North Carolina Extended Content Standards For English Language Arts

Grades 11-12

READING: LITERATURE

1 **CCR Anchor Standard RL.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.**

1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings. RL.11-12.1

2 **CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Recount the main events of the text which are related to the theme or central idea. RL.11-12.2

3 **CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Determine how characters, the setting or events change over the course of the text. RL.11-12.3

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

4 Determine the intended meaning of multi-meaning words in a text. RL.11-12.4

5 **CCR Anchor Standard RL.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.**

5 Determine how the author's choice of where to end the story contributes to the meaning. RL.11-12.5

6 **CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Determine the point of view when there is a difference between the author's actual language and intended meaning. RL.11-12.6

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

7 Compare two or more interpretations of a story, drama, or poem. RL.11-12.7

8 **CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific laims in a text, including the validity of the reasoning as well as the relevance and ufficiency of the evidence.**

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K-12 Not applicable to literature

9 **CCRAnchorStandardRL.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.**

9 Compare themes and topics of two or more texts from the same period by different authors. RL.11-12.9

10 **CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time." RL.11-12.10

READING: INFORMATIONAL TEXT

1 **CCR Anchor Standard RI.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.**

1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding. RI.11-12.1

2 **CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Determine the central idea of a text and select details that show how it is conveyed in the text; recount the text. RI.11-12.2

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

3 Determine how individuals, ideas, or events change over the course of the text. RI.11-12.3

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

4 Determine the meaning of words and phrases as they are used in a text; determine how the author uses a key term over the course of a text RI.11-12.4

5 **CCR Anchor Standard RI.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.**

5 Determine whether the structure of a text enhances an author's claim. RI.11-12.5

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

6 Determine author's point of view and compare and contrast it with own point of view. RI.11-12.6

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

7 Analyze information presented in different media on related topics to answer questions or solve problems. RI.11-12.7

8 **CCR Anchor Standard RI.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.**

8 Demonstrate understandings of claims and arguments in works of public advocacy. RI.11-12.8

9 **CCR Anchor Standard RI.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.**

9 Compare and contrast the arguments made by authors of two different texts on the same topic RI.11-12.9

10 **CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text. RI.11-12.10

WRITING

1 **CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1 Write arguments to support claims. W.11-12.1

a Write an argument to support a claim that results from studying a topic or reading a text. W.11-12.1.A

b. Support claims with reasons and evidence drawn from text. W.11-12.1.B

c Provide a closing or concluding statement. W.11-12.1.C

2 **CCR Anchor Standard W.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.**

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2 Write to share information supported by details. W.11-12.2

a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. W.11-12.2.A

b Develop the topic with relevant facts, details, or quotes. W.11-12.2.B

c Use complete, simple sentences, as well as compound and other complex sentences as appropriate. W.11-12.2.C

d Use domain specific vocabulary when writing claims related to a topic of study or text. W.11-12.2.D

e Provide a closing or concluding statement. W.11-12.2.E

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

3 Write about events or personal experiences. W.11-12.3

a Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. W.11-12.3.A

b Organize the events in the narrative using temporal words to signal order and add cohesion. W.11-12.3.B

c Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. W.11-12.3.C

d Provide a closing. W.11-12.3.D

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

4 Use digital tools to produce, publish and update an individual or shared writing project. W.11-12.4

5 **CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

5 Conduct research projects to answer questions posed by self and others using multiple sources of information. W.11-12.5

6 **CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

6 Write answers to research questions by selecting relevant information from multiple resources. W.11-12.6

CR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary r informational texts to support analysis, reflection, and research. Proposed: mitted because it is an expectation of RL and RI Standards

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Omitted because it is an expectation of RL and RI Standards

10 **CCR Anchor Standard W.10 (in 2010 Standards) – 2010: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

Integrated into Standards W.1, W.2, and W.3

SPEAKING AND LISTENING

1 **CCR Anchor Standard SL.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.**

1 Engage in collaborative discussions. SL.11-12.1

a Prepare for discussions by collecting information on the topic. SL.11-12.1.A

b Work with peers to set rules and goals for discussions. SL.11-12.1.B

c Ask and answer questions to verify or clarify own ideas and understandings during a discussion. SL.11-12.1.C

d Respond to agreements and disagreements in a discussion. SL.11-12.1.D

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

2 Determine the credibility and accuracy of information presented across diverse media or formats. SL.11-12.2

3 **CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

3 Determine whether the claims and reasoning enhance the speaker's argument on a topic. SL.11-12.3

4 **CCR Anchor Standard SL.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.**

4 Communicate findings including relevant descriptions, facts, or details as well as alternative or opposing information, with and organization that supports purpose, audience and task. SL.11-12.4

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

5 Use digital media strategically in presentations to support understanding and add interest. SL.11-12.5

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6 **CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

6 Integrated into SL.4 SL.11-12.6

LANGUAGE

1 **CCR Anchor Standard L.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.**

1 Demonstrate standard English grammar and usage within the 9-12 grammar continuum when writing or communicating. L.11-12.1

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

2 Demonstrate understanding of conventions of standard English within 9-12 conventions continuum when writing. L.11-12.2

3 **CCR Anchor Standard L.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 reading or listening.**

3 Use language to achieve desired outcomes when communicating by using a variety of simple and compound sentence structures L.11-12.3

4 **CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4 Demonstrate knowledge of unknown and multiple-meaning words drawn from grade 11-12 content using context clues. L.11-12.4

5 **CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

5 Demonstrate understanding of simple figures of speech encountered while reading or listening. L.11-12.5

6 **CCR Anchor Standard L.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.**

6 Use general academic and domain-specific words and phrases across contexts. L.11-12.6