North Carolina English Language Arts

Grades 11, 12

Adopted 2018

Reading Literature

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.** RL.1
    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. RL.11-12.1

2. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RL.2
    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. RL.11-12.2

3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.3
    3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. RL.11-12.3

4. **Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** RL.4
    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. RL.11-12.4

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.** RL.5
    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. RL.11-12.5

6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RL.6
    6. Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant. RL.11-12.6

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7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RL.7

    7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. RL.11-12.7

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.** RL.8

    K-12 not applicable to literature.

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.** RL.9

    9. Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take. RL.11.12.9

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

    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. 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. RL.11-12.10

Reading Informational Text

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.** RI.1

    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. RI.11-12.1

2. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RI.2

    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. RI.11-12.2

3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RI.3

    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. RI.11-12.3

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Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. RI.4

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. RI.11-12.4

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.** RI.5

   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. RI.11-12.5

6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RI.6

   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. RI.11-12.6

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RI.7

   7. Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem. RI.11-12.7

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.** RI.8

   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. RI.11-12.8

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.** RI.9

   9. Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features. RI.11-12.9

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

    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. 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. RI.11-12.10

Wr Skip to main content ***W*rite arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** W.1

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1

    a. Organize information and ideas around a topic to plan and prepare to write. W.11-12.1.A

    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. W.11-12.1.B

    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. W.11-12.1.C

    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. W.11-12.1.D

    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. W.11-12.1.E

    f. Provide a concluding statement or section that follows from and supports the argument presented. W.11-12.1.F

    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. W.11-12.1.G

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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.** W.2

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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. W.11-12.2

    a. Organize information and ideas around a topic to plan and prepare to write. W.11-12.2.A

    b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. W.11-12.2.B

    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. W.11-12.2.C

    d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.11-12.2.D

    e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2.E

    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. W.11-12.2.F

    g. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.11-12.2.G

    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. W.11-12.2.H

3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** W.3

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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3

    a. Organize information and ideas around a topic to plan and prepare to write. W.11-12.3.A

    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. W.11-12.3.B

    c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3.C

    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. W.11-12.3.D

    e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.11-12.3.E

    f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.11-12.3.F

    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. W.11-12.3.G

4. **Use digital tools and resources to produce and publish writing and to interact and collaborate with others.** W.4

    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. W.11-12.4

5. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.5

    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. W.11-12.5

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.** W.6

    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. W.11-12.6

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Speaking and Listening

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.** SL.1

    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. SL.11-12.1

        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. SL.11-12.1.A

        b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1.B

        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. SL.11-12.1.C

        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. SL.11-12.1.D

2. **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.2

    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. SL.11-12.2

3. **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** SL.3

    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. SL.11-12.3

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.** SL.4

    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. SL.11-12.4

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5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.5

    5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.5

Language

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.** L.1

    1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. L.11-12.1

2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.** L.2

    2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. L.11-12.2

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.** L.3

    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. L.11-12.3

        a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. L.11-12.3.A

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.** L.4

    4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. L.11-12.4

5. **Demonstrate understanding of figurative language and nuances in word meanings.** L.5

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5. Demonstrate understanding of figurative language and nuances in word meanings. L.11-12.5

    a. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content. L.11-12.5.A

    b. Analyze nuances in the meaning of words with similar denotations. L.11-12.5.B

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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.** L.6

    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. L.11-12.6