

Understanding the NC English Language Arts Standard Course of Study

GRADES
11-12

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY



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Understanding the English Language Arts Standard Course of Study for Grades 11-12 ELA Standards with Clarification and Glossary

Purpose

This document provides the Grades 11-12 *NC Standard Course of Study for English Language Arts (2017)* in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for “In the Classroom”. The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

Additional Standards Resources: Support materials designed to help North Carolina educators implement the North Carolina Standard Course of Study are accessible on the NCDPI English Language Arts Wikispace:

<http://elascos.ncdpi.wikispaces.net/HOME+ELA>.

GRADES 11-12

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

CCR Anchor Standards for Reading

Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
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>Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states as well as what the text indirectly states. Also, students use the evidence to support their conclusions about where they find the text to be vague or inconclusive.</p> <p><i>In the Classroom:</i> After providing students with a text-dependent question, the teacher gives the students pieces of textual evidence on strips of paper. The students are asked to arrange the evidence in order from strongest to weakest. As students order the evidence, they discuss why each piece of evidence is stronger or weaker than the others. Students incorporate the evidence they deem the strongest and most thorough into their written responses to the text-dependent question.</p> <p>The teacher guides students through a close read of a portion of text that is unclear. The teacher asks questions, such as: “What information is left out or unresolved? What questions do you still have?” “Do you think the author was deliberately vague? Why or why not?” Students write responses stating where they believe the author is vague or inconclusive, and they provide several strong pieces of evidence to validate their arguments.</p>	<p>analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>inference – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p>strong and thorough textual evidence – evidence (see evidence) that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or set of claims such that no area is left vulnerable to simple counter-claims (thorough)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
RL.11-12.2	Determine two or more themes of a text and analyze their development over the course of the text, including how they	Students establish two or more themes within a literary text and closely examine how they evolve and work together to create multiple layers of meaning. Using	analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole

Grades 11-12 ELA Standards, Clarifications and Glossary

	STANDARD	CLARIFICATION	GLOSSARY
	<p>interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>the theme and key details, students summarize the text in an unbiased tone.</p> <p><i>In the Classroom:</i> Students list several main concepts from the text. Next to each main concept, the teacher asks students to record what the author's opinion might be about that main concept based on the text. Students combine each main concept with the author's opinion to develop their theme statements. Using mind maps, students draw lines connecting the themes. On these lines, students explain how the themes interact and build on one another, using examples from the text.</p> <p>After explaining the difference between objective and subjective summaries, the teacher provides students with a subjective summary. As a class, the teacher and students cross out the subjective wording in the text so only the key details remain. Using the key details that remain, students rewrite the summary using objective language.</p>	<p>interact – to act in such a manner as to influence another</p> <p>objective summary – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</p>
<p>RL.11-12.3</p>	<p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p>	<p>Students examine the effects of the author's choices in how he/she creates and connects parts of a story or drama in a particular way, such as where he/she chooses to set a story, how he/she orders events, and how he/she introduces and develops characters.</p> <p><i>In the Classroom:</i> After reading a few paragraphs of a text, students identify the setting, conflicts, characters, and plot order. The teacher divides students into groups and assigns one of these elements to each group to track throughout the rest of the text. As students read the rest of the text, they find and annotate textual evidence related to their assigned element. After finishing the text, groups write responses explaining the impact their assigned elements had on the text. Students share their</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p>written responses with other students from other groups to compare the impacts of their assigned elements.</p> <p>The teacher provides students with a list of literary elements different from those found in the text under study (different setting, plot order, type of character, etc.). Students choose one of the literary elements from the list and explain how using this element would change the text and affect its meaning. Students compare how the element they chose differs from that of the author's.</p>	
Cluster: Craft and Structure			
RL.11-12.4	<p>Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.</p>	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how particular words and phrases, as well as their multiple interpretations, are used to influence meaning and tone. In addition, students note how these choices are used to captivate the reader.</p> <p><i>In the Classroom:</i> The teacher asks students to identify the keywords used in the text and records these on the board. After creating this list, the teacher assigns each student a keyword from the list. The teacher asks the students to find at least two different meanings for their assigned words. Once students have found multiple meanings for their assigned words, students reread the text with each meaning in mind, paying attention to how the definition changes the meaning and tone. Students choose and explain a meaning they feel best fits the author's attitude and purpose.</p> <p>The teacher asks students to highlight words in the text that engage the reader in different ways, including words that create vivid imagery or make readers want</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)</p> <p>phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>

Grades 11-12 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		to read more. The teacher and students discuss these word choices and how the reader’s engagement with the text would be different if the author had chosen other words.	
RL.11-12.5	Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.	<p>Students examine how an author crafted a portion of text so that it adds to the structure and meaning of the entire text and enhances its effect on the reader. Authors’ choices include, but are not limited to, where to begin or end a story, when to tell a story from shifting viewpoints, or when to provide a comedic or tragic resolution.</p> <p><i>In the Classroom:</i> The teacher chooses an excerpt from a text and challenges students to place the excerpt elsewhere in the text. Students discuss how placing the excerpt in varying places changes the text’s overall structure, meaning, and effect on the reader. Students discuss how the excerpt, in its original place, adds to the overall structure, meaning, and effect on the reader.</p> <p>The teacher divides students into small groups and assigns each group a small portion of the text. Each group analyzes how its portion contributes to the work’s overall structure, meaning, and effect on the reader. Students form jigsaw groups--one member from each small, expert group--to answer a series of teacher-created questions about how the portions collectively contribute to the work’s meaning.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
RL.11-12.6	Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.	<p>Students examine instances where authors, narrators, or characters say one thing, but mean another. Students examine elements (such as irony, sarcasm, satire, and paradox) in the context of an author’s work, to discover the author’s true perspective and purpose.</p> <p><i>In the Classroom:</i></p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>perspective – an attitude toward or outlook on something</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p>To model, the teacher leads the students through a think-aloud, identifying seemingly contradictory elements and questioning the text using questions like “What does the author really mean by _____?” or “Why would the author say _____ instead of _____?”</p> <p>Students use two-column notes: the left column is labeled “Say” and the right column is labeled “Mean.” Students quote what the author says in the left column, and explain what the author truly means in the right column. Using the explanations in the right column, students re-write the excerpt to reflect the author’s true perspective.</p>	<p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
Cluster: Integration of Ideas and Analysis			
RL.11-12.7	<p>Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p>	<p>Students examine several different versions of a single story, drama, or poem by comparing and assessing how each version portrays the original text. Versions of a source text include, but are not limited to, a recorded or live production of a play, a recorded novel or poetry, and a piece of visual art.</p> <p><i>In the Classroom:</i> The teacher and students brainstorm a list of criteria for comparing several interpretations of the source text. When viewing or listening to the first interpretation, students annotate hard copies of the source text, explaining how the established criteria are presented. As they view or listen to the next interpretation, students use different colors on the same hard copies to annotate how the criteria are presented differently than the first interpretation. Students repeat this process for all interpretations being analyzed. In pairs, students use the color-coded annotations to compare and evaluate each interpretation of the source text.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>interpretations – explanations or representations of what is obscure or unknown based upon the viewer’s/reader’s understanding of the information and/or topic; multiple interpretations are often possible based on information provided and the format/medium of presentation</p> <p>poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p>

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		The teacher provides students with matrices: each column is specifically designated for an interpretation of the source text and each row outlines a criterion for comparison. As students view or listen to each interpretation, they use the matrices to jot down how each interpretation meets the criteria. After collecting their observations, students compare and contrast the interpretations of the source text and discuss their evaluations of each with partners.	text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RL.11-12.8	Not applicable to literature.		
RL.11-12.9	Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.	<p>Students examine how multiple texts from the same time period address the same themes or topics in different ways, and how the authors of these texts choose to develop and represent them.</p> <p><i>In the Classroom:</i> After determining the common themes or topics between texts from the same period, students use three-column graphic organizers as they re-read each text: the first column is labeled “What,” the second column is labeled “How,” and the third column is labeled “Explain.” In the first column, students write down the structural element, word choice, literary element, etc. used in the text. In the second column, students write down how the author used that element, word, etc. to convey the theme or topic. In the third column, students explain how the approach is similar to or different from the other texts being studied.</p> <p>The teacher provides students with three to five important quotes from each text on slips of paper. Students examine all of the quotes and then decide how to group them by common themes or topics. When grouping the quotes, students make sure to choose one quote from each text. Students discuss and explain the common themes or topics they used to</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>approaches – the particular decisions an author makes when deciding how to present a topic</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>

STANDARD		CLARIFICATION	GLOSSARY
		group the quotes, the similarities and differences in how they are addressed in each quote, and how each author chose to represent them.	
Cluster: Range of Reading and Level of Complexity			
RL.11-12.10	<p>By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>By the end of grade 11, students competently read and understand literary texts within the 11-12 text complexity band (Lexile: 1185-1385). By the end of 12th grade, students competently read and understand literary texts at the highest end of the text complexity band. They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>In the Classroom:</i> The teacher integrates independent reading seamlessly into regular instruction.</p> <p>The teacher models using a double-entry journal: the right side is labeled “What the text says” and the left side is labeled “This reminds me of...”. On the right side of the journal, students write down ideas, quotes, and references to the text. On the right side, students make connections between the text and their prior knowledge and experiences.</p> <p>The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to help them monitor their comprehension.</p>	<p>independently – on one’s own, without aid from another (such as a teacher)</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</p>

Reading Standards for Informational Text

STANDARD	CLARIFICATION	GLOSSARY
<i>Cluster: Key Ideas and Evidence</i>		
<p>RI.11-12.1</p>	<p>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>Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states, as well as what the text indirectly states. Students also use the evidence to support their conclusions about where they find the text vague or inconclusive.</p> <p><i>In the Classroom:</i> The teacher and students brainstorm a list of criteria for strong and thorough evidence. The teacher uses this criterion to create a rubric. The rubric is provided to students. Students use the rubric to self-assess their textual evidence when answering text-dependent questions or completing text-dependent tasks.</p> <p>The teacher provides students with a subtle inference from the text. The teacher asks students to return to the text to find textual evidence that supports the subtle inference to determine where the text is vague or inconclusive. Students write responses stating where they believe the author is vague or inconclusive and provide several strong pieces of evidence to validate their arguments.</p>	<p>analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>inference – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p>strong and thorough textual evidence – evidence (see evidence) that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or set of claims such that no area is left vulnerable to simple counter-claims (thorough)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<p>RI.11-12.2</p>	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis;</p> <p>Students establish two or more central ideas within a text and notice how they evolve and work together to provide an in-depth investigation of a topic. Using the central ideas and key details, students summarize the text in an unbiased tone.</p>	<p>analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p>

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	provide an objective summary of the text.	<p><i>In the Classroom:</i> Students create flowcharts for each central idea to map how they develop throughout the text. Students attach the flowcharts to a larger piece of paper, side-by-side. Students draw lines connecting the flowcharts at points where the central ideas merge. On these lines, students explain how the central ideas interact and build on one another.</p> <p>Students use black markers to “black out” non-essential information and biased language in the text. Students write summaries using the central ideas and key details that remain.</p>	<p>central idea – the unifying concept within an informational text to which other elements and ideas relate</p> <p>interact – to act in such a manner as to influence another</p> <p>objective summary – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</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>Students examine a multi-faceted set of ideas or sequence of events and then explain how each individual, idea, or event connects to one another and evolves throughout the text.</p> <p><i>In the Classroom:</i> The teacher and students brainstorm a list of criteria that makes a set of ideas or sequence of events complex. Students re-read the text, highlighting and annotating areas that meet the criteria on the list. Students re-read the text a second time and highlight areas where they find the individuals, ideas, or events involved in the complex set of ideas or sequence of events previously highlighted. Each individual, idea, and event is highlighted in a different color. Students discuss and explain how these specific individuals, ideas, or events interact and develop throughout the text.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>event – a thing that happens; an occurrence</p> <p>interact – to act in such a manner as to influence another</p> <p>sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

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		After identifying the complex set of ideas or sequence of events in the text, students create text maps that explain the relationships between specific individuals, ideas, or events involved in the complex set of ideas or sequence of events and how they develop throughout the text. Students appropriately position text, icons, and/or lines to clearly represent connections and development.	
Cluster: Craft and Structure			
RI. 11-12.4	Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text .	<p>Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students consider how authors use and clarify keyword(s) throughout their work, such as Madison’s use of faction in <i>Federalist No10</i>.</p> <p><i>In the Classroom:</i> Students use four-column graphic organizers for keywords in a text. In the first column, students write the word. In the second column, students list context clues found before and after the word in the text. In the third column, students use the context clues to determine and write down the meaning of the word as it is used in the text. In the fourth column, students explain how the meaning of the word is refined over the course of the text.</p> <p>The teacher provides students with a text that develops the definition of a word throughout the text. Students highlight parts of text where the word appears. Students annotate each of the highlighted parts of text by defining the word, in the margins, as it is used at that point in the text. Students discuss and explain how the author used</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

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		and developed the word’s definition throughout the text.	
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>Students critically examine and critique how an author chooses to organize his/her explanation or argument. Looking at the organization of the text, students determine if the author’s structural choices are effective in defining the author’s argument, adding to the persuasiveness of the author’s points, and gaining the reader’s attention.</p> <p><i>In the Classroom:</i> Using the same exemplar text, the teacher divides students into small groups and asks each group to examine a specific structural element in the text. Each group annotates its text with critiques on the effectiveness of its assigned element as it pertains to making the author’s points clear, convincing, and engaging. Groups post their annotated texts around the room. Using a gallery walk, students examine the work and thoughts of their peers. The teacher points out patterns in commentary and leads a class discussion on the areas of note from the gallery walk.</p> <p>The teacher provides students with a deconstructed exemplar text on pieces of paper. Students rearrange the pieces to see how different structure combinations and sequences affect the presentation of the author’s explanation or argument.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>evaluate – to determine quality or value after careful analysis or investigation</p>
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.	Students establish the author’s point of view or intention in an exemplar text that illustrates powerful rhetoric. Students examine the author’s use of language and subject matter and recognize how this adds to the power or persuasiveness of the text as a whole.	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative;</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p><i>In the Classroom:</i></p> <p>The teacher guides students in creating a blackout paragraph. Students use a black marker to eliminate parts of the text they feel are the least effective or essential to the author’s point of view or purpose. The remaining words, phrases, and sentences form a new paragraph that students share with partners. When sharing, students explain how the style and content of their new paragraphs add to the power or persuasiveness of the text.</p> <p>The teacher and students work together to create a list of parts of the text that exhibit powerful or persuasive rhetoric. Each student chooses an item from the list and writes a short response explaining how the style and content in the part he/she chose adds to the power and/or persuasiveness of the text as a whole. In small groups, students share their responses.</p>	<p>one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>rhetoric/rhetorical feature – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact</p> <p>style – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
Cluster: Integration of Ideas and Analysis			
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats,	Students carefully select and combine relevant information from multiple sources, in different mediums, into their answers to a question or	evaluate – to determine quality or value after careful analysis or investigation

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	<p>including visually and quantitatively, as well as in words in order to address a question or solve a problem.</p>	<p>solution to a problem. Students determine the value and validity of the information to help answer the question or solve the problem. Visual media or formats include photographs, videos, graphics, etc. Quantitative media or formats include statistical tables, graphs, charts, etc.</p> <p><i>In the Classroom:</i> To integrate information from multiple sources, students use a three-column graphic organizer: the first column is labeled “Source,” the second column is labeled “Connect,” and the third column is labeled “Integrate.” In the first column, students provide the title of the source. In the second column, students explain the source’s connection(s) to other sources. In the third column, students explain how the source and its connections to other sources will be used to answer the question or solve the problem. Students use their explanations from the “Integrate” column to formulate their answers to the question or solution to the problem.</p> <p>To evaluate multiple sources, students annotate the information using the BARR strategy: bias, accuracy, relevance to the question or problem, and reliability. Students only use the sources that meet the BARR criteria to address the question or solve the problem.</p>	<p>quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)</p>
<p>RI.11-12.8</p>	<p>Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.</p>	<p>Students precisely describe and assess the logic behind texts important to United States and/or British history, such as <i>The Federalist</i>, U.S. Supreme Court majority opinions, and addresses from political leaders. In texts that have influenced political, social, and economic decisions and changes, students assess the logic</p>	<p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>delineate – to describe something precisely</p> <p>evaluate – to determine quality or value after careful analysis or investigation</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p>used in their arguments, the basis of their arguments, and their overall intentions.</p> <p><i>In the Classroom:</i> The teacher and students complete a T-Chart: the left side is labeled “What it is”, and the right side is labeled “What it isn’t.” On the left side, students describe what the reasoning is behind the text. On the right side, students explain what the reasoning behind the text is not. Students review their T-Charts and form an opinion about the reasoning behind the text.</p> <p>When reading works of public advocacy, students use a three-row, three-column matrix. The first row is labeled “premises,” the second row “purposes,” and the third row “arguments.” The first column is labeled “What it is,” the second column is labeled “What it is not,” and the third column is labeled “Rating.” In the first column, students describe what each premise, purpose, and argument is. In the second column, students explain what each premise, purpose, and argument is not. In the third column, students rate the logic behind each premise, purpose, and argument. Students use their matrices to form opinions about the overall reasoning behind the text.</p>	<p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
RI.11-12.9	Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.	Students examine U.S. and/or British primary source documents that reflect important historic times and have literary influence, such as <i>The Declaration of Independence</i> , <i>The Preamble to the Constitution</i> , and the <i>Magna Carta</i> . When examining these documents, students note the themes, intents, and language used to achieve a certain result.	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>foundational works – works that establish the foundation for the organization, principles, and culture of the country (e.g., the Declaration of</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p><i>In the Classroom:</i> Students use the APPART strategy to analyze documents: Author(s), Place and Time, Purpose, Audience, Rhetorical Features, and Themes. Students explain what they know about the Author(s); identify the Place and Time the document was written (context); explain the document’s Purposes; describe the document’s Audience; identify and explain the Rhetorical features used to achieve the Purpose; and explain the document’s Themes.</p> <p>After the teacher provides a brief historical background, students read the documents under study three times. The first time, students annotate the themes that appear throughout the document. The second time, students highlight the purposes that appear throughout the document. The third time, students use another color to highlight the rhetorical features used to achieve the purposes and convey the themes. Students discuss and explain their findings with the class.</p>	<p>Independence, the Preamble to the Constitution, the Bill of Rights, etc.)</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>rhetoric/rhetorical feature – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact</p> <p>theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</p>
Cluster: Range of Reading and Level of Complexity			
RI.11-12.10	<p>By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and</p>	<p>By the end of grade 11, students competently read and understand informational texts within the 11-12 text complexity band (Lexile: 1185-1385). By the end of 12th grade, students competently read and understand informational texts at the highest end of the text complexity band. They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>In the Classroom:</i></p>	<p>independently – on one’s own, without aid from another (such as a teacher)</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

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	<p>independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>The teacher integrates independent reading seamlessly into regular instruction.</p> <p>While students are independently reading, the teacher holds reading conferences with students to discuss their understanding of the text and the strategies they are using to comprehend the text.</p> <p>The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension.</p> <p>The teacher prompts students to discuss what they've previously learned about ____ with partners. After independently reading, students discuss with the same partners, adding on to what they previously discussed using new information they have learned from the text.</p>	<p>text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</p>

GRADES 11-12

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

CCCR Anchor Standards for Writing Standards

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Guide for W.1, W.2 and W.3

W.11-12.1 Argument writing establishes a writer’s position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader’s point of view, to call a reader to action, or to convince the reader that the writer’s explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer’s position or claim(s). By the end of twelfth grade, students understand how to write arguments in support of claims that examine important topics or texts and include plausible reasons and pertinent, adequate evidence.

WRITING PROCESS FOR ARGUMENT WRITING

Prewriting

The teacher may choose to create argument topics for students, or he/she may allow students to choose a topic themselves. To explore the topic, the teacher guides students’ brainstorming by asking them to return to the text or explore additional resources through research. Once a topic has been explored, students take positions on the topic. This will be the central focus of the writing piece, known as the argument. After determining their argument, students determine their assertion(s) that support the argument, known as the claim(s). Students then organize the information and ideas around the chosen argument and claims by using outlines or graphic organizers to plan and prepare for writing.

Drafting

Referring to their plans and to mentor texts, students draft their arguments. Students begin by writing introductions that identify a specific, well-informed claim(s) distinct from different or conflicting claim(s). When introducing the claim(s), students also state the importance of the claim(s) and establish an organization that orders claim(s), counterclaims, reasons, and evidence in a way that makes sense.

In the body of their arguments, students equally develop their claim(s) and counterclaims by providing adequate, detailed evidence for each. In addition to supplying evidence, students highlight the strengths and limitations of their claims and counterclaims in a way that assumes the audience’s level of understanding, concerns, values, and possible biases about the topic under study.

The teacher encourages students to avoid showing their personal biases in their writing. Students should write in a formal style and with an objective tone. Students not only ensure this style and tone is consistent throughout their writing, but they also ensure it is consistent with the guidelines established by the discipline or field of study in which they are writing (e.g. MLA, APA, Chicago, etc.).

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As students draft their arguments, they use the appropriate words, phrases, clauses, and varied syntax to create transitions that connect major sections, create cohesion, and provide a clear understanding of how the reasons support the claim, how the evidence supports the reasons, and how the claim(s) and counterclaims contrast.

To provide closure to their arguments, students write conclusions in the form of statements or sections that connect to and re-emphasize the argument.

Revising/Editing

Students review their drafts in order to make revisions and edits for improvement. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their arguments, making revisions that focus on addressing the most important information for the specific purpose and/or audience of their argument pieces. Students are encouraged to revise and edit more than once so they learn that writing is a recursive process that, sometimes requires rewriting or trying a new approach.

In the Classroom

Mentor Argumentative Texts: The teacher reviews exemplars of argumentative texts, highlighting aspects of argumentative writing. He/she helps students try the authors' approaches in their own writing.

Varied Syntax: Students select a portion of their writing and revise sentences using different structures, ultimately choosing the syntax that best supports their claims.

Transition Words: In mentor texts, students note transition words used to emphasize a point, compare, contrast, conclude, and summarize. Students refer to their notes when creating transitions to link major sections of texts and establish relationships between claims, counterclaims, reasons, and evidence.

W.11-12.2 Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. By the end of twelfth grade, students understand how to write informative/explanatory texts to investigate and clearly and accurately communicate multi-faceted ideas, concepts, and information through effective selection, organization, and analysis of content.

WRITING PROCESS FOR INFORMATIVE/EXPLANATORY WRITING

Before beginning the writing process, it is imperative for the teacher to make the distinction between informative/explanatory writing and argument writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors.

Prewriting

The teacher may choose to create informative/explanatory topics for students, or he/she may allow students to choose topics themselves. To explore the topic, the teacher guides students’ brainstorming by asking them to return to a text or explore additional resources through research. Once a topic has been explored, students develop the purpose and focus for their writing. After determining their purpose and focus, students determine which concepts, ideas, and information are most significant for their pieces. Students then organize the concepts, ideas, and information around the chosen purpose and focus by using outlines or graphic organizers to plan and prepare for writing.

Drafting

Referring to their plans and to mentor texts, students draft their informative/explanatory texts. Students begin by writing introductions that identify the topic and establish an organization that arranges multi-faceted ideas, concepts, and information in a way that each idea, concept, and piece of information builds upon those that came before it to create one cohesive piece.

In the body of their informative/explanatory pieces, students develop the topic with an adequate number of facts that have been carefully selected as the most pertinent and most important to the topic under study. Students also include extended definitions, concrete details, quotes, examples, and any additional information necessary. While drafting their pieces, students develop their topics in a way that assumes the audience’s level of understanding. Students answer the following questions in order to better determine the type of information and details needed to address their audience and purpose:

- Who is the intended audience?

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- What does the audience already know about the topic?
- What more will the audience want or need to know about the topic?

As students draft their informative/explanatory pieces, they use a variety of appropriate transitions and syntax to reflect the organizational structure of the text, create connections between major sections, create cohesion, and provide a clear understanding of how the complex ideas relate to the concepts. In addition, students need to be familiar with the domain-specific vocabulary related to their topics and use it appropriately in their writing. Students are also encouraged to use precise language and techniques to effectively describe the topic under study so that the complexity of the topic does not cloud the reader's understanding of it. Students use techniques like metaphor, simile, and analogy to make the unfamiliarity or complexity of the topic more familiar and understandable for the reader. Throughout the text, students may include formatting (e.g. headings, sub-headings, sections, etc.), graphics (e.g. images, figures, tables, and charts), and multimedia to help clarify complex information.

The teacher encourages students to avoid showing their personal biases in their writing. Instead, students write in a formal style and with an objective tone. Students not only ensure this style and tone is consistent throughout their writing, but they also ensure it is consistent with the guidelines established by the discipline or field of study in which they are writing (e.g. MLA, APA, Chicago, etc.).

To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or sections that connect to and re-emphasize the main ideas and concepts presented.

Revising/Editing

Students review their drafts in order to make revisions and edits for improvement. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their informative/explanatory pieces, making revisions that focus on addressing the most important information for the specific purpose and/or audience of their pieces. Students are encouraged to revise and edit more than once so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom

Different Informative/Explanatory Text Formats: Student explore alternative forms of disseminating information in informational/explanatory writing, e.g. infographic, public service announcement, brochure/pamphlet, etc.

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Using Graphics and Multimedia: The teacher provides students with mentor texts that effectively utilize graphics and multimedia to aid readers' comprehension of the topic. Students try these approaches in their own pieces.

Managing the Complexity of the Topic: The teacher gives a mini-lesson on creating metaphors, similes, and analogies. Students practice creating metaphors, similes, and analogies with increasingly complex topics, ideas, and concepts. Students then try this approach in their own writing pieces.

W.11-12.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of twelfth grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, carefully chosen details, and a purposefully structured sequence of events.

WRITING PROCESS FOR NARRATIVE WRITING

Prewriting

The teacher may choose to create narrative topics for students, or he/she may allow students to choose topics themselves. For narrative non-fiction, the teacher guides students through a brainstorming activity to explore personal experiences that had a significant impact on their lives. Once a personal experience is selected, students reflect on what they learned from the experience or how the experience influenced their lives. This reflection provides a direction for their narratives. For fictional narratives, the teacher assists students by providing images, objects, print texts, or non-print texts for students to use as idea starters. The teacher may also choose to provide a writing prompt. Once a narrative topic is chosen, students decide on a point of view, a setting, a narrator and/or characters, and main plot line. Students then organize these elements by using plot outlines or graphic organizers to plan and prepare for writing.

Drafting

Referring to their plans and to mentor texts, students draft their narratives.

Students begin by writing introductions that grab the reader’s attention and acquaint the reader with the main conflict, circumstances and/or setting, or observation as well as their importance or meaning. In their introductions, students also familiarize the reader with their narratives’ point of view(s) and the narrator and/or characters.

Students create smooth transitions to advance from one experience or event to the next and use several techniques to unfold them so they evolve and work together to create coherence throughout the entire narrative. Students add to the dynamics of the experiences, the events, and/or the characters by using narrative techniques. Narrative techniques include, but are not limited to: dialogue, pacing, description, foreshadowing, reflection, and multiple plot lines. While writing their narratives, students also employ techniques that develop and create a specific tone and effect, such as a sense of mystery, suspense, growth, or resolution. To add vividness to their narratives, students are encouraged to use precise language, revealing and significant details, and imagery to describe the experiences, events, setting, and/or characters.

To provide closure, students write endings that connect to and reflect on the significance of or resolutions to the experiences or events shared in the narrative.

Revising/Editing

Students review their drafts in order to make revisions and edits for improvement. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their narratives, making revisions that focus on addressing the most important experiences, events, and details for the specific purpose and/or audience of their pieces. Students are encouraged to revise and edit more than once so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom

Building an Outcome: The students find and choose a narrative that builds the particular outcome they wish to create in their own pieces. Students note the author’s techniques and try them in their own narratives.

Building Tone: The teacher provides students with a sentence and a list of tones. The teacher asks students to choose two tones from the list and revise the sentence two different ways: one in each tone. Students discuss their word choices and apply this technique to their own writing.

Writing Conclusions: Students read model texts with effective conclusions and note the author’s choices that give the reader closure. Students apply the author’s techniques when writing their own conclusions.

Writing Standards

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Text Types, Purposes, and Publishing		
<p>W.11-12.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. 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,</p>	<p>See Writing Guide</p> <p>analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>biases – prejudice(s) in favor of or against an individual or group; partiality or preference that prevents objectivity</p> <p>claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth.</p> <p>cohesion – the action of forming a unified whole; the quality of being united logically</p> <p>counterclaims – claims that rebut a previous claim or value statement, generally supported by evidence contrary to that which was presented to support the original claim</p> <p>editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p>

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	<p>and between claim(s) and counterclaims.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p>formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary</p> <p>norms and conventions of the discipline – refers to the generally accepted rules and practices regarding style, format, publication, etc. of particular disciplines or fields of study which are distinct from (and often in addition to) the conventions of standard English (e.g., academic theses generally have prescribed chapters)</p> <p>objective tone – a neutral tone an author adopts that maintains distance from the topic under consideration so it is of bias, prejudice, and personal opinion (i.e., such a tone is generally adopted during informational writing, the purpose of which is to explain or inform, not persuade)</p> <p>phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running</p>

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STANDARD		CLARIFICATION	GLOSSARY
			<p>through the forest, she breathed in the fresh, crisp air.)</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic</p> <p>revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p>syntax/syntactic – relating to the arrangement of words and phrases in order to create well-formed sentences, tied to generally accepted rules of grammar and conventions of style</p>

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STANDARD		CLARIFICATION	GLOSSARY
			<p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
W.11-12.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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, graphics, and multimedia when useful to aiding comprehension.</p> <p>c. 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.</p> <p>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the</p>	See Writing Guide	<p>analogy – a comparison drawn between two things for the sake of clarification or explanation</p> <p>analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>cohesion – the action of forming a unified whole; the quality of being united logically</p> <p>concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay</p> <p>domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</p> <p>editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p>

Grades 11-12 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
	<p>relationships among complex ideas and concepts.</p> <p>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>		<p>extended definitions – definitions that move beyond basic dictionary definitions to deepen understanding through the use of description, classification, synonyms and antonyms, etymology and history, etc.</p> <p>formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary</p> <p>formatting – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)</p> <p>graphics – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic</p> <p>norms and conventions of the discipline – refers to the generally accepted rules and practices regarding style, format, publication, etc. of particular disciplines or fields of study which are distinct from (and often in addition to) the conventions of standard English (e.g., academic theses generally have prescribed chapters)</p> <p>objective tone – a neutral tone an author adopts that maintains distance from the topic under</p>

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			<p>consideration so it is of bias, prejudice, and personal opinion (i.e., such a tone is generally adopted during informational writing, the purpose of which is to explain or inform, not persuade)</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>relevant evidence, observations, ideas, descriptive details – details, and other elements, that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</p> <p>revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p>

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STANDARD		CLARIFICATION	GLOSSARY
			<p>syntax/syntactic – relating to the arrangement of words and phrases in order to create well-formed sentences, tied to generally accepted rules of grammar and conventions of style</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> <p>transition(s)/transitional words - words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them</p>
W.11-12.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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</p>	See Writing Guide	<p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</p> <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p> <p>event – a thing that happens; an occurrence</p>

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STANDARD	CLARIFICATION	GLOSSARY
	<p>smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>d. 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.</p> <p>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>observation – a statement or comment based on something one has seen, heard, or noticed; the acquisition of information and/or knowledge based on something one has seen, heard, or noticed</p> <p>pacing – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)</p> <p>phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)</p> <p>plot – the sequence of events in a story, play, movie, etc.</p> <p>point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>reflection – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it</p>

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			<p>revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses</p> <p>sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</p> <p>setting – the time and place of the action in a book, play, story, etc.</p> <p>strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p>tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
W.11-12.4	Use digital tools and resources to produce, publish , and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Students use digital tools and resources, such as word processing tools, applications, and sites, to create, share, and improve individual or collaborative writing pieces. Using digital tools and resources to respond to real-time feedback from the teacher and/or peers, students offer	<p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets,</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p>new arguments or additional information for consideration.</p> <p><i>In the Classroom:</i> Students use a collaborative writing site or application for peer conferences. To provide feedback, students add comments to digital documents and highlight areas for improvement. In response to feedback, students revise their work using digital tools that track changes as they update their drafts.</p> <p>The teacher establishes an online space, such as a class blog or site, to provide opportunities for students to publish their work. Students use these online spaces to share compositions with the teacher and peers.</p>	<p>websites, video recording and editing software, cloud-based applications, etc.</p> <p>publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available</p>
Cluster: Research			
W.11-12.5	<p>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>Students organize and carry out short and extended research projects that provide an answer to a teacher or student created question or offer a solution to a real-world problem. Students select and combine multiple sources into a valid study that shows their understanding of the topic under study. When researching their topics, students limit or widen the scope of their information searches as needed.</p> <p><i>In the Classroom:</i> After collecting multiple sources, students use colored highlighters to color code the connections and links between sources. Students create an outline for their research project that organizes the synthesis of information showing how the sources overlap.</p> <p>To help students brainstorm research ideas, teachers can prepare a chalk talk by posting a</p>	<p>research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</p>

STANDARD		CLARIFICATION	GLOSSARY
		research question or problem on a large piece of paper. Students silently record ideas for investigation that would narrow or broaden the inquiry of the topic. As a class, students circle key issues or questions for research. Students use the circled ideas to guide their information search.	
W.11-12.6	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>Students collect pertinent information from several scholarly print and digital sources by proficiently using search options and tools, such as keywords in library catalogues and advanced search filters in search engines and databases. As they examine each source, students judge the source’s strengths and limitations in terms of format, purpose, and audience. Students purposefully choose where to incorporate pieces of information into their writing to ensure ideas move easily from one to another and to avoid overuse of a single source. Using MLA, APA, or another style manual, students reference the sources of the information they used to avoid plagiarism.</p> <p><i>In the Classroom:</i> After gathering information from a variety of scholarly print and digital sources about a particular topic, students use a two-column, three-row matrix. One column is labeled “Strengths” and the other is labeled “Limitations.” The first row is labeled “Task, the second is “Purpose,” and the third is “Audience.” Students use the matrix to record their assessments of the strengths and limitations of each source’s task, purpose, and audience.</p> <p>Students use highlighters to color code the sources used in their written drafts: one color per source. Students review the drafts to determine</p>	<p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. (Note: Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats.)</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>relevant evidence, observations, ideas, descriptive details – details, and other elements, that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</p> <p>task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p>

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		if there is a balance of color, or if some color(s) are more prevalent than others. Students use these color codes to determine whether or not they have relied too much on one source.	text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

GRADES 11-12

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

CCCR Anchor Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards

STANDARD	CLARIFICATION	GLOSSARY	
Cluster: Collaboration and Communication			
<p>SL.11-12.1</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>Students lead and contribute to small group, whole group, and teacher-led collaborative discussions with different peers on topics, texts, and issues appropriate for grades 11-12. To lead and contribute to these collaborative discussions, students clearly and convincingly communicate their own ideas as well as add on to other ideas by:</p> <ul style="list-style-type: none"> • Reading texts and researching information on the topic under study prior to and in preparation for discussion. Students draw on this preparation by referencing textual evidence and information they noted in order to provoke reflective and logical discourse. • Working with peers to encourage respectful discussion and shared decision-making that includes every voice; outlining clear goals, due dates, and individual responsibilities as needed. • Moving discussions forward by asking and answering questions that explore and challenge logic and evidence; guaranteeing all perspectives have been voiced; clarifying, confirming, or questioning ideas and conclusions; and encouraging differing and innovative views. • Responding, in a considerate manner, to others with differing opinions; connecting comments, claims and evidence made from all perspectives of an issue; clearing up discrepancies when possible; and discerning what information or research is needed to 	<p>claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth.</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>perspective – an attitude toward or outlook on something</p> <p>range/range of tasks, purposes, and audiences – the production of written and spoken works covers a variety tasks (including, but not limited to, speaking, presenting, and writing), purposes (e.g., to persuade, to inform, to express, and/or to entertain), and audiences (which requires shifts in register)</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic</p> <p>research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students</p>

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STANDARD	CLARIFICATION	GLOSSARY
<p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>fully investigate the topic under study or accomplish the task at hand.</p> <p><i>In the Classroom:</i> The teacher and students brainstorm a list of criteria for civil, democratic discussions and decision-making. In small groups, students use the list of criteria to create a group contract outlining the rules they will follow, the group’s goal, the work each group member agrees to complete, and the deadlines each group member agrees to meet.</p> <p>The students create sentence starters and question stems that ask students to reference the text and their research; synthesize comments, claims, and evidence from all sides of an issue; and determine what additional information or research is required. Students use these sentence starters during discussion to respond to classmates.</p>	<p>conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</p> <p>respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</p> <p>task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
<p>SL.11-12.2</p>	<p>Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each</p>	<p>Students combine multiple sources of information in various forms (charts, graphs, images, etc.) and ways (visuals, texts with numbers or measures, oral presentations, mixed-media, etc.) to make educated decisions and offer plausible solutions to problems. To select the most relevant sources, students assess the</p> <p>evaluate – to determine quality or value after careful analysis or investigation</p>

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	STANDARD	CLARIFICATION	GLOSSARY
	<p>source and noting any discrepancies among the data.</p>	<p>reliability and validity of each source and recognize when the information in a source contains inconsistent or conflicting data.</p> <p><i>In the Classroom:</i> The teacher and students brainstorm a list of criteria for credible and accurate sources. The teacher then presents a problem to the class where students must provide a plausible solution. The teacher provides students with several different sources on the issue in a variety of formats and media. Using the established criteria, students rank and discuss each source on its credibility, accuracy, and relevancy to the problem.</p> <p>The teacher provides students a source with inconsistent or conflicting data. The teacher asks students to examine the source using questions such as: “What do you see in the data?” “What data is missing?” “Are there any uncertainties present in the data?” “Is there any conflicting data?”</p>	
<p>SL.11-12.3</p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>Students assess a speaker’s point of view, reasoning, and use of evidence and rhetoric by inspecting his/her position on the topic, the basis for his/her point of view, the connection between his/her ideas, the points he/she emphasized, and his/her diction and tone.</p> <p><i>In the Classroom:</i> While listening to a speaker, students use the RED strategy: Recognize, Explore, and Decide. Students recognize and note the speaker’s stance, premises, links among ideas, word choice, points of emphasis, and tone. Students then explore these elements closely to evaluate the</p>	<p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p>point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p>

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		<p>effectiveness of each. Based on these findings, students decide the overall effectiveness of the speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>The teacher plays a video or audio recording of a speech. The teacher pauses the recording, when appropriate, to ask students questions such as: “Do you agree with the speaker’s stance?” “What justifies the speaker’s premises?” “Is there a better way to link ideas?,” “What do you think of the speaker’s word choice and tone? Was it effective?” “What points were emphasized the most? What points would you have emphasized?”</p>	<p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic</p> <p>rhetoric/rhetorical feature – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact</p> <p>tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>
Cluster: Presentation of Knowledge and Ideas			
SL.11-12.4	<p>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>Students deliver presentations that communicate information, conclusions, and supporting evidence in a way that clearly defines their stance on a given topic and allows an audience to easily follow the logic and order in which the material is presented. Students also include other stances on the topic that are different from or contrary to their own. Students tailor their presentations’ structure, development, content, and style to their purpose, audience, and task. Tasks range from formal presentations to informal discussions.</p> <p><i>In the Classroom:</i></p>	<p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p>The teacher and students brainstorm a list of criteria for presenting a clear and distinct perspective and addressing alternative or opposing perspectives. Students use this criteria as a checklist or rubric to assess and revise their presentations.</p> <p>The teacher provides students with an exemplar presentation for a formal task. In small groups, students discuss how the presentation would be adapted or changed to fit an informal task. As a class, students share their findings noting the differences in organization, development, substance, and style between the formal and informal presentations.</p>	<p>informal English, style, task, and use of - English language usage that is not generally held to grammar and style conventions and may not have a logical structure (e.g., dialogue may jump from one topic to another without transition). When spoken, informal usage may consist of slang terms and idioms; when written, informal usage may lack organization and ignore grammatical rules.</p> <p>line of reasoning – a series of claims, points, and supporting pieces of evidence, each related to one another, delineated in such a manner as to show a connection between a claim or argument and the conclusion being drawn</p> <p>perspective – an attitude toward or outlook on something</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>range/range of tasks, purposes, and audiences – the production of written and spoken works covers a variety tasks (including, but not limited to, speaking, presenting, and writing), purposes (e.g., to persuade, to inform, to express, and/or to entertain), and audiences (which requires shifts in register)</p> <p>style – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement,</p>

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			etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax
SL.11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning , and evidence and to add interest.	<p>Students carefully choose and purposefully incorporate digital media into their presentations to effectively communicate their conclusions, logic, and evidence and to make their presentations more engaging. Digital media includes, but is not limited to: textual, graphical, audio, visual, and interactive elements.</p> <p><i>In the Classroom:</i> Students use storyboards to map how digital media will be used in their presentations. Students annotate their storyboards, briefly explaining how each media they use enhances the understanding of findings, reasoning, and evidence and engages the audience.</p> <p>The teacher and students create a rubric for effective use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and add interest. Students share their presentations with partners. Students use the rubric to provide feedback on their partners' presentations. Students use the feedback from their partners to make adjustments to their presentations.</p>	<p>digital media – formats through which information is encoded in a machine-readable format, including, but not limited to, digital images, screen capture videos, and audio files</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic</p>

GRADES 11-12

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

CCR Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

9-12 Language Continuums Guide

What are the Language Continuums?

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. In grades 9-12, students apply grammar and usage skills, with increasing sophistication and effect, to create a unique style and voice. Skills taught in previous grades should be reinforced and expanded.

How do I read them?

The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills that are taught in the specific grade band. Different from the K-8 supporting clarifications, the supporting clarifications for 9-12 include student expectations for mastery and suggestions for how to address learning gaps for each skill.

What does instruction look like in the classroom?

An effective method for language instruction is teaching it in the context of reading and writing. When mini-lessons are integrated into classroom instruction, students learn and apply grammatical concepts within their reading and writing studies. Since ELA standards are recursive and continuously reinforced, using mini-lessons within the context of larger targeted instruction will allow teachers to teach specific skills and extend previous learning. For example, students can locate specific forms and conventions of writing in the mentor text under study and imitate them in their own writing. Using mini-lessons, mentor texts, and student writing supports and develops student language skills.

While the skills on the continuums are not introduced in grades 9-12, students are expected to continue applying these skills to more complex text as they work toward mastery. Teachers can refer to continuums and clarifications from lower grade bands for ideas for scaffolding and differentiation.

How do I know where my students fall within the continuum?

Pre-assessments and formative assessments throughout the year can be helpful for determining where students fall within the band.

- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall on the continuum. The formative assessment data can inform and guide the focus of mini-lessons to encourage continued development, sophistication, and growth.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum.
- Students' writing provides guiding information about their understanding.

How do I talk about the Language Continuums with colleagues?

Because the high school continuum is not separated into grade bands, teacher communication and discussion within departments is a vital component for ensuring students' success and growth. Through working within departments, teachers should develop a shared understanding

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of the skills and how the continuums and support documents can be used to support instruction. Additionally, teachers can collaborate to develop instructional ideas and materials such as:

- Selecting focus skill instructional videos
- Collecting mentor sentences and excerpts
- Accumulating student generated sentences for modeling
- Developing language skill components for writing/speaking rubrics
- Cultivating academic language knowledge and use
- Organizing a library of podcast resources centered around language use/skills
- Gathering real world examples from current resources illustrating errors/weaknesses

In addition to discussing the high school continuums, it may be necessary to discuss the language continuums from lower grade-bands, especially 6-8, to support teacher understanding of language skill progressions from grade to grade.

L1 – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Nouns	<ul style="list-style-type: none"> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) Use common, proper, & possessive nouns 	<ul style="list-style-type: none"> Explain the function of nouns Use collective nouns (such as <i>group</i>) Form and use frequently occurring regular and irregular plural nouns 	<ul style="list-style-type: none"> Use abstract nouns (such as <i>courage</i>) Continue to use regular and irregular plural nouns 		
Verbs	<ul style="list-style-type: none"> Form frequently occurring verbs Convey sense of time 	<ul style="list-style-type: none"> Explain the function of verbs Form and use past tense of frequently occurring irregular verbs Form and use regular and irregular verbs Form and use simple verb tenses Form and use the perfect verb tenses Convey sense of various times, sequences Recognize inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Form and use progressive verb tenses Use modal auxiliaries (such as <i>may</i> or <i>must</i>) Continue to form and use the perfect verb tenses Convey sense of various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>) Form and use verbs in active & passive voice Form and use indicative, imperative, interrogative, conditional moods Recognize and correct inappropriate shifts in voice and mood Form and use transitive/intransitive verbs 	
Adjectives	<ul style="list-style-type: none"> Use frequently occurring adjectives 	<ul style="list-style-type: none"> Explain the function of adjectives Accurately choose which to use – adjective or adverb 	<ul style="list-style-type: none"> Form and use comparative and superlative adjectives Order adjectives within sentences according to conventional patterns 	<ul style="list-style-type: none"> Form and use compound adjectives 	
Conjunctions	<ul style="list-style-type: none"> Use frequently occurring conjunctions 	<ul style="list-style-type: none"> Explain the function of conjunctions 	<ul style="list-style-type: none"> Continue to use coordinating and 		

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SKILL	K-1	2-3	4-5	6-8	9-12
		<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions 	subordinating conjunctions <ul style="list-style-type: none"> Use correlative conjunctions (such as <i>either/or</i>) 		Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Adverbs		<ul style="list-style-type: none"> Accurately choose which to use – adjective or adverb Explain the function of adverbs Form and use comparative adverbs 	<ul style="list-style-type: none"> Form and use comparative and superlative adverbs Use relative adverbs 	<ul style="list-style-type: none"> Use adverbs that modify adjectives Use adverbs that modify adverbs 	
Sentences	<ul style="list-style-type: none"> Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences Understand and use question words 	<ul style="list-style-type: none"> Produce, expand, and rearrange simple and compound sentences 	<ul style="list-style-type: none"> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Produce, expand, and rearrange simple, compound, and complex sentences 	<ul style="list-style-type: none"> Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas 	
Prepositions	<ul style="list-style-type: none"> Use frequently occurring prepositions 	<ul style="list-style-type: none"> Explain the function of prepositions 	<ul style="list-style-type: none"> Form and use prepositional phrases 		
Pronouns	<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns 	<ul style="list-style-type: none"> Explain the function of pronouns Continue to use personal, possessive, and indefinite pronouns Use reflexive pronouns 	<ul style="list-style-type: none"> Ensure pronoun-antecedent agreement Use relative pronouns 	<ul style="list-style-type: none"> Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>) Use intensive pronouns Recognize and correct inappropriate shifts in pronoun number and person Recognize and correct vague pronouns 	

Grades 11-12 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
				<ul style="list-style-type: none"> Continue to ensure pronoun-antecedent agreement Recognize and apply the nominative case and objective case 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Determiners	<ul style="list-style-type: none"> Use determiners 	<ul style="list-style-type: none"> Correctly use <i>a, an,</i> and <i>the</i> 			
Commonly Confused Words		<ul style="list-style-type: none"> Correctly use common homophones 	<ul style="list-style-type: none"> Correctly use frequently confused words (such as <i>to, two, too</i>) 	<ul style="list-style-type: none"> Continue to correctly use frequently confused words 	
Interjections		<ul style="list-style-type: none"> Explain the function of and use interjections 	<ul style="list-style-type: none"> Continue to use interjections 		
Phrases and Clauses			<ul style="list-style-type: none"> Explain the function of phrases and clauses Recognize independent and dependent clauses 	<ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers Form and use indirect/direct objects 	
Usage				<ul style="list-style-type: none"> Recognize variations from standard English in their own and others' writing and speaking Identify and use strategies to improve expression in conventional language 	

CLARIFICATIONS

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **9-12 grammar continuum**.

Mastery: Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students’ writing and speaking are assessed by the student, peers, and the teacher. Teachers should reinforce and expand student mastery of the L.1 skills, so students create a unique style and voice.

9-12 Skill	How to Address Gaps
<p>Subject/Verb Agreement</p>	<p>The teacher uses an instructional presentation to review subject/verb agreement. Opportunities for students to respond are embedded throughout the presentation. The teacher includes short instructional videos and practice items that facilitate understanding and engage students.</p> <p>The teacher provides the students with a mentor text or section of text they are currently reading in class. Students make two columns on a sheet of paper. In column one, students record each subject from the text and in column two, they include the verb for that subject. Then, students review their lists to discuss what they notice.</p> <p>Students use a current piece of their own writing and undertake the same two-column assignment. After reviewing their columns, students revise their writing as needed to reflect agreement. This activity can also be undertaken as a peer review exercise.</p> <p>Students review their own electronic drafts with specific attention to agreement. Students use highlighting tools on their devices or print hard copies to review. In either instance, students demonstrate active reviews of their drafts with a focus on agreement and general proofreading in order to strengthen their written responses.</p> <p>Students self-edit a writing assignment with a specific focus on agreement. Then, students revise their final copies to be free of errors in agreement. Mastery for this skill is developed and demonstrated over time and through repetition and continued focus. The teacher uses a variety of formats to develop and strengthen the skill including rubric criteria, quizzes, and formal essays.</p>
<p>Nouns</p>	<p>While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. The teacher can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.</p>

9-12 Skill	How to Address Gaps
<p>Verbs</p>	<p>The teacher demonstrates how unnecessary changes, or "shifts," in verb tense and voice may confuse the sentence’s meaning. The teacher guides students through model sentences demonstrating various verb tenses. Then, using text under study, the teacher selects a paragraph and changes the tense of verbs in order to illustrate the confusion that can arise with shifts. Then, the teacher describes how to determine whether or not there is a specific reason to have the shift and guides students in correcting the paragraph for consistent verb usage.</p> <p>The teacher provides students with textual examples of active and passive voice and directs them to practice revising each sentence to the opposite voice: active to passive and passive to active. The students discuss the results and implications of use and when one voice might be preferable to another.</p> <p>The teacher uses various print and digital resources to examine the use of active and passive voice to convey specific meanings and to reflect specific rhetorical styles. For example, using this sentence written by French Author Raymond Queneau in his <i>Exercises in Style</i> (1981) , the teacher can demonstrate that passive voice is wieldy and confusing when the focus is on the recipients of the action instead of the agents.</p> <p><i>“It was midday. The bus was being got into by passengers. They were being squashed together. A hat was being worn on the head of a young gentlemen. [. . .] A long neck was one of the characteristics of the young gentlemen. The man standing next to him was being grumbled at by the latter because of the jostling which was being inflicted on him by him. As soon as a vacant seat was espied by the young gentlemen it was made the object of his precipitate movements and it became sat down upon” (72).</i></p> <p>Using a paragraph response to a current text under study, or a longer writing assignment, students apply correct verb tense and active voice in their written responses.</p>
<p>Adjectives</p>	<p>While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. Teachers can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.</p>
<p>Conjunctions</p>	<p>The teacher creates a visual presentation to demonstrate the distinction between subordination and coordination. The format for the demonstration can be chart paper, interactive white board, and/or a digital application. The teacher explains the purpose of subordination in creating complex sentence structures and coordination in creating compound sentence structures.</p> <p>The teacher prepares selected mentor sentences cut into words/phrases that students arrange to form the various methods of subordination and coordination.</p>

9-12 Skill	How to Address Gaps
	<p>The teacher models for students the various methods for expressing ideas logically in sentences through coordination and subordination. Students then explore the various types of clauses and conjunctions that are related to coordination and subordination. They also revise a paragraph using techniques of coordination and subordination.</p> <p>Using the mentor sentences as models, students imitate the structures under study and share with the class.</p> <p>Students incorporate correct subordination and coordination into written assignments.</p> <p>The teacher supplies students with lists of independent clauses. Students apply subordination and coordination to sentence combining activities in order to form complex and compound sentences.</p>
Adverbs	<p>While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. Teachers can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.</p>
Sentences	<p>The teacher uses an instructional presentation to explore sentence structures through brief animations, identification, practice, and application. The teacher can project the presentation to the whole class or students can individually access it on their devices.</p> <p>The teacher provides students with selected mentor sentences cut into words/phrases that students arrange to form the various structural designs.</p> <p>The students imitate specific forms and conventions of writing under study using the mentor sentences as models. Students write to demonstrate each sentence type and share with the class.</p> <p>Students use sentence combining to compose complex sentences. Students also analyze model sentences, and demonstrate mastery of sentence structure in short essays.</p>
Prepositions	<p>While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. Teachers can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.</p>
Pronouns	<p>The teacher provides students with sample items containing examples of pronouns with more than one possible antecedent or no clear antecedent at all. The teacher instructs students to correct the sentences by replacing the pronoun with a specific noun. Then, students rephrase the original sentence to try a different approach for clarity. The teacher instructs students to discuss whether any of the revisions have impact on the intended meaning.</p>

9-12 Skill	How to Address Gaps
	<p>Using their own drafts or by exchanging drafts, students review their writing with a focus on specific pronouns and revising for clarity when needed. The students demonstrate active review of their drafts with a focus on precision in pronoun usage and general proofreading in order to strengthen their written responses.</p> <p>Students recognize and correct vague/ambiguous pronoun errors in their own written responses and when engaged in peer review. Then, students revise their final copies to be free of those errors. Teachers use a variety of formats to develop and strengthen the skill including rubric criteria, quizzes, and formal essays.</p>
Determiners	<p>While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. Teachers can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.</p>
Commonly Confused Words	<p>The teacher uses a brief video or digital animation to introduce frequently confused words to support student familiarity.</p> <p>The teacher generates a list of commonly confused words based on the current class of students or general trends. The teacher focuses on the question: What is the difference between _____ and _____?</p> <p>The teacher provides students with sample items that prompt them to identify the multiple meanings of the terms and to choose the correct word within the context of sentences in a paragraph.</p> <p>Each student is assigned a pair of words to research and to become knowledgeable about in order to share with classmates. Students use the format: “What is the difference between _____ and _____? Students create digital or paper posters to demonstrate their understanding.</p> <p>Students are invited to bring in/reproduce samples from their daily lives (newspapers, ads, billboards, text messages, etc.) which reflect incorrect usage of these terms to post on a class board for sharing and discussion/review. This activity underscores real life usage.</p> <p>The teacher includes a component on writing rubrics in order to hold students accountable.</p>
Interjections	<p>While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. The teacher can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.</p>
Phrases and Clauses	<p>The teacher models for students the role of linking related words, phrases, and clauses to improve clarity in written expression. Using chart paper, the teacher demonstrates how any slot in a sentence can be described in terms of the position of that slot, the constructions</p>

9-12 Skill	How to Address Gaps
	<p>that can fill that slot, and the meaning imparted by construction within that slot. For example: {Sentence modifier} Subject + Predicate {Sentence modifier}. The sentence modifier slot holds constructions that modify the remainder of the sentence.</p> <p>The teacher provides students with mentor and/or previously generated student sentences. The students identify all modifiers in each sample sentence by drawing arrows from each modifier to the words it modifies. The teacher asks questions such as: Does any modifier seem to refer to a word other than the one it is intended to modify? Can you clearly determine the word to which the modifier refers? Is the modifier close enough to the word it modifies?</p> <p>The teacher shares examples of dangling modifiers and describes strategies for revising the examples for clarity. The teacher demonstrates how specifically naming the person who does the action described in the modifying phrase improves clarity. Another strategy to describe is combining the phrase and the main clause in order to improve clarity.</p> <p>Using mentor sentences and/or class generated sentences, students identify the modifiers. Then students apply their knowledge by correctly editing any ambiguous modifiers.</p>
Usage	<p>The teacher selects informational texts on the same topic but published for different audiences and provides copies for each student. Using close reading strategies, students annotate each text by focusing on variations in diction and syntax. Then students discuss the variations in the writers’ stylistic and syntactic choices, based on audience and purpose.</p> <p>Students state their intended audiences and describe the primary characteristics of that audience for a short piece of writing. Then, after working with that draft, students revise the same piece of writing for an entirely different audience. For example, the writing might be for an audience of their peers initially and then be revised for kindergarten students. Then, the teacher engages students in a discussion to recognize variations students made from standard English when writing for a specific audience.</p> <p>Using a list of commonly used transitional terms and phrases, students highlight the usage in texts currently under study, especially informational text. Using color coding, the student mimics the various types of transitions in a piece of writing, paying attention to the type of transition used, its function, and its effect on clarity and expression.</p> <p>The students can deconstruct a paragraph into single sentences and then “rebuild” the paragraph making improvements for expression.</p>

L2 – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people 	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization 		<p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates 	<ul style="list-style-type: none"> • Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue 	<ul style="list-style-type: none"> • Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works 	<ul style="list-style-type: none"> • Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions 	

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Skill	K-1	2-3	4-5	6-8	9-12
Spelling	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words 	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	<p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
References		<ul style="list-style-type: none"> • Consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	

CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **9-12 conventions continuum**.

Mastery: Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students’ writing and speaking are assessed by the student, peers, and the teacher. Teachers should reinforce and expand student mastery of the L.2 skills, so students create a unique style and voice.

9-12 Skill	How to Address Gaps
<p>Capitalization</p>	<p>The teacher uses an instructional presentation to explore conventions of capitalization. The presentation can include brief animations, identification, embedded practice, and application. The presentation can be projected to the whole class or students can individually access it on their devices.</p> <p>The teacher collects mentor sentences that demonstrate the specific conventions under study to share with students. Using those sentences, the teacher asks students what they notice about the use of capitalization. Then, the teacher asks what happens if the capitalization is changed. <i>The following sentences are provided to illustrate examples; the teacher uses appropriate examples from the texts under study in the class.</i></p> <p><u>Mentor Sentences from Harper Lee’s <i>To Kill A Mockingbird</i></u></p> <p>Proper Nouns: “In England, Simon was irritated by the persecution of those who called themselves Methodists at the hands of their more liberal brethren, and as Simon called himself a Methodist, he worked his way across the Atlantic to Philadelphia, thence to Jamaica, thence to Mobile, and up the Saint Stephens” (4).</p> <p>Titles with Proper Nouns: “Among other things, he had been up in a mail plane seventeen times, he had been to Nova Scotia, he had seen an elephant, and his granddaddy was Brigadier General Joe Wheeler and left him his sword” (48).</p>

9-12 Skill	How to Address Gaps
	<p>Titles of works: “He played the character parts formerly thrust upon me— the ape in <i>Tarzan</i>, Mr. Crabtree in <i>The Rover Boys</i>, Mr. Damon in <i>Tom Swift</i>” (8).</p> <p>First word of a sentence or quoted sentence: “Jem held out a filthy piece of paper. Atticus took it and tried to read it. ‘Why do you want Mr. Radley to come out?’” (109).</p> <p>The teacher leads students to discuss and understand the capitalization rule as illustrated in the mentor sentence.</p> <p>Students imitate the mentor sentence, paying attention to the focus skills of capitalization perhaps in combination with compound or complex sentence structure or in using new vocabulary.</p> <p>Students use technological tools effectively to support conventions of capitalization.</p>
<p>Punctuation</p>	<p>The teacher uses an instructional presentation to explore conventions of punctuation. The presentation can include brief animations, identification, embedded practice, and application. The presentation can be projected to the whole class or students can individually access it on their devices.</p> <p>The teacher collects mentor sentences that demonstrate the specific conventions under study to share with students.</p> <p><i>The following sentences are provided to illustrate examples; the teacher uses appropriate examples from the texts under study in the class.</i></p> <p><u>Mentor Sentences from Harper Lee’s <i>To Kill A Mockingbird</i></u></p> <p>End marks</p> <p>“He ran to the oak tree in his shorts” (54).</p> <p>“‘What happened?’ asked Jem.” (55).</p> <p>“‘The world’s endin’, Atticus! Please do something—!’ I dragged him to the window and pointed” (66).</p>

9-12 Skill	How to Address Gaps
	<p>Quotation marks and apostrophes “Jem brushed his hair back to get a better look. ‘Why don’t you come over, Charles Baker Harris?’ he said. “Lord, what a name” (7). “Dill and Jem dived beside me. Jem’s breath came in sobs: ‘Fence by the schoolyard! —hurry, Scout!’” (54).</p> <p>Ellipsis “I think I’m beginning to understand why Boo Radley’s stayed shut up in the house all this time... it’s because he <i>wants</i> to stay inside” (227).</p> <p>Possessives “It was customary for the men in the family to remain on Simon’s homestead, Finch’s Landing, and make their living from cotton” (4).</p> <p>Colons and semicolons “The place was self-sufficient: modest in comparison with the empires around it, the Landing nevertheless produced everything required to sustain life except ice, wheat flour, and articles of clothing, supplied by river-boats from Mobile” (4). “The Maycomb school grounds adjoined the back of the Radley lot; from the Radley chickenyard tall pecan trees shook their fruit into the schoolyard, but the nuts lay untouched by the children: Radley pecans would kill you” (9).</p> <p>Commas</p> <p>Coordinating Conjunction “Maycomb was an old town, but it was a tired old town when I first knew it” (5). “Her hands were knobby, and the cuticles were grown up over her fingernails” (110).</p>

9-12 Skill	How to Address Gaps
	<p>Items in a Series “He said he often woke up during the night, checked on us, and read himself back to sleep.” (58).</p> <p>Introductory Word Group “But there came a day, barely within Jem’s memory, when Boo Radley was heard from and was seen by several people, but not by Jem” (11). “Until I feared I would lose it, I never loved to read” (20).</p> <p>Coordinating Adjectives “They were sullen-looking, sleepy-eyed men who seemed unused to late hours” (154).</p> <p>Non-restrictive Elements “He shifted his feet, clad in heavy work shoes” (155).</p> <p>Hyphens “Looking down the hall, we should have seen Atticus Finch, Attorney-at-Law in small sober letters against the light from behind his door” (151).</p> <p>Students imitate the mentor sentence paying attention to the focus punctuation skill, perhaps in combination with compound or complex sentence structure or in using new vocabulary.</p> <p>Students collect additional mentor sentences that illustrate each example using the current text under study as the resource. Examples can be collected in a mini-booklet or other format.</p> <p>Students use technological tools effectively to support conventions of punctuation.</p>

Language Standards

STANDARD		CLARIFICATION	GLOSSARY
<i>Cluster: Conventions of Standard English</i>			
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.	See Language Grammar Continuum	<p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.</p> <p>grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.</p> <p>usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions</p>
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.	See Language Conventions Continuum	<p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)</p>

STANDARD	CLARIFICATION	GLOSSARY	
Cluster: Knowledge of Language			
<p>L.11-12.3</p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Students employ what they know about language to understand how it is used in different contexts. When speaking or writing, students carefully choose words to create meaning or style. When reading or listening, students use their knowledge of language to aid their comprehension of text.</p> <ul style="list-style-type: none"> Students use varied syntax in their writing to create specific effects for their readers. Students can use resources to inform their use of syntax. Students also use their knowledge of syntax to aid their reading comprehension of complex texts. <p><i>In the Classroom:</i> The teacher provides students with a paragraph lacking varied syntax. Students revise the paragraph by re-organizing and inserting clauses and phrases to vary the syntax. After revising the paragraph, students compare it to the original and discuss the effects the varied syntax has on the reader.</p> <p>When reading a complex text, students conduct “Syntax Surgery” by circling and drawing lines between related words to illustrate the connections between words and phrases. Words and phrases may be connected because they are antecedents, synonyms, omitted words that are implied, signal words, etc. Students also highlight punctuation. Students use their annotations to aid in their comprehension of complex texts.</p>	<p>style – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax.</p> <p>syntax/syntactic – relating to the arrangement of words and phrases in order to create well-formed sentences, tied to generally accepted rules of grammar and conventions of style</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
Cluster: Vocabulary Acquisition and Use			
<p>L.11-12.4</p>	<p>Determine and/or clarify the meaning of unknown and</p>	<p>Students figure out and/or confirm the meaning of grade 11-12 words/phrases that are unfamiliar or</p>	<p>context clues – refers to elements preceding and following an unknown or ambiguous word,</p>

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	<p>have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:</p> <ul style="list-style-type: none"> Context clues: Students use the overall meaning of a sentence or paragraph or a word’s position or function in a sentence as a clue to the meaning of the word or phrase. Students also use context to verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning. Word parts: Students use common affixes and roots as clues to the meanings of words. For example, the root “con” means “with” in the words “conceive,” “conception,” “conceivable.” Students identify and correctly use these patterns of word changes that indicate different meanings or parts of speech. Word relationships: Students use the relationship between particular words (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy, etc.) to better understand each of the words. Reference materials: Students consult general and specialized reference materials (e.g. dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Students also use dictionaries to verify the preliminary determination of the meaning of a word or phrase. <p><i>In the Classroom:</i></p>	<p>phrase, or reference which can help define or identify it</p> <p>multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant’s trunk / car trunk)</p> <p>range/range of tasks, purposes, and audiences – the production of written and spoken works covers a variety tasks (including, but not limited to, speaking, presenting, and writing), purposes (e.g., to persuade, to inform, to express, and/or to entertain), and audiences (which requires shifts in register)</p> <p>reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary</p> <p>word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p>

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		<p>Students complete a Frayer Model Word Square to show the multiple meanings of a word and relationships between a keyword and other words. Using the Frayer Model Word Square, students provide the dictionary definition and a student-friendly definition in one quadrant, characteristics of the word in the next quadrant, examples and non-examples of the word in another quadrant, and a graphic(s) that illustrates the meaning(s) of the word in the last quadrant.</p> <p>Students use the CPRR strategy to determine the meaning of unfamiliar words: Context clues, Parts of words, Relationships to other words, and Reference another source. Students first use context clues to determine the meaning. If the meaning of the word cannot be determined from context, students break the word into word parts like affixes and roots. If the meaning of the word still cannot be determined, students look in the text for signal words that give clues to the word’s relationship to other words in the text. As a last resort, students should reference another source like a classmate, a dictionary, or a thesaurus.</p>	
<p>L.11-12.5</p>	<p>Demonstrate understanding of figurative language and nuances in word meanings.</p> <p>a. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Students show they understand figurative language and subtle differences in word meanings.</p> <ul style="list-style-type: none"> • Students decipher the meaning of figurative language, such as hyperbole or paradox, as it is used in the text and examining its function in grades 11-12 texts and material. • Students examine the different shades of meaning of words that share the same denotations like “elegant” and “fancy”, or “liberty” and “freedom.” <p><i>In the Classroom:</i></p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>denotation – the literal definition of a word, generally free of an emotional or cultural context</p> <p>figurative language – language that uses words and phrases to express a meaning that is different</p>

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		<p>Students use four-column graphic organizers: the first column is labeled “Figurative Language,” the second column “Literal Meaning,” the third column “Intended Meaning,” and the fourth column “Role.” In the first column, students place the figurative language from the text. In the second column, students write down the literal meaning of the figure of speech. In the third column, the students write down the author’s intended meaning of the figure of speech. In the fourth column, students explain the role this figure of speech plays in the text.</p> <p>The teacher provides students with three paragraphs, each with a highlighted word of a similar denotation. Students use the LPR strategy to determine the meaning of each word in context: Look, Predict, and Reason. Students Look at the word’s context clues, Predict the word’s meaning, and Reason whether they have determined the exact meaning of the word. After determining the meaning of each word, students compare and contrast the meanings, discussing when they would use certain words over others.</p>	<p>from the literal meaning (e.g., metaphor, allusion, etc.)</p> <p>nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
L.11-12.6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students learn and correctly use Tier 2 and Tier 3 words and phrases. Students learn and correctly use these words and phrases in order to be prepared for and proficient in reading, writing, speaking, and listening at the college and career readiness level. Students show their ability to independently learn and expand their vocabulary knowledge when studying a word or phrase that is essential to their understanding of material or articulation of ideas in writing or speech.</p> <p><i>In the Classroom:</i></p>	<p>domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</p> <p>expression – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion</p>

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		<p>The teacher provides a word bank of targeted general academic words and asks students to individually write two different paragraphs: one on a content specific topic and another on a topic of their choosing. After this, students compare the context and usage of the words.</p> <p>Students use semantic mapping to develop their vocabulary knowledge when considering a domain-specific word they encounter in a text. Students place the domain-specific word at the top of a page (e.g. Metamorphic rock). Branching down from the word, one example per branch, students write examples of the word (e.g. Slate). Branching down from each example, students write even more specific examples (e.g. Shale).</p>	<p>and feeling when reading aloud through the use of inflection, pacing, etc.</p> <p>general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</p> <p>phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)</p>