11-12 ELA Standards: Communication

ELA Reading Standards for Communication

RC.11-12.1 Cite specific textual evidence to support analysis of written communication, attending to important distinctions the author makes and to any gaps, inconsistencies, or bias in the account.

RC.11-12.2 Determine central ideas or conclusions of a text and analyze their development; summarize the complex concepts, processes, or information presented in a text, including any legal and/or ethical issues as determined by law or code of ethics, by paraphrasing them in simpler but still accurate terms.

RC.11-12.3 Analyze written communication, both historical and current, in a variety of formats from government, workplace, personal, and news media for historical impact and current effectiveness in contemporary society.

RC.11-12.4 Determine the meaning and impact of photographs (e.g., emotional connection, enhanced text, reader response, storytelling quality, composition), multimedia elements, and key domain-specific terms, as they are used for communication in government, workplace, personal, and news media.

RC.11-12.5 Analyze how the text uses print and design elements to structure information or ideas into categories or hierarchies, demonstrating an understanding of the information or ideas while adhering to an appropriate code of ethics.

RC.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or reporting an event that includes identifying important interpersonal or societal issues that may remain unresolved.

RC.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RC.11-12.8 Evaluate the data analysis, sources, and conclusions in written communication, verifying any data when possible and corroborating sources or challenging conclusions.

RC.11-12.9 Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RC.11-12.10 By the end of grade 12 read and comprehend written communication in the grades 11-12 text complexity band independently and proficiently.

ELA Writing Standards for Communication

WC.11-12.1 Write arguments focused on discipline-specific content.

WC.11-12.2 Write informative/explanatory texts including those requiring journalistic style and processes.

WC.11-12.3 Write narratives to convey real events accurately and with sufficient detail using narrative elements to write precise descriptions of step-by-step procedures and/or sequences of events.

WC.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WC.11-12.5 Develop and strengthen writing and design elements 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.

WC.11-12.6 Use technology to produce, publish, and update individual or shared writing products, including new arguments or information in response to ongoing feedback (e.g., self assessment, peer and teacher feedback).

WC.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.

WC.11-12.8 Gather relevant information from multiple authoritative print, digital, and human sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, include photographs and media components strategically, avoid plagiarism through appropriate attribution when quoting directly and indirectly and overreliance on any one source, and follow a standard format for citation.

WC.11-12.9 Draw evidence from texts to support analysis, reflection, and research.

WC.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELA Speaking and Listening Standards for Communication

SLC.11-12.1 Initiate and participate effectively in a range of *collaborative discussions*
- one-on-one
- in groups
- teacher-led

with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SLC.11-12.2 Integrate multiple sources of information that is gained by means other than reading (e.g., interviews, texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLC.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.

SLC.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.

SLC.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SLC.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or formal English when indicated or appropriate.

ELA Language Standards for Communication

LC.11-12.1 Demonstrate command of the conventions of standard English grammar and usage.

LC.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LC.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.

LC.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

LC.11-12.5 Demonstrate understanding of word relationships and nuances in word meanings.

LC.11-12.6 Acquire and use accurately a range of grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English 11/12: Reading and Writing for Business Professions

(0.5 Credit)

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COURSE

Course Umbrella:	**Communications**
Title of the Course:	**English 11/12: Reading and Writing for Business Professions**
Course Code Number:	**418110**
Licensure Codes:	**Link to ADE Data Center: [Course Code Management System](#)**
Course Description:	A study of texts within business and professional communications on topics such as contracts, insurance, resumes, professional branding, and collaboration. Students will explore the idea of professionalism within varied contexts.

Overview of Essential Questions	
Communication	- How can you use language to empower yourself? - How is language used to manipulate and persuade? - How do our values and beliefs shape who we are as individuals and influence our communication behaviors?
Literature	- What is literature supposed to do? - How does literature reveal the values of a given culture or time period? - How can literature serve as a vehicle for social change?
Technical Professions	- How does technology shape and form our identities? - What purpose or function do ethics / philosophy have in governing technological advances? - What roles do chaos and order play in society through technological advances?

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Course Level Essential Questions:	● Which Social/Emotional Skills are most important for gainful employment in the 21st century workplace environment? ● What is "professionalism"?

READING

Essential Vocabulary
Social Etiquette Resume Cover Letter Professional Brand

Extended Texts

Standards		2 Extended Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	**Language Standards**	Management Texts Focused on Effective Leadership	Informational	● The Seven Habits of Highly Effective People by Stephen Covey ● How to Win Friends and Influence People by Dale Carnegie ● Bow, Discover Your Strengths by Marcus Buckingham and Donald O. Clifton	Text Complexity Example
1	RC.11-12.1 RC.11-12.2 RC.11-12.3 RC.11-12.4 RC.11-12.6	LC.11-12.3 LC.11-12.4 LC.11-12.6			
2	RC.11-12.1 RC.11-12.2 RC.11-12.3 RC.11-12.4 RC.11-12.6	LC.11-12.3 LC.11-12.4 LC.11-12.6	Management Texts that Focus on Management Structures, Management Styles, and/or Organization	Informational	● Good to Great by Jim Collins ● The Power of Habit by Charles Duhigg ● Never Eat Alone by Ben Horowitz	

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Supporting Texts

<table>
<tr>
<th colspan="2">Standards</th>
<th>6-10 Supporting Texts</th>
<th>Text Type</th>
<th>Example Texts & Resources</th>
<th>Text Complexity</th>
</tr>
<tr>
<td>Reading Standards</td>
<td>Language Standards</td>
<td rowspan="2">Resume Writing</td>
<td rowspan="2">Informational</td>
<td rowspan="2">

- "6 Universal Rules for Resume Writing" by Indeed Career Guide
- "Resume Writing Guide" by Jobscan Learning Center
- "How to Write a Great Resume: The Complete Guide" by Mark Slack
- "How To Write a Resume: Resume Tips" by Monster Staff
- "How to Write a Resume" by MyPerfectResume
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1

RC.11-12.1
RC.11-12.2
RC.11-12.4
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LC.11-12.1
LC.11-12.2
LC.11-12.6
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2

RC.11-12.1
RC.11-12.2
RC.11-12.4
</td>
<td>
LC.11-12.1
LC.11-12.2
LC.11-12.6
</td>
<td>Cover Letter</td>
<td>Informational</td>
<td>

- "How to Write a Great Cover Letter" by ResumeGenius
- "Smart Tips to Help You Format and Write a Cover Letter" by Monster Staff
- "Cover Letter Examples" by Jobscan
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3

RC.11-12.1
RC.11-12.2
RC.11-12.4
</td>
<td>
LC.11-12.1
LC.11-12.2
LC.11-12.6
</td>
<td>Professional Brand</td>
<td>Informational</td>
<td>

- "How To Create a Professional Brand" by Alison Doyle
- "What is Professional Branding?" By Cian Ó. Ceallaigh
- "10 TIps for Building a Personal Brand that can Boost Your Career" by Northeastern University
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4

RC.11-12.1
RC.11-12.2
RC.11-12.4
</td>
<td>
LC.11-12.1
LC.11-12.2
LC.11-12.6
</td>
<td>Job Preparation / Interview</td>
<td>Informational</td>
<td>

- "How to Prepare for a Job Interview" by Alison Doyle
- "50 Most Common Interview Questions" by Glassdoor Team
- "The Ultimate Interview Guide: The 30
</td>
<td></td>
</tr>
</table>

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					Best Tips to Prepare for Job Interview Success" by The Muse Editor ● "10 Step Interview Preparation Plan" by Susan P. Joyce ● "Job Interview Preparation" by Monster	
5	RC.11-12.4 RC.11-12.7	LC.11-12.4	Personality Assessment	Informational	● "16 Personalities" by NERCS Analytics Limited ● "What Effect Does Personality Type Have on Your Career?" by Truity (Data Visualization ● "Does Your Personality Type Predict Your Career Destiny?" by Truity Psychometrics LLC	
6	RC.11-12.1 RC.11-12.2 RC.11-12.4	LC.11-12.1 LC.11-12.2 LC.11-12.6	Communication Skills	Informational	● "Seven Keys to Effective Communication" by Irene Leonard ● "Communication Skills for Workplace Success" by Alison Doyle ● "9 Effective Communication Skills" by J. Taylor	Text Complexity Example
7	RC.11-12.9 RC.11-12.10	LC.11-12.1 LC.11-12.2 LC.11-12.6	Employment Contract	Informational	● "What Goes Into an Employment Contract and Why" by FindLaw Attorney Writers ● Employment Agreement Sample ● "Employment Agreement: Everything You Need to Know" by UpCounsel ● "What are the Basic Elements of the Employment Contract?" by Cheryl Withrow	
8	RC.11-12.7 RC.11-12.8 RC.11-12.10	LC.11-12.1 LC.11-12.2 LC.11-12.6	Paycheck	Informational	● "How to Read Your Paycheck: Understanding Your Pay Stub" by Lucy Lazarony ● "Understanding Your Paycheck Withholdings" by Miriam Caldwell	
9	RC.11-12.8	LC.11-12.1	Health and Car	Informational	● "Understanding Health Insurance" by	

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	RC.11-12.9 RC.11-12.10	LC.11-12.2 LC.11-12.6	Insurance		Medical Billing and Coding Certification ● "What does that Mean? Understanding Health Insurance Coverage" by Mila Araujo ● Health Insurance Infographics ● "Auto Insurance Basics - Understanding Your Coverage" by the Insurance Information Institute ● "Typical Components of an Auto Insurance Policy" by Allstate ● Example Auto Insurance Policy by Allstate	
10	RC.11-12.1 RC.11-12.10	LC.11-12.1 LC.11-12.2 LC.11-12.6	Collaborating with Team	Informational	● "A Winning Combination: Collaborative Teamwork Equals Teamwork and Collaboration" by SmartSheet ● "Effective Team Collaboration in 2019 - Benefits, Strategies, and Tools" by Nick Kamyshan	

WRITING

Essential Vocabulary
Cover Letter Vitae

Extended Process Papers

Standards		2 Extended Process Papers[1]	Text Type	Examples	Instructional Focus[2]
Writing Standards	Language Standards				
1 WC.11-12.4 WC.11-12.5 WC.11-12.6	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.6	Develop a Cover Letter	Narrative	● The student will draft and edit a cover letter.	Organization, Word Choice, Sentence Fluency, Conventions, Presentation
2 WC.11-12.3 WC.11-12.4 WC.11-12.5 WC.11-12.6	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.6	Develop a Vitae	Narrative	● The student will draft and edit a vitae.	Organization, Word Choice, Conventions, Presentation

[1] 2-4 pages
[2] Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

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Analysis Writing

Standards		8-12 Analysis Papers[3]	Text Type	Examples	Instructional Focus[4]
Writing Standards	**Language Standards**	Develop a Resume	Informational	● The student will write a resume that is tailored to one or more jobs.	Organization, Word Choice, Presentation
1 WC.11-12.4 WC.11-12.5 WC.11-12.6	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.6				
2 WC.11-12.1 WC.11-12.6 WC.11-12.7	LC.11-12.1 LC.11-12.2 LC.11-12.6	Short Response to Essential Question	Argumentative	● The student will answer an essential question: Which Social Emotional Skills are most important for gainful employment in a 21st century workplace?	Ideas, Voice
3 WC.11-12.1 WC.11-12.6 WC.11-12.7	LC.11-12.1 LC.11-12.2 LC.11-12.6	Analysis	Argumentative	● The student will analyze the habits and personalities of highly effective leaders.	Ideas, Voice, Presentation
4 WC.11-12.1 WC.11-12.4	LC.11-12.1 LC.11-12.3	Response to Reading	Argumentative	● The student will reflect on what is the most effective responses to the most commonly asked interview questions.	Ideas, Voice, Presentation

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[3] ½ page to 1 page
[4] Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

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5	WC.11-12.2￼WC.11-12.4	LC.11-12.1￼LC.11-12.2￼LC.11-12.4￼LC.11-12.6	GIST Summary	Informational	● The student will summarize each of the seven habits of highly successful people.￼● The student will describe important aspects of professional branding.	Organization, Sentence Fluency, Conventions
6	WC.11-12.10	LC.11-12.6	Minute Paper	Informational	● The student will determine the most effective communication skills given different scenarios.	Ideas
7	WC.11-12.10	LC.11-12.1￼LC.11-12.4	Role, Audience, Format, Topic (RAFT)	Informational	● The student will take on the lead of the interviewer / prospective employer.	Ideas
8	WC.11-12.1￼WC.11-12.2￼WC.11-12.10	LC.11-12.1￼LC.11-12.2￼LC.11-12.3￼LC.11-12.6	Employee Contract	Informational	● The student will draft an employee contract, utilizing texts studied in class.	Organization, Voice, Conventions

Routine Daily Writing

Standards		Examples
Writing Standards	**Language Standards**	● **Brainstorming:** Students list words or ideas in response to a provided a topic or question.￼● **Warm Ups:** Students respond to a question or complete an activity to help prepare them for the upcoming lesson.￼● **Exit Tickets:** Students respond to a question or reflect on their learning at the end of a lesson.￼● **Quick Writes:** Students write short responses to questions about a wide range of topics. Frequently used strategy for helping students organize their thoughts before a discussion.￼● **Summaries:** Students write a brief summary of what they have learned in the unit, using words from a vocabulary bank (co-created by the teacher and students to include the most important vocabulary terms).
WC.11-12.10	LC.11-12.1￼LC.11-12.2￼LC.11-12.3￼LC.11-12.6	

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		RAFT: Role, Audience, Format, Topic **GIST:** Students write a one sentence summary of a passage. **Shrinking Notes:** Students condense notes to most important facts. **Note Taking:** During close reading, students record information (e.g., summary notes, definitions for unknown words, comparisons, questions for the author, challenging ideas). **Reaction Response**s: Students write their opinions of a selected passages. **Logbooks:** Students catalogue their learning processes. **Fact Collecting:** Students write down facts. **Journaling or Blog Posts:** Students write informal responses to texts (e.g., photographs, artwork, video clips, films, poems, novels, articles). **Reflections:** Students write reflections on their learning (e.g., points of confusion, breakthroughs in understanding, goals for discussion). **Sentence Frame:** The teacher provides a sentence frame (for example, a thesis sentence with fill-in-the blank content). Students complete the sentence frame using their content and have it approved by the teacher before continuing to write the rest of the paragraph or essay.

RESEARCH

Note: Research opportunities could connect to or be in support of extended process papers and analysis writing.

Essential Vocabulary
Thesis Style Manual

Extended Research Opportunity

Standards	1 Extended Research Opportunity	Research Type[5]	Examples	Research Component Focus[6]
WC.11-12.1 WC.11-12.6 WC.11-12.7	During analysis of multiple texts, students will argue and defend their viewpoint in response to Essential Question	Presentation	Students will articulate and defend which social and emotional skills are most needed for employment in a 21st-century workplace.	Research Question, Note Taking, Organization, Synthesis

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[5] Presentation, Project, Paper
[6] Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

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Short Research Opportunities

	Standards	1-2 Short Research Opportunities	Research Type[7]	Examples	Research Component Focus[8]
1	RC.11-12.2 RC.11-12.9 WC.11-12.2	Research Characteristics of Effective Professional Branding	Project	Create your own professional brand and develop a social media plan.	Selection of Sources, Note Taking, Synthesis
2	WC.11-12.2 WC.11-12.5 WC.11-12.6 WC.11-12.7 SLC.11-12.1 SLC.11-12.2 SLC.11-12.4 SLC.11-12.5	Interview Employers within Various Business Sectors	Presentation	Students will determine which social and emotional skills employers consider essential to success in the workplace.	Research Question, Note Taking, Synthesis

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[7] Presentation, Project, Paper

[8] Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

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SPEAKING AND LISTENING (COMMUNICATION)

Essential Vocabulary

Weekly Informal Communication

Standards		One-to-One	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards	**Language Standards**			
1 SLC.11-12.1 SLC.11-12.6	LC.11-12.1 LC.11-12.6	**Think-Write-Pair-Share** ● Students explore question/topic provided. Students respond in a quickwrite and pair with a partner to share responses.	● Respond thoughtfully to diverse perspectives. ● Participate in conversations posing and responding to questions that probe reasoning and evidence.	● Demonstrate effective and appropriate proxemics.
2 SLC.11-12.1 SLC.11-12.3	LC.11-12.1 LC.11-12.6	**Four Corners** ● Students mix with diverse partners to share viewpoints related to a question(s) or topic(s).	● Participate in conversations by posing and responding to questions that probe reasoning and evidence. ● Promote divergent and creative perspectives. ● Ensure a hearing for a full range of positions on a topic or issue ● Respond thoughtfully to diverse perspectives.	● Demonstrate effective and appropriate facial expressions and posture. ● Demonstrate effective and appropriate gestures.
3 SLC.11-12.1 SLC.11-12.2	LC.11-12.1 LC.11-12.6	**Interview** ● Students practice asking	● Convey a clear and distinct perspective.	● Determine appropriate attire.

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			and answering job interview questions.	● Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	● Demonstrate effective and appropriate eye contact, facial expressions, and posture. ● Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).
4	SLC.11-12.1 SLC.11-12.2	LC.11-12.6	**Nonlinguistic Representation of Effective Communication skills** ● Using art or technology, students create a poster visually depicting effective communication skills.	● Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches). ● Promote divergent and creative perspectives.	● Adapt nonverbal communication to audience.

Small Group Communication

Standards		Small Group	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards	**Language Standards**	**Small Group Discussion** ● Tableaux of effective communication in various scenarios.	● Come to discussions prepared, having read and researched material under study. ● Establish individual roles as needed. ● Work with peers to promote civil, democratic discussions and decision making.	● Demonstrate effective and appropriate eye contact, facial expressions, and posture. ● Demonstrate effective and appropriate gestures.
1	SLC.11-12.1 SLC.11-12.3 SLC.11-12.4 SLC.11-12.5	LC.11-12.1 LC.11-12.6			
2	SLC.11-12.1 SLC.11-12.2	LC.11-12.1	**Appointment Clock** ● Utilized during teacher-directed instruction as a way for students to	● Ensure a hearing for a full range of positions on a topic or issue. ● Promote divergent and creative perspectives.	● Demonstrate effective and appropriate eye contact, facial

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	Standards		Whole Class	Speaking and Listening Skills	Non-Verbal Skills
			discuss.		• expressions, and posture. • Demonstrate effective and appropriate proxemics.
3	SLC.11-12.1 SLC.11-12.2	LC.11-12.1 LC.11-12.2	**Carousel Brainstorming** • Discuss current business trends which could include communications, dress, and/or personnel policies.	• Promote divergent and creative perspectives.	• Demonstrate effective and appropriate proxemics.
4	SLC.11-12.1 SLC.11-12.2	LC.11-12.1	**Gallery Walk** • Students evaluate different resumes or other business documents.	• Respond thoughtfully to diverse perspectives.	• Demonstrate effective and appropriate proxemics. • Adapt nonverbal communication to audience.

Whole Class Communication

Standards		Whole Class	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards	**Language Standards**	**Mock Panel Interview** • Invite local business professionals or have students act as business professionals.	• Participate effectively. • Convey information in a clear and distinct perspective appropriate to audience and task. • Adapt speech to a variety of contexts.	• Determine appropriate attire. • Demonstrate effective and appropriate eye contact, facial expressions, and posture. • Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).
1 SLC.11-12.1 SLC.11-12.4 SLC.11-12.6	LC.11-12.1 LC.11-12.6			

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					● Adapt nonverbal communication to audience.
2	SLC.11-12.1 SLC.11-12.2 SLC.11-12.3 SLC.11-12.4 SLC.11-12.6	LC.11-12.1	**Socratic Circle** ● Read a current events article regarding business and professional topics and discuss whole group using the Socratic method.	● Adapt speech to a variety of contexts and tasks. ● Address alternative or opposing perspectives. ● Respond thoughtfully to diverse perspectives.	● Demonstrate effective and appropriate gestures. ● Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech). ● Demonstrate effective and appropriate facial expressions and posture.
3	SLC.11-12.1 SLC.11-12.2 SLC.11-12.3 SLC.11-12.4 SLC.11-12.6	LC.11-12.1 LC.11-12.2 LC.11-12.5 LC.11-12.6	**Direct Instruction & Class Discussion Via Media** ● YouTube video or Vimeo of appropriate interview skills and professional communication.	● Come to discussions prepared, having read and researched material under study. ● Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ● Set clear goals and deadlines. ● Enhance understanding of findings, reasoning, and evidence with digital media. ● Convey a clear and distinct perspective. ● Organize a topic substantively with appropriate style to match intended purpose and audience. ● Demonstrate command of standard formal English when indicated or appropriate.	● Determine appropriate attire. ● Demonstrate effective and appropriate gestures. ● Demonstrate effective platform movement during delivery.

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4	SLC.11-12.2 LC.11-12.4	LC.11-12.1 LC.11-12.6	**Continuum Dialogue** ● Students will read a series of statements that involve professionalism and expected workplace behavior and stand along a line or continuum ranging from 1 to 10, 1 being not important and 10 being extremely important. ● **Extension:** Have students provide evidence from texts covered in class to support their placement along the continuum.	● Present information, findings, and supporting evidence. ● Adapt speech to a variety of contexts and tasks. ● Work with peers to promote civil, democratic discussions and decision making. ● Respond thoughtfully to diverse perspectives.	● Demonstrate effective and appropriate gestures. ● Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).

TEXT COMPLEXITY

Extended Text Title: Seven Habits of Highly Effective People, Stephen R. Covey	
Qualitative Measures	
Structure	**Quantitative Measures**
Predictable, chapter titles are descriptive of information contained within the text; easy to follow structure.	12.7 Flesch-Kincaid 1080 Lexile
Language Conventionality and Clarity	**Reader-Task Considerations**
Some challenging vocabulary; abstract ideas which can be challenging to describe; sentences are longer; paragraphs are longer; sentence structure provides clarity of ideas.	This text would be appropriate for close reading of short excerpts as a whole-class activity. This is a great comparison text when used with more current texts on the subject of being highly effective within the workplace. This text might be too challenging for some students to read independently as a whole and would require additional support/scaffolding as necessary.
Knowledge Demands	**Recommended Placement**
Supposition on the part of the writer that the reader has a certain amount of background knowledge that relates to the concept of a paradigm; written for a general audience but references an adult's life experiences; the author assumes the reader has some awareness of personality types.	This will work well for a junior or senior level course with the understanding that some scaffolding would likely be necessary with some groups of students.
Purpose	
The purpose of this text is to inform the reader of approaches to personal and interpersonal effectiveness.	

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Supporting Text Title: "Seven Keys to Effective Communication", Irene Leonard	
Qualitative Measures	
Structure	**Quantitative Measures**
Structure is designed topically and is organized; sections are short and to the point; structure is easy to follow.	Flesch-Kincaid: 8.4 Lexile: 1010-1200
Language Conventionality and Clarity	**Reader-Task Considerations**
Language is largely familiar to students with only some challenging vocabulary (e.g., succinct, vendors); can be easily understood by students.	Students can engage in an independent or small group activity using this document. Students may need some support with a few vocabulary words. This text is too simplistic for a close reading.
Knowledge Demands	**Recommended Placement**
This text was written for lawyers. There is an assumption that the reader has a background in law and how lawyers function on a daily basis. However, it is not a highly technical legal document and is still accessible for students.	This text would work well for juniors and seniors in a text set that includes texts of higher quantitative measures. For example, it would pair well with *The Seven Habits of Highly Effective People*, which is a significantly higher quantitative level.
Purpose	
The purpose of this text is to share ideas of how to communicate effectively.	

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