

**NCDPI Unpacked Content
with
OCS Priority Standards Revised 2020**

**Grades 11/12
English Language Arts**



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

English/Language Arts Standards with Priority Standards and Clarification

For the new NC ELA Standard Course of Study that will be effective in all North Carolina schools in the 2018-2019 school year.

This document is designed to help North Carolina educators teach the ELA Standard Course of Study. NCDPI staff is continually updating and improving these tools to better serve teachers.

What is the purpose of this document?

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.

Where can I find the ELA Standard Course of Study K-12, additional resources, examples, and tools?

NCSCS ELA Crosswalks - <https://drive.google.com/file/d/1SFh9pX7-t4Y4UyLzIVzywXPagwGYUks5/view>

Writing Guide - <https://drive.google.com/file/d/1p8IcEuGpmeEDGmo06onk0IPegmAFSuGv/view>

Language Continuum Guide 9 – 12 - <https://drive.google.com/file/d/1Pd7DwtczG7hjse41ANtkO-8fkgI3bkiY/view>

ELA Instructional Practices WIKI - <http://www.livebinders.com/play/play?id=2212650#anchor>

Guide for Standards-Focused Text-Centered Lessons - <https://drive.google.com/file/d/1Vj-f1ifr4NJ5-PCTID>

ELA Standards and Clarifications with Glossary - https://drive.google.com/file/d/14O_SV0vnILD0dKsKiYAtPigrk4q2ITEA/view

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Defining Priority Standards

Priority standards are a “carefully selected subset of the total list of grade-specific and course-specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course” (Ainsworth, 2013, p. xv).

Defining the Process to Select Priority Standards

Endurance- Lasting beyond one grade level or course. Does the standard taught provide knowledge and skills that will be of value beyond a single test? Is the learning applicable for a variety of purposes?

Leverage- Crossover application within a content area and to other content areas. Does applying the standard/learning provide an avenue for proficiency in other content areas?

Readiness- Prerequisite concepts and skills needed to enter a new grade level or course of study. Does the standard/learning provide readiness for the next level?

Tested- Concepts and skills most likely to encounter on standardized tests, entrance exams, or competency exams. Is the standard most likely to be encountered on EOGs/EOCs? Do we have “predictable problems” within the Onslow County School System?

While focused instruction of the English Language Arts standards is paced below, each standard should be explicitly taught throughout the year.

Grades 11/12 ELA NCDPI Unpacked Content with OCS Priority Standards

Grade 11 ELA Instructional Blueprint			
Grading Period	OCS Priority Standards	Supporting Standards	Document Pages
1	Reading Literature: 1, 2, 4	3, 5, 10	p. 6-14
	Reading Informational: 1, 2	4, 5, 8, 9, 10	p. 15-23
	Language: 2, 3, 6	1, 4, 5	p. 24-30
	Writing: 1	2, 3	p. 31-40
	Speaking and Listening: 1	4, 5	p. 44-50
2	Reading Literature: 1, 2, 4	6, 7, 9, 10	p. 6-14
	Reading Informational: 1, 6	4, 8, 9, 10	p. 15-23
	Language: 2, 3, 6	1, 4	p. 24-30
	Writing: 1	2, 3	p. 31-40
	Speaking and Listening: 1, 3	2, 4, 5	p. 44-50
3	Reading Literature: 1, 4	5, 6, 10	p. 6-14
	Reading Informational: 1, 2	4, 6, 7, 10	p. 15-23
	Language: 2, 3, 6	1, 4	p. 24-30
	Writing: 1, 6	4, 5	p. 31-43
	Speaking and Listening: 1	3, 4, 5	p. 44-50
Priority standards and applicable grade level denoted in bold within the unpacked content			

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Grade 12 ELA Instructional Blueprint			
Grading Period	OCS Priority Standards	Supporting Standards	Document Pages
1	Reading Literature: 1, 2, 4	3, 9, 10	p. 6-14
	Reading Informational: 1, 2, 4, 6	3, 7, 8, 10	p. 15-23
	Language: 2, 3, 6	4, 5	p. 25-30
	Writing: 1	2, 3, 4	p. 31-41
	Speaking and Listening: 1, 5	4	p. 44-50
2	Reading Literature: 1, 2, 4	5, 9, 10	p. 6-14
	Reading Informational: 1, 2, 4, 6	3, 5, 7, 9, 10	p. 15-23
	Language: 2, 3, 6	4, 5	p. 25-30
	Writing: 1, 6	2, 3, 4, 5	p. 31-43
	Speaking and Listening: 1, 3	2, 4	p. 44-49
3	Reading Literature: 1, 2, 4	6, 7, 9, 10	p. 6-14
	Reading Informational: 1, 2, 4, 6	3, 5, 7, 9, 10	p. 15-23
	Language: 2, 3, 6	1, 4, 5	p. 24-30
	Writing: 1	2, 3, 4, 5	p. 31-42
	Speaking and Listening: 1, 3, 5	4	p. 44-50
Priority standards and applicable grade level denoted in bold within the unpacked content			

CCR Anchor Standards

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.

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.

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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.

Writing

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.

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.

Reading Standards for Literature

Standard	Clarification	Glossary
Cluster: Key Ideas and Evidence		
<p>Priority Standard (11/12) RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>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</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>

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	<p>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>Priority Standard (11/12) 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 interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>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 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</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</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>

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	<p>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>RL.11-12.3 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 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</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>

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	element they chose differs from that of the author's.	
Standard	Clarification	Glossary
Cluster: Craft and Structure		
<p>Priority Standard (11/12) RL.11-12.4 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 key words used in the text and records these on the board. After creating this list, the teacher assigns each student a key word 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 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.</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 group of words representing a conceptual unit, containing either a subject or a verb, but not both. 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>

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<p>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>	<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>
<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>	<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</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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	<p>of an author’s work, to discover the author’s true perspective and purpose.</p> <p><i>In the Classroom:</i> 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>perspective – an attitude toward or outlook on something</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		
<p>RL.11-12.7 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</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>

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	<p>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>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.</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> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<p>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>	<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</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>

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	<p>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 group the quotes, the similarities and differences in how they are addressed in each quote, and how each author chose to represent them.</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>
<p>Cluster: Range of Reading and Level of Complexity</p>		
<p>RL.11-12.10 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>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><i>In the Classroom:</i></p> <p>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>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>
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Reading Standards for Informational Text

Standard	Clarification	Glossary
Cluster: Key Ideas and Evidence		
<p>Priority Standard (11/12) RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>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>

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<p>Priority Standard (11/12) RI.11-12.2 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; provide an objective summary of the text.</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><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>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> <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>
<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>	<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,</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>

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	<p>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>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.</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>
Standard	Clarification	Glossary
<i>Cluster: Craft and Structure</i>		
<p>Priority Standard (12) 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>	<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 key word(s) throughout their work, such as Madison’s use of faction in Federalist No10.</p> <p><i>In the Classroom:</i> Students use four-column graphic organizers for key words in a text. In the first column, students write the word. In the second column, students list</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 group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p>

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	<p>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 and developed the word’s definition throughout the text.</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.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>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</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>

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	<p>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>Priority Standard (11/12) 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.</p>	<p>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> <p><i>In the Classroom:</i> 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</p>	<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; 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</p>

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	<p>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>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>
<p>RI.11-12.8 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 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</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> <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 judgments, and drawing conclusions using a process of logic</p>

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	<p>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>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<p>RI.11-12.9 Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p>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> <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.</p>	<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 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>

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	<p>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>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		
<p>RI.11-12.10 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 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 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> The teacher integrates independent reading seamlessly into regular instruction.</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>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>
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Language Standards

Standard	Clarification	In the Classroom
Cluster: Conventions of Standard English		
<p>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.</p>	<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> <p>See Language Grammar Continuum</p> <p>https://drive.google.com/file/d/187kYoCuuYXCKJ5alKwAB6P9FyZnH3_z4/view</p> <p>(p. 41-57)</p> <p><i>In the Classroom:</i> 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.</p>	<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>

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<p>Priority Standard (11/12) L.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 Conventions Continuum.</p>	<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> <p>See Conventions Continuum</p> <p>https://drive.google.com/file/d/187kYoCuuYXCKJ5alKwAB6P9FyZnH3_z4/view (p.58-64)</p> <p>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.</p>	<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>
<p>Cluster: Knowledge of Language</p>		
<p>Priority Standard (11/12) L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning</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</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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<p>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>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. <p>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> <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>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>
Standard	Clarification	Glossary
Cluster- Vocabulary Acquisition and Use		
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and	Students figure out and/or confirm the meaning of grade 11-12 words/phrases that are unfamiliar	context clues – refers to elements preceding and following an unknown or ambiguous word,

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<p>phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p>or 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 meaning of words. For example, the root “advoca” means “to call” in the words “advocate,” “advocates,” “advocacy.” 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, or its etymology. Students also use dictionaries to verify the preliminary determination of the meaning of a word or phrase. 	<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><i>In the Classroom:</i></p> <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 Demonstrate understanding of figurative language and nuances in word meanings.</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 a euphemism or an 	<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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<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>a. Analyze nuances in the meaning of words with similar denotations.</p>	<p>oxymoron, as it is used in the text and examining its function in grades 11-12 texts and material.</p> <ul style="list-style-type: none"> • Students examining 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> 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>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 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>
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<p>Priority Standard (11/12) L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in 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> 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>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 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 group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p>
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Writing Standards

Standard	Clarification	Glossary
Cluster: Text Types, Purposes, and Publishing		
<p>Priority Standard (11/12) W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <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, and between claim(s) and counterclaims.</p>	<p>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.</p> <p>See Writing Guide</p> <p>https://files.nc.gov/dpi/documents/curriculum/languagearts/parents/standards-11-12.pdf (p. 20, 21)</p> <p>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.</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</p>

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<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>Varied Syntax: Students select a portion of their writing and revise sentences using different structures, ultimately choosing the syntax that best supports their claims.</p> <p>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.</p>	<p>conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</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>
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		<p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. 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>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 judgments, 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</p>
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		<p>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>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <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 to make important connections and distinctions; 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,</p>	<p>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.</p> <p>Different Informative/Explanatory Text Formats: Students explore alternative forms of disseminating information in informational/explanatory writing, e.g. infographic, public service announcement, brochure/pamphlet, etc.</p>	<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>

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<p>create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary, 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>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.</p> <p>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.</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>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>
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		<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 free 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</p>
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		<p>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> <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>
<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>See Writing Guide https://drive.google.com/file/d/187kYoCuuYXCKJ5aKwAB6P9FyZnH3_z4/viewts</p>	<p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p>

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<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 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>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> <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 group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb</p>
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		<p>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> <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>
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		<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>
<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.</p>	<p>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 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</p>	<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, 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</p>

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	<p>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>in order to make something generally known or available</p>
<p>Cluster: Research</p>		
<p>W.11-12.5 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 research question or problem on a large piece of</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>

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	<p>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.</p>	
<p>Priority Standard (11/12) 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>	<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>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. 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</p>

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	<p>Students use highlighters to color code the sources used in their written drafts: one color per source. Students review the drafts to determine 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.</p>	<p>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>
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Speaking and Listening Standards

Standard	Clarification	Glossary
Cluster- Collaboration and Communication		
<p>Priority Standard (11/12) SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 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 relevant textual evidence and information 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 	<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 judgments, 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</p>

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<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>discrepancies when possible; and discerning what information or research is needed to 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>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> <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 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 source and noting any discrepancies among the data.</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</p>	<p>evaluate – to determine quality or value after careful analysis or investigation</p>

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	<p>to problems. To select the most relevant sources, students assess the 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>Priority Standard (11/12) SL.11-12.3 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>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</p>

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	<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 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>or information; the vantage point from which one relates the events of a story or makes an argument</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, 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>
Standard	Clarification	Glossary
Cluster: Presentation of Knowledge and Ideas		
<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>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</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</p>

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	<p>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> 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>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>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,</p>
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		<p>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, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax</p>
<p>Priority Standard (12) 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>	<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</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 judgments, and drawing conclusions using a process of logic</p>

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	feedback on their partners' presentations. Students use the feedback from their partners to make adjustments to their presentations.	
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