>analysis</i>. See the Establishing a Thesis Standard Guidance for more details about the thesis-claim-evidence structure.</p> <p>When writers argue, they choose precise textual evidence to develop and support claims and to address counterclaims within the composition's paragraphs. When writers inform/explain, they choose precise and objective textual evidence to develop and convey information. When using outside information in both arguments and informative/explanatory compositions, writers choose valid and scholarly sources and distinguish between reliable and unreliable sources. The realm of sources may include materials from multiple outlets, e.g. text, media, interviews, surveys, artwork, and observations.</p> <p>Informational and explanatory writing (e.g., to inform or explain) in this grade band will be similar to that of the previous grade band. Students will be expected to develop a clear thesis/topic, which is supported by facts, extended definitions, concrete details, quotations, or other information and examples that will support and clarify the thesis/topic that is appropriate for the intended audience. Students will also work to create coherence and completeness through varied sentence structure/syntax and effective transitional strategies. The response is expected to have an evident organizational structure from introduction to conclusion based on purpose and audience while developing and maintaining a consistent style and objective tone.</p> <p>When writers narrate, they create a sequence of events to build a strategic plot, to develop a theme, and to create engaging characters. Advanced writers will develop more complex conflicts, developments, and resolutions. Writers engage the audience with individual style and tone, utilizing techniques such as imagery, authentic dialogue, and varied point of view.</p> <p>Writers must be aware of audience and task when organizing compositions, which includes transitions and sequencing that clarifies how the information is connected. An introduction offers a preview and context for the composition; a conclusion creates an effective ending appropriate to the task. As writers prepare for college and careers, in addition to intentionally organizing compositions, they will develop voice and style appropriate to a particular audience (e.g., word choice, syntax, vocabulary, tone). When writing for an academic or professional audience, writers incorporate vocabulary specific to their topic and maintain a formal tone and style.</p>

Instructional Supports for the Model Curriculum

Instructional Strategies

Modeling

A separate skill, criterion, strategy, etc., is highlighted and explained, and sometimes students are given relevant resources or tools. Students are given a task in which they practice and talk about what has been taught. The teacher helps students understand approaches to the task, often by modeling or explaining procedures and strategies. Usually, students share what they have done in the task, discuss it, problem-solve, etc. Then, the skill or strategy is integrated into the student's own writing.

Digital Tools can also be used to flip the modeling using video and other documented examples so that students have resources available through LMS or teacher website when working at home.

Conferencing

Teachers also want to respond as a fellow writer and reader by modeling and conducting a conference as a conversation and responding genuinely to the writer's ideas and experiences. They encourage the student writer to talk, think, and make decisions. They describe what they see in the student's work, ask questions about content and form, provide suggestions or options, explain strategies or techniques, identify resources the student could use, and refer to mini-lessons.

Digital Tools allow for teachers and students to electronically keep track of conferencing subjects and works. (ex. OneNote for Class or simply a shared Word document)

Use a conferencing form utilized by students to save time in the writing conference. Students should have available their writing assignment, draft, and a copy of their writing form. The form would indicate 1-3 areas where students need assistance. This helps provide focus during the writing conference, gives students ownership of their paper, and also helps struggling students identify their areas of need. The writing form maintains a running record of student progress, and students can return to their writing notes for future assignments.

Exemplar Texts

Exemplar texts are pieces of literature that both the teacher and student—can return to and reread for many different purposes. They are texts to be studied and imitated. Exemplars help students to take risks and be different writers tomorrow than they are today. It helps them to try out new strategies and formats.

Housing these examples online will allow students to access when needed. Digital tools can also be used for peer reviews or discussions to demonstrate understanding of what makes exemplar text. (LMS discussion threads, Padlet, etc.)

Instructional Supports for the Model Curriculum

Related Career Writing

Have students write argumentative essays that argue for and against a product, technique, style, etc. that applies to their field. For example, Small Engine students could argue 2-stroke vs. 4-stroke engines; Diesel students could argue Cummins vs. International or Caterpillar; Automotive students could argue diesel vs. gasoline engines in automobiles.

For informative writing, Collins Writing works very well. Have the students complete steps to creating, assembling, designing, etc. something related to their labs. For example, students in Medical Technologies could write out the proper steps for taking blood pressure or starting an IV; Criminal Justice students could write the steps for examining a crime scene; Graphic Art students could write out the steps for preparing and executing silk screening techniques.

For narrative writing, students could write explanations of what may happen or what did happen. For example, Criminal Justice and Public Safety students could write actual criminal/incident reports from scenarios; Carpentry/Home Remodeling students could write safety reports for scenarios on a job site or narratives for what could happen on the job site if safety measures are not followed; Cosmetology students could write narratives describing how to fix coloring problems or what could happen if coloring recipes are not followed correctly.

Guided Writing

Work with a small group of students to stretch and expand the skills of advanced writers or reteach and offer intervention to struggling writers.

Evaluating Models of Performance

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

RAFT

RAFT is a writing strategy that helps students understand their roles as writers, the audience they will address, the varied formats for writing, and the topic they will be writing about.

- Role: Who are you as the writer?
- Audience: Who are you writing for?
- Format: What format will the writing take?
- Topic and strong verb: What is your topic for the piece? What is the purpose?

Instructional Supports for the Model Curriculum**Instructional Resources/Tools****Student Writing Samples**

[Appendix C, pages 71-104](#), offers teachers a wide range of student writing samples.

Graphic Organizers

The "paragraph hamburger" is a graphic organizer that visually outlines the key components of a paragraph. Topic sentence, detail sentences, and a closing sentence are the main elements of a good paragraph, and each one forms a different "piece" of the hamburger.

Strand	Writing
Topic	<i>Production and Distribution of Writing</i>
Standards	<p>W.11-12.4. 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.)</p> <p>W.11-12.5. 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.</p> <p>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.</p>

Previous Grade Band Progression Statement

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 both independently and collaboratively.

Content Elaborations

Writers produce and distribute compositions created through a multistage, reflective process. This requires planning and revising that may occur collaboratively, individually, and/or technologically.

Effective writers make independent and/or collaborative decisions about the type of writing produced and how it is distributed (e.g., multimodal, media, print publication). Authentic writing opportunities should be provided to simulate real-world applications (e.g., email, blog, digital presentations, letters, journals, applications, essays).

Instructional Supports for the Model Curriculum

Instructional Strategies

Peer Review/Editing and Author's Notes

Peer review refers to the many ways in which students can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work. Working collaboratively, students review each other's writing for specific revisions or editing.

Digital tools can allow for students to share work online and make comments/provide ongoing feedback both in and outside of the classroom. This can be done through discussion threads, shared documents, etc.

Instructional Supports for the Model Curriculum

Conferencing

Meet with students individually to discuss writing strengths, weaknesses, and goals. [Conferencing notes can be housed and shared electronically to allow teacher and student access for reflection and goal setting.](#)

Annotating/Coding

Students annotate (e.g. highlight, bold, underline, italicize, etc.) their own documents to indicate specific writing aspects (e.g. thesis, transitions, evidence, sources, etc.). [Screencasting allow students to annotate on touchscreens and explain their thinking for the teacher to review.](#)

Writing Groups

Students share their writing and work collaboratively in a supportive group environment with the common goal to improve and strengthen their writing. Writing groups can be flexible and fluid depending on the task, purpose, audience, etc. [Through online learning management systems, students can post short parts of their writing such as thesis statements, integrated evidence sections, or specific passages to participate in peer review.](#)

Writing Workshop

Teachers direct the student writing process through specific steps, encouraging all student to have ownership in their work. Workshop utilizes a gradual release method (I do, We do, You do) to scaffold increasingly complex writing. [Successful workshops](#) allow students to have control of their own learning and growth in the process as well as the product.

Product Creation Research

Students complete a senior project that connects a career field to their English class. The students create a product. As part of the process, the students research various aspects of their product. The students complete the research paper in their English class, but it is graded by their career instructors for content and their English teachers for grammar, format, etc.

Instructional Resources/Tools

Publishing Writing to a Broader Audience

[Figment](#) is an online platform for students to safely publish their writing.

Strand	Writing
Topic	<i>Research to Build and Present Knowledge</i>
Standards	<p>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.</p> <p>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.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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 diverse texts from the same period treat similar themes and/or topics”). 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., <i>The Federalist</i>, presidential addresses]”).

Previous Grade Band Progression Statement

In the previous grade band, students were expected to investigate and evaluate relevant and credible information from multiple authoritative sources to conduct research projects that can be both short term and long term. Students used a variety of sources to solve a problem or answer a question. Using those sources and prior knowledge, the students built a new understanding of the topic and created a solution that developed the evidence and their own beliefs.

Content Elaborations

Students conduct research to learn, develop, or broaden their knowledge about a topic and not to simply substantiate their existing viewpoints and understanding. Identify a viable research topic appropriate for the task (narrative, informative, argumentative). Determine the extent of research needed for the topic, considering the complexity of topic, student’s prior knowledge, and audience’s familiarity with the topic, to create new and additional understandings and knowledge. Identify a self-generated primary question that will be further developed into an essential/focus question. Conduct research using specific search terms within multiple sources. Understand the validity and strength of a source, considering timeliness, bias, and credibility.

Writers use appropriate style manuals to follow a standard format for citation structure and presentation. Ohio Learning Standards do not choose a citation format; rather, the standards ask that a standard format is followed (e.g., MLA, APA, Chicago/Turabian). More important than the exact rules of a particular format would be the rules of what elicits a citation and what does not. Students need to be

Strand	Writing
Topic	<i>Research to Build and Present Knowledge</i>
<p>able to determine IF they need to cite a piece of information they have included in their writing, and then they need to know HOW to find citation style guides when they need guidance.</p> <p>Comprehend and identify main points in literary and informational texts that will be used to support students' points within their tasks. Students need to be able to paraphrase and/or directly cite source documents, according to its usefulness to the overall task.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Evaluating Resources

Students need to learn how to use the Internet, scholarly databases, and narrow search terms to complete their research. They also must be able to discern the credibility and usefulness of a source, paying particular attention to the impact of a source's author and origin, potential bias, and timeliness. Strategies such as CARS (credibility, accuracy, reasonableness, and support) and CRAAP test (currency, relevance, authority, accuracy, and purpose) are useful in achieving this goal.

Using Media to Analyze Credibility

One way to begin helping students understand the critical thinking that needs to be applied in this task is to look at a source as a class or analyze **commercials for the intended audience and credibility, asking the following questions: Who is this information meant to reach? What is the evidence to support this conclusion? What biases exist?**

Address Fallacies

Evaluate appeals to logic, authority, and emotion. Use sample research papers, advertisements, political commercials, and position papers to show students where and when logical fallacies are used and to also show students the weakness of these fallacies when making points within their own texts. 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 Source

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. Students then create an inventory of significant texts that they have engaged with over a specified period of time and brainstorm additional information they may need to conduct and/or complete their inquiry. **This could be done on a Padlet to provide an interactive visual that students can refer back to outside of class.**

Instructional Supports for the Model Curriculum

Concept Mapping, Webbing, and Graphic Organizer

When students need to organize a variety of sources for a research project, concept mapping, webbing, and graphic organizers help sort out the information and viewpoints. For example, when researching capital punishment, students will find varying points of view, discover that multiple methods can be used, and learn that state laws vary in this regard. In addition, students will discover a long history of debate, court cases, and practices.

A graphic organizer, webbing plan, or concept map can help students visualize and sort out the information they learn. This is a step students use prior to creating an outline that determines the paper's structure. [Online notebook tools are a way to organize links, ideas, graphic organizer templates, etc.](#)

Synthesizing Sources

Students practice pulling relevant information from each source and combine information from other sources together into the new document. [This short article](#) from an instructor at Bowling Green State University offers suggestions on how to teach students to synthesize material.

PERSIA

When dealing with a complex, historical topic, students may consider the topic from a variety of viewpoints (political, economic, religious, social, intellectual, and artistic) to support their investigation and broaden their perspective. [Teams of students create a video or other multimedia presentation that can then be shared for comments on the issue and the various points presented in the document/production.](#)

Integrating Information into Student Writing

Students need to be explicitly taught about responsibly using others' ideas in their own writing. Plagiarism, both intentional and unintentional, is a serious offense and can be avoided through discussion and practice. Students will evaluate use of their sources in terms of overusing or relying on one specific sources. When students are writing, they will highlight how often they are citing and using sources to ensure that they are balancing the information taken from each individual source.

Lastly, as students include the ideas of others in their work, they need to understand the nature of academic writing in which sources are synthesized seamlessly. Strategies such as TIQA (topic sentence, introduce the quote or example use the quote or example, analyze) and PPE (point, proof, explanation) are useful in achieving this goal.

Product Creation Research

Students complete a senior project that connects a career field to their English class. The students create a product that is related to a career field of their choice (e.g., if a student is interested in a health field, they may create a more efficient blood test method, etc.). As part of the process, the students research various aspects of their product, depending on what they create.

Instructional Supports for the Model Curriculum

Instructional Resources/Tools

OWL at Purdue

This site provides plagiarism definition and includes an exercise for students to complete to assess their understanding and scenarios. In addition, the site provides best practices for researching and drafting, note-taking while researching, interviewing and conversing, writing paraphrases or summaries, writing direct quotations, drafting, revising, and finalizing texts.

How to Narrow a Topic

This PowerPoint presentation from the Ohio State University library explains useful steps to follow in narrowing a topic.

News Literacy

This short article from Edutopia explains digital literacy.

Fair Use Policy

This infographic from American University explains the guidelines and policies for using other scholars' work in one's own project.

Plagiarism

Council of Writing Program Administrator's statement on Best Practices on defining and avoiding plagiarism

Strand	Writing
Topic	Research to Build and Present Knowledge
Standard	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.

Previous Grade Band Progression Statement

In the previous grade band, students were expected to write routinely over extended time frames (e.g., 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. They learned to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they began to adapt the form and content of their writing to accomplish particular task and purpose.

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.

Instructional Supports for the Model Curriculum

Instructional Strategies

Journaling and Short Response Papers

Students respond to a prompt (as a discussion, conversation, or analysis) to be reviewed within the class, often to promote their class participation.

Online discussion threads/backchannels such as Today's Meet, Padlet or an LMS discussion feature will allow students to interact over time. Shared documents can do the same with comment features.

For accelerated learners, using the dialectical journal format, identify one key quote from each chapter of the text. For each quote provide a clear explanation of the writer's assertion, and then defend or challenge that assertion using your knowledge of the text, background knowledge/ experience, or any outside reading.

Instructional Supports for the Model Curriculum

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.)

[Multigenre Research Paper](#)

ELL - Cartooning

Visualization Sketches - Struggling writers will create a storyboard and write captions under each event that explains the action. Struggling students can use storyboarding, sketching, or word ballooning to help explain important quotes in a text.

Quick Writes and 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. This type of in-class writing can be formative or summative. This [strategy](#) is particularly helpful in gauging student understanding.

Blogs

Students write regularly, based on personal opinion, reflection, or observation over various topics, usually for a specific audience. Digital Tools, such as [blog sites](#), can allow students to share their blog outside of the classroom.

I-Search Paper

[I-Search papers](#) empower students by making their self-selected questions about themselves, their lives, and their world the focus of the research and writing process.

Portfolio Writing

Students would maintain a [writing portfolio](#) that may be used from one to four years of high school writing. Students would track the types of writing, the standard, the assignment/title, their reflective strengths and weaknesses. Types of writing in the portfolio may include argumentative, informative, narrative, short and sustained research, literary and/or informational criticism, blogs, journals, etc.

For Diverse Learners (Accelerated) - Students would create a self-assessment evaluation. This would include an evaluation of your writing, as assessment of your work, your personal development as a writer, a description of your writing habits, and an analysis of your overall growth. Students would choose one piece of writing out of the portfolio for focus.

Instructional Supports for the Model Curriculum

College and Career Readiness Assignment for Accelerated Learners

Students must keep a portfolio for organizational purposes. The research portfolio should include the following pieces of work:

- Resume
- College Essay
- Admissions Application
- Sample Thank You letter
- Responses to “Top Ten Interview Questions”
- Review of one college and career readiness article.
- Research one college of interest. (college mission statement, history of the college, admissions process, school reviews, academics, social activities, off-campus living, on-campus living, study abroad, internships, career services, financial aid and scholarships, financial planning)
- Personal interview with a graduate or an employee of your college choice. Prepare a list of questions in advance to keep the interview focused. Your interview questions should be thoughtful and interesting. Prepare a thank you letter to be sent following the interview.
- Narrative of career interest: required skills, educational requirements, opportunities for advancement, earning potential, opportunity outlook, top companies for employment, career outlook)
- Conduct a personal interview with someone currently employed in your field of choice. Prepare interview questions ahead of time. Prepare a thank you letter to be sent following the interview.
- Works cited

Writing Across the Curriculum and/or Business Writing for Accelerated Learners

Writing a proposal

Students create a proposal to solve a business problem.

- Step 1: Students conduct research on current businesses/business practices and determine a course of action.
- Step 2: Students prepare a 1-page report that outlines the problem they wish to solve.
- Step 3: Students create a written scope of work.
- Step 4: Students create a simulated timeline for the project.
- Step 5: Students gather simulated data. Students may use Google Survey for data collection.
- Step 6: Students analyze the data to create a recommendation.
- Step 7: Students prepare a written recommendation with their solution.
- Step 8: Students create meeting minutes for each of their meetings.
- Step 9: Students present their findings to the class.

Instructional Supports for the Model Curriculum

Instructional Resources/Tools

Editorials

Students should identify an issue and then write in an [editorial style](#), meaning they identify and take a stance on an issue within society, while providing points and evidence, based on prior knowledge and/or current events to back their position.

Letters to the Editor

Students read and respond to [articles](#) within a publication and compose an argument-based response to the points made within that article. Students upload talking point videos with a comment section for responses on a discussion post.

Podcast

Students create a digital file in the format of a series of episodes. [Podcasts](#), which are digital audio file made available on the Internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically.

I-Search Paper

[I-Search](#) papers empower students by making their self-selected questions about themselves, their lives, and their world the focus of the research and writing process.

SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	<i>Comprehension and Collaboration</i>
Standards	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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. <p>SL.11-12.2 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.</p> <p>SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><u>Previous Grade Band Progression Statement</u> In the previous grade band, students were expected to demonstrate readiness by coherently and academically expressing themselves. Students discussed credible sources and how to identify their validity. Students also evaluated other speakers in order to improve their own speaking and listening abilities.</p> <p><u>Content Elaborations</u> 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. 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. Various digital, audio, and print sources offer opportunities for transmitting and receiving information, allowing for the deciphering of credible sources.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

PVLEGS

Utilize the acronym [PVLEGS](#) to remind students of essential elements to effective speaking: Poise, Voice, Life, Eye Contact, Gestures, and Speed. [Students film a short video explaining one of the PVLEGS. The teacher uploads each video and creates a discussion post for students to critique their peers.](#) Students cite evidence from the video/presentation to support what students have learned.

Self-Reflection and Goal Setting

Utilize web-based programs and/or APPS to record student presentations or discussions and encourage students to find areas of strength and areas for improvement. Using their observations and feedback from the teacher, students create goals for future improvement in speaking and listening.

Exemplar Texts

Utilize exemplar speeches (i.e. civil rights speeches, inaugural addresses) to demonstrate effective rhetorical strategies. Analyze the speeches for rhetorical devices. Examples of rhetorical analyses of famous speeches can be located [here](#).

Norms for Discussion

Discuss norms for discussion. Norms are ground rules for discussions that are agreed upon by all participants. Some common norms include focus on ideas not people, allow for equity of voice, and ask for clarification when uncertain.

Parliamentary Procedure

Research and develop a potential club or organization, then present a mock meeting using [formal parliamentary procedure](#). [Create a discussion post where students can critique and address revisions for the meetings' procedural style.](#)

Classroom and Community Extension

Extend outside the classroom by attending local meetings such as civic, clubs, education, and professional groups. Students can present their findings either written or orally.

Socratic Seminar

A [Socratic Seminar](#) is based on Socrates' belief in the power of asking question as it emphasizes the process of inquiry over information and discussion over debate, while promoting students' ownership of the text discussion in a communal format. Students must cite strong and thorough textual evidence to support analysis of the text throughout active participation in the seminar discussion. The Socratic method allows students to explore textual dynamics. These dynamics include but are not limited to the development of a central idea(s) and how the author uses rhetorical techniques and strategies.

Instructional Supports for the Model Curriculum

Digital Presentation

Use various digital locations to present student produced items such as research, data, experiences, and media.

SOAPSTone

SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that students can ask themselves, and then answer, as they begin to analyze a speech for a presenter's structure and craft.

Fishbowl

Divide the class into two groups and place into two circles, an inner and outer, all facing inward. The inner circle is given a topic to discuss. The outer circle listens, without speaking, and takes notes on the discussion. Then, the students switch positions and repeat. Steps to guide students in active listening can be found [here](#).

Gallery Walk

The teacher posts various texts, quotes, pictures, or other sources around the room. Students circulate in pairs, discussing, coming to a conclusion, asking, or answering questions about the various sources. Students then share their findings with the class.

Hot Seat

A student is placed in the 'hot seat' and must know the topic and be able to respond to the discussion or topic. More than one student may be placed in the 'hot seat' at a time. Can be described as interactive learning structures to help students gain a deeper understanding of content and practice higher-level thinking skills.

Instructional Resources/Tools

Website for Discussing Controversial Issues

This [site](#) provides resources on establishing etiquette norms for classroom discussions.

Discussion Strategies

This [site](#) showcases elements of a good discussion.

Dialectic Website

This [site](#) provides an examination of regional dialects.

Socio-cultural and Historical Context of Speeches

This [site](#) provides lesson plans to support diverse cultural and social movements.

Instructional Supports for the Model Curriculum

Notable Speeches from African American History

This [site](#) provides information on the history of African Americans.

Cooperative Learning to Support Differentiated Instruction

This [site](#) provides multiple strategies to assist with differentiated instruction.

Suggestions for Formative Assessment

This [site](#) offers daily formative assessments in second language acquisition.

List of Rhetorical Device Terms

This [site](#) provides a reference sheet for common rhetorical devices.

Tone

This [site](#) can be used as a reference sheet for gauging speaker's tone.

Pinwheel Discussion

This [site](#) provides information on small-group discussion protocol with assigned roles designed to keep discussion on-task.

Strand	Speaking and Listening
Topic	<i>Presentation of Knowledge and Ideas</i>
Standards	<p>SL.11-12.4 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.</p> <p>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.</p> <p>SL.11-12.6 Adapt a speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>

Previous Grade Band Progression Statement

In the previous grade band, students were expected to use the elements of effective oral, visual, and multimedia presentations. Students discussed how presentations could be used to inform, entertain, or persuade an audience. Additionally, they utilized a multitude of digital media platforms appropriate to purpose, task, and audience.

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.

It is important to note here that students should be instructed in [digital citizenship](#) and [digital literacy](#) in order to choose and use digital tools appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding [plagiarism](#).

Prior to presenting, students will need to review effective speaking and listening strategies and will also need to review the essentials of citing information within presentation both orally and within the digital media utilized. Students need to be provided with a number of opportunities in which to utilize effective speaking and listening strategies. In doing so, different assessment of presentations should take place, emphasizing mastery of adaptation of presentation to the audience, inclusion of sources and supporting evidence, and overall presentation.

Instructional Supports for the Model Curriculum

Instructional Strategies

Digital Project

Students create a digital project to enhance understanding of their written findings and 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 textual element. Students could create a video with a song playing in the background that includes excerpts from the text. Students could write a song using excerpts from the text and sing it to the class.

Classroom Presentation

Students create presentations using a variety of digital presentation platforms. Students incorporate images, graphics, sounds, video, and transitions to enhance the content of the presentation. Consult the technology teacher for cross-curricular possibilities.

Book Trailer

Students create videos approximately two minutes in length that highlight the most interesting parts of a piece of literature. Students use software to film, edit, and narrate their videos. Students then present their book trailers to their peers in an attempt to spark interest and encourage others to read the chosen book. Lesson plan ideas and instructions for [book trailers](#) are provided.

Rhetorical Triangle

Aristotle taught that a speaker's ability to persuade an audience depends on the speaker's anticipation and shaping of the audience's reception of the message. In analyzing the rhetorical triangle (speaker, audience, and message), students will be able to determine the appropriate language, media, and tone to meet the needs of the audience.

Using a Smartboard, students work in teams to write examples of what fits with each part of the rhetorical triangle; students exchange and critique work.

Students can adapt a speech to a variety of audiences that range in approach depending on the level of formality. For example, with a given topic, students can shape the presentation of material based on differing audiences (e.g., peers, school board, community activists, civic leaders, etc.).

Student-Created Website

Students create web sites on free platforms to showcase their knowledge of a topic. Students use images, graphics, sounds, video, and color to communicate their information. Students also present their web sites to their peers.

Instructional Supports for the Model Curriculum

Instructional Resources/Tools

Guidelines for Oral Presentations

Students research and prepare presentations on informative, persuasive, or entertaining topics, utilizing impromptu, extemporaneous, scripted, or memorized delivery. This [resource](#) provides preparation advice, visual aid use, handouts for presentation, delivery tips, and evaluation suggestions.

Rubrics for Oral Presentations

[This link](#) provides guidelines for developing topic content and a rubric for rating student behaviors for oral presentations.

Elevator Speech

Students, in a thirty to sixty second time period, [present ideas](#) and provide an introductory message about their given topics.

Ignite

[Ignite presentations](#) allow students to speak for five minutes, using twenty visual slides to do so. Every fifteen seconds, slides are moved automatically, with the purpose of keeping the interest of the audience and better educating them a specific subject, topic, or idea.

Analytical Research Project Presentation

This [site](#) allows students to choose a topic, identify a topic, conduct research, and organize/format their presentation, adapting it to a specific audience.

Tableaux

Students [dramatize information](#) from an excerpt or a scene in a non-fiction work or informational text conveying appropriate tone/mood and record for a presentation. Students present information to aid understanding of material and creatively present to audience.

LANGUAGE STRAND

Strand	Language
Topic	<i>Conventions of Standard English</i>
Standards	<p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> 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. <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.

Previous Grade Band Progression Statement

In the previous grade band, students were expected to demonstrate a command of the conventions of standard English usage and grammar, capitalization, punctuation (namely semicolon and colon usage), and spelling when speaking and/or writing. Students were expected to demonstrate understanding of the function of rhetoric in speaking and writing.

Content Elaborations

Conventions of standard English grammar consist of effective communication according to the purpose of the writer or speaker for an intended audience. Students will be able to utilize and change sentence structure and word choice for purposes of personal expression and be able to confirm or support reasoning for changes to the writing style.

There are specific rules and conventions of standard English that discourse must follow. Writers use their understanding of punctuation, spelling, and capitalization to communicate effectively and make purposeful choices for function and rhetorical effect.

Students need to understand the distinction between the use a hyphen and a dash, and may need direct instruction. Hyphens are used at line breaks when a word crosses from one line to the subsequent line, with some words, and with phrasal adjectives for clarity (i.e. high-school students, first-place contestant). Dashes may be used stylistically for a pause, similar to the uses of a colon, parentheses, or semicolons.

Instructional Supports for the Model Curriculum

Instructional Strategies

Teaching Word Choice

Discuss with students the importance of [selecting precise, strong, and sensory-based language](#) for the purpose of strengthening writing and developing meaning by creating personal style and voice. See resource for more on this strategy.

Portfolio Assessment

Students [keep a portfolio](#) of their writing throughout a unit/grading period/course and revise for targeted areas of standard English convention usage. Targets can be determined through conferencing with teacher or peers and through students' self-reflection.

Using any number of programs available, students build a virtual portfolio. If done through a website, students invite family and friends to review the work and leave comments online. If through an LMS, students invite peers to share and respond. This strategy allows for diverse learners to receive ample feedback.

Model Writers

Students read published authors' comments on style and the writing process (for example, Stephen King, Anne Lamott, Eudora Welty, etc.). Students then assess their own style choices in their writing in terms of punctuation, capitalization, and spelling then compose a reflection mirroring the sample author's style.

Through the LMS system for the course or other shared online program, students create a class file of spelling words and learning tools to remember the terms. At the end of the unit, students share information on discussion posts and helpful mnemonic devices that students use to remember the spelling.

Learning Log

Students keep a journal of spelling errors from their own writing and the corrected spelling and any spelling rules if applicable. Students can refer to their learning logs during revision processes. Teachers can use these logs to develop individualized spelling and Standard English usage convention tests.

Mentor Writing

Students will follow a writer (current columnist, essayist, or short story writer) and assess the author's conventions of Standard English choices, noting the effect and purpose. Students will then share in small groups the varying styles and effects of capitalization, punctuation, and spelling, then experiment in their own writing.

Instructional Supports for the Model Curriculum

Professional Testimony

Local newspaper editors or similar professionals in the community come to the classroom and discuss journalistic expectations and conventions of style, punctuation, and spelling.

Instructional Resources/Tools

Purdue OWL

This [site](#) offers guidance on conventions as well as documents to consult for implementing effective writing in the workplace and other employment-related writings with examples and templates.

The Five Features of Effective Writing by Kathleen Cali and Kim Bowen

The authors of this text, specifically in chapter 5 and chapter 6, discuss [writing maneuvers](#) that guide students and teachers to improved writing.

The Writing Teacher's Strategy Guide by Steve Peha

This text offers strategies (Topic T-Chart, What Why How, Tell-Show, etc.) that will guide students in choosing the [correct choice of wording](#).

Style-Shifting

This [site](#) examines the use of formal and informal language styles: This lesson identifies the use of word choice in the formal and informal setting for analysis of common styles of each.

Teaching Word Choice

This [site](#) offers a guide to conducting a writing workshop in the classroom, offering lessons on word choice and activities for students.

Author Examples

Refer to the following authors for examples of intentional unconventional standard use: Jane Austen (double negatives), Charles Dickens (run-ons), E.E. Cummings (capitalization), Sir Arthur Conan Doyle (passive voice.)

Formal vs. Informal Writing Style

This [site](#) presents highlights of different writing maneuvers that differentiate the purpose of writing styles.

Designing Punctuation Lessons, National Writing Project

This [site](#) offers ideas for teaching punctuation in writing.

Instructional Supports for the Model Curriculum

The Five Features of Effective Writing

Discussion of effective writing strategies to use with students can be found at this [site](#).

OWL at Purdue for Instruction on Punctuation and Capitalization Usage

This [site](#) offers guidance on punctuation and capitalization usage in writing.

Writing Center at UNC

This [site](#) offers tips for instruction on punctuation and capitalization.

Teaching Channel

The Teaching Channel offers extensive videos, and classroom resources on [teaching punctuation and style](#).

Author's Process

This site offers an [analysis and explanation](#) of various authors' writing processes, use of English conventions, and style.

Strand	Language
Topic	Knowledge of Language
Standard 	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. <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.

Previous Grade Band Progression Statement

In the previous grade band, students were expected to demonstrate a command of standard English usage and grammar, capitalization, punctuation, and spelling when speaking and/or writing. Students were also expected to comprehend nuances in language that allows for informed choices in the context of communication.

Content Elaborations

Writers and speakers use their knowledge of language to establish meaning, develop style, and edit for clarity, interest, and precision. Knowledge of language is also used to comprehend the nuances of multiple modes of communication. Experienced writers and speakers use appropriate reference sources to produce effective communication.

Instructional Supports for the Model Curriculum**Instructional Strategies****Color Coding**

Students color-code a passage that they are currently studying (literary nonfiction or fiction). Using either highlighters or colored pencils, students identify and label parts of speech, elevated diction, and/or rhetorical devices and discuss the impact of that style on comprehension.

Interpretation

In small groups, students read Lewis Carroll's "[Jabberwocky](#)" and label parts of speech. Rewrite the poem substituting appropriate parts of speech; groups take turns sharing their poem with the whole class.

Story Improv

To the whole group, the teacher introduces a random topic sentence that students will build on organically. A ball is tossed around the room and each student adds to the story when he or she catches the ball. Students witness varied syntax from their peers while simultaneously working with the varied syntax of their peers.

Instructional Supports for the Model Curriculum

Imitating the Masters

Present students with a periodic sentence that would help them understand the form and allow them to craft varied sentence patterns in the style of a recognized master writer (i.e., Martin Luther King, Jr., Jonathan Edwards, or Ghandi). In [this example](#), comic strips are used to demonstrate a way to mimic a simple sentence structure and add to the length, style, word choice of the sentence while maintaining the character's personality.

[Record this electronically and present the remastering in a round table exhibit. A round table exhibit is a process whereby students rotate around the group to look at devices in order to listen to the recrafted sentences and select the writer's style that is presented.](#)

Paraphrasing

Individually or in small groups, students [paraphrase a passage](#) that contains complex syntax by transforming long, cumulative sentences into shorter, more straightforward ones. [The instructor posts passages from informational text on an electronic discussion page. Students respond with their idea on paraphrasing important parts of the passage. Students then dialogue on the examples that work best. This also can be displayed for class discussion.](#)

Slogan Expansion

Working in small groups, students take a ubiquitous slogan (i.e., from clothing designers, sports equipment, or fast food restaurants) and transform it into a formal sentence.

Compelling Sentences

Students select two to three consecutive and compelling sentences from a text they are studying in class, analyze the syntax, and craft similar sentences or change the original sentences and discuss the effects of the changes.

Syntax-Based Rhetoric

Using exemplar texts, students will identify different examples of [syntax-based rhetorical devices](#) (i.e. parallelism) and discuss its impact on the meaning of the text. Students may also compose their own examples of the selected rhetorical maneuver. A list of syntactical-based rhetoric definitions and explanations can be utilized as reference for effective use.

Sentence Expanding

Individually or in groups, students fold sheets of paper into fans. A basic sentence is written on the first fold, students add more details on each fold until a complex sentence is created for the last fold.

Instructional Supports for the Model Curriculum**Instructional Resources/Tools****The Write Way to Teach Grammar**

Through sentence modeling and analysis of syntax in the novels that are read, students will retain grammatical rules as well as understand the effectiveness of these [rules](#).

Style and Rhetoric

Strategies and techniques that can assist in teaching style and rhetoric are discussed in this [link](#) (successful punctuation, sentence fluency, coherence, audience awareness, etc.).

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
Standards	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). 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. 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). <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. <p>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.</p>

Previous Grade Band Progression Statement

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. Students were expected to understand the etymology and pronunciation of words and phrases which allow them to apply vocabulary purposefully and precisely.

Content Elaborations

Students sometimes encounter words that are unfamiliar in their reading and need strategies and resources to determine the meaning of such words. To do this, students will use context clues, word patterns, reference materials, and inference to determine the meaning of words and phrases. Additionally, students will utilize varied resources including footnote definitions, glossaries, dictionaries, thesauruses, etc.

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
<p>The subtleties of figurative language are fundamentally dependent upon understanding of syntax, textual clues, word relationships, and differences between literal and figurative language. Understanding the nuances of words and phrases allows students to use vocabulary purposely and precisely.</p> <p>Vocabulary can be specific to educational goals and career fields. Lexicons associated with college and career readiness should be targeted toward future interests and aspirations, as students will use strategies to adapt to evolving career terminology.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Balderdash

Using the classic game Balderdash, students will first speculate and then learn the real etymology of vocabulary words. For directions on how to plan this lesson and/or play the game, refer to this [link](#).

Root Words

Students will learn Latin root words in an effort to determine unfamiliar words they encounter in their reading.

Figurative Language and Cartoons

Collect cartoons and comic strips that illustrate figurative language. Distribute these to students, **according to the student's diverse level and need**, 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.**

Record skits visually and share through a free website maker. Students review skits and then post their reviews as to what in the skits help them to remember the terms. Students could vote on what works best for memory and understanding: humor, drama, technical clarity, etc.

Instructional Supports for the Model Curriculum

Importance of Nuance

Students work together in small groups to identify unfamiliar words from a selected text, discuss their nuances, and determine the impact of figurative language in the text. Students will then work to edit and revise the text by substituting synonyms for words they feel are key to the meaning. After changing the passage, students will discuss how the meaning of the text has been changed.

Four Corners and Vocabulary Acquisition Activities

Prior to reading a given text, each student or group is given an unfamiliar or challenging word from the text. Students should write the vocabulary word in the center of a note card.

Then, follow these steps:

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

Career Document Word Choices

Students will make decisions about [word choice when writing career documents](#), such as cover letter, résumés, and applications, using knowledge of denotation and connotation. For example, students will decide between the words “hard worker” and “strong work ethic.” Using professional word choice in writing should be emphasized.

Idiom Usage

Students will study the use of idioms in modern day sayings and the applied meanings within various cultures and recognize the metaphorical qualities of [idioms](#) and how they enhance everyday language.

Interactive Notebooks

Students [create interactive notebooks](#) in which they respond to readings and discussions, focusing on a teacher-specified element of language. Interactive notebooks are multi-functional. They provide a variety of ways that students can interact with the mentor text. It also builds a portfolio to track progress and gives students a sense of ownership in their learning process. [This strategy is helpful for diverse learners as it allows them to select the materials to which they want to respond and also provides them with the opportunity to self-monitor.](#) [Edutopia](#) has an explanation of the process of creating interactive notebooks.

Defining Career Vocabulary

Divide students into small groups. Assign each group a different common profession. Each group will research and create a list of vocabulary and jargon specific to its assigned career. For each vocabulary word, students will also locate and record an appropriate definition.

Instructional Supports for the Model Curriculum

Instructional Resources/Tools

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.

Twenty Vocabulary Lesson Ideas

This [site](#) offers a variety of strategies and activities allow students to inquire about vocabulary (Anything Goes, Concept Cubes, Language Detectives, etc.).

Vocabulary Activities

This [site](#) offers several vocabulary strategies break down the phonemic parts of a word as well as the definition of a word to help with retention.

Syntax

For various ideas on [teaching syntax and sentence structure](#) from the International Boys' School Coalition. This presentation offers several ideas on teaching syntax and grammar usage.

English Language Arts Model Curriculum Update Writing Team

GRADES 11-12

<i>Writing Team Member</i>	<i>District/Organization</i>
<i>Jeannette Bailey</i>	Buckeye Online School for Success
<i>Lisa Bales</i>	Centerville City
<i>Melissa Bowers</i>	Steubenville City
<i>Patricia George</i>	Mason City
<i>Jennifer Green</i>	Plymouth Shiloh Local
<i>Susan Hany</i>	Benton Carroll Salem Local
<i>Timothy Heffernan</i>	Danbury Local
<i>Kristi Hiner</i>	Wooster City
<i>Patricia Jackson</i>	Mount Vernon City
<i>Patricia Lefeld</i>	Fort Recovery Local
<i>Tom Morris</i>	Dover City
<i>Lindsay Rayner</i>	Franklin Local
<i>Michelle Rogers</i>	Bexley City

<i>Writing Team Member</i>	<i>District/Organization</i>
<i>Angeline Theis</i>	Mahoning County ESC
<i>Sara Thorburn</i>	Lexington Local
<i>Leah Vlahos</i>	Springfield City
<i>Amy Youngpeter</i>	Ohio Northern University

English Language Arts Model Curriculum Resource Teams

DIVERSE LEARNERS, INSTRUCTIONAL TECHNOLOGY, CAREER CONNECTIONS

Diverse Learners	Technology	Career Connections
<i>Misty Ewry</i> , Southern Ohio Educational Service Center	<i>Bryan Drost</i> , Summit County Educational Service Center	<i>Teresa Castellaneta</i> , Millstream Career Tech Center
<i>Bonnie Brown</i> , Edgewood Middle School	<i>Rebecca Covey</i> , Greene County Vocational School District	<i>Shelly Ackley</i> , Pioneer Career and Technology Center
<i>Kathryn Browne</i> , Warren County Educational Service Center	<i>Stacy Falcone</i> , Piqua City Public School District	<i>Charmayne Polen</i> , Trumbull Career and Technical Center
<i>Carol McKnight</i> , Strongville High School	<i>Jennifer Csiszar</i> , Berea City Public School District	<i>Brecka Russo</i> , Joint Vocational School District
<i>Karen Powers</i> , Talawanda High School	<i>Judith Tucker</i> , Northwest Ohio Educational Technolgy	
<i>Tammy Dreisbach</i> , Millersport Elementary School	<i>Susan Holland</i> , STEM Education Consultant	
<i>Meghan Turon</i> , Cardinal High School		
<i>Marcia Wolford</i> , Gateway Middle School		
<i>Judith Jones</i> , Olentangy Shanahan Middle School		
<i>Karen Cox</i> , retired		

