



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

English/Language Arts • Unpacked Content

For the new Common Core State Standards that will be effective in all North Carolina schools in the 2012-13 school year

This document is designed to help North Carolina educators teach the ELA Common Core State Standards.

NCDPI staff are continually updating and improving these tools to better serve teachers.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand, and be able to do. The —unpacking‖ of the standards done in this document is an effort to answer a simple question —What does this standard mean that a student must know and be able to do?‖ and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.corestandards.org>

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
ENGLISH III-IV**

CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Reading	Reading Literature	
Key Ideas and Details		
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. 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.	As students cite strong and thorough evidence to support their claims, they need to recognize where an author purposely leaves events open-ended or vague or judge where a text is inconclusive.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.	Students are required to find more than one theme or central idea in a text. Many students are accustomed to finding a single controlling idea so this concept might be new to students in the eleventh grade. Once they are able to determine more than a single theme, they also need to understand the inter-relationship between multiple themes and recognize how this creates a richer understanding for the reader. Students should be able to track the development of multiple themes throughout a text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	As students examine key ideas and details in a text, they need to understand how an author’s choices when developing a story impact the story as a whole. From choosing a setting to developing a character, students should begin to understand how an author crafts an idea into text and develops story elements into plot.

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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Reading	Reading Literature	
Craft and Structure		
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>As students continue to determine figurative, connotative, denotative meanings of words and phrases in a text, they should relate the author’s word choice to the overall effect of the story. Students need to examine an author’s craft as it relates to word choice - specifically considering multiple meanings of words and language that is descriptive or creative, original. Students at this grade span are asked to closely examine specific parts of a text in order to understand how an author structured and crafted that particular part so that it would contribute meaning or artistic effect. When determining point of view, students should be able to recognize a case when an author says one thing but means another. This would imply that students be familiar with terms such as sarcasm and irony. Students need to reflect on what meaning this type of point of view brings to the text or distinguishes about a character.</p>
<p>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.</p>	<p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g.,</p>	

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	satire, sarcasm, irony, or understatement).	
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Reading	Reading Literature	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Students are to examine many interpretations of a single work and determine how each venue interprets that text. This would indicate that a student would have knowledge of the source text and be able to analyze how each author interprets and uses that source. Teachers should note that a Shakespearean play and an American play should be taught at each grade level. The RL 9 Standard specifies the type of literature that should be studied at this grade span and includes requiring students to examine how authors from the same time period deal with a particular theme. Though a more in-depth study of American literature will occur in grade 11, students will continue to learn about American literature in grade 12 as is relates to Western European culture and perspective.
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. (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.	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics	

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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Reading	Reading Literature	
Range of Reading and Level of Text Complexity		
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able apply appropriate strategies in order to increase comprehension when faced difficult text.</p> <p>–Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.¶</p> <p>–Students also acquire the habit of reading independently and closely, which are essential to their future success.¶</p>

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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Reading	Reading Informational	
Key Ideas and Details		
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. 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.	By the time students are in the eleventh grade, they should be accustomed to citing evidence formally and informally to support their ideas. Along with being able to determine if evidence is sufficient and convincing, students need to be able to judge where an author purposely (or unintentionally) leaves information open-ended or vague. This would mean that students would be able to recognize a gap in understanding and that their comprehension would be such that they could question the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	In the 11-12 grade span, students are required to find more than one central idea in a text and be able to explain how they are developed. They also need to understand the inter-relationship between multiple ideas and recognize how this relationship creates a richer understanding.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	Students should examine a set of ideas that are multifaceted or look at a sequence of events and determine how specific individuals, ideas, or events relate to one another and develop throughout the text. This would require that students not only look at key details or ideas in isolation but also be able to piece together what their role is in the bigger framework of the text. They should recognize how the elements evolve throughout the text.

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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
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Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, 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, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Students should be comfortable and confident with determining figurative, connotative, and technical meanings of words and phrases by the 11-12 grade span. Students also should consider how authors perfect or cultivate the meaning of key term(s) throughout a text, bringing readers to a deeper understanding or a clearer picture of what that word means in that particular context. This means that aside from using resources to define a term, students need to review the word(s) in light of context. Students at this grade span should be able to go beyond just recognizing the structure of a text. Students should examine the structure an author uses and judge whether or not it is effective for the purpose. Is it clear? Does the author convince you as a reader? How did the structure contribute to this?
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. 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.	Using a text that is rich with effective language, students should establish what the author’s purpose is and study how the style and content contribute to the power and beauty of the text. This would mean that students were able to recognize effective language. They would need to identify instances where text was indeed beautiful and which words contributed to this beauty.
6. Assess how point of view or purpose shapes the content and style of a text.	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, persuasiveness or beauty of the text.	

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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Reading	Reading Informational	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	When students at the 11-12 grade span are asked to answer a question or solve a problem they should be able to use information from multiple sources and various formats. They should determine the value or importance of that information in light of the question or problem and be able to combine all of the information gathered from the various formats into a succinct understanding. Students must be able to make a sound evaluation of informational texts.
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. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	They need to make the connections and see the correlations between information presented as visuals, numbers, and/or words. Students need to describe in detail and examine the thought processes in influential U.S. texts. They need to determine how the constitutional principles (checks and balances, limited government, separation of powers...) were applied. They also should consider the use of legal reasoning in these documents such as: 1) Issue - What specifically is being debated? 2) Rule - What legal rule governs this issue? 3) Facts - What are the facts relevant to this rule?
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. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of	4) Analysis - Apply the rule to the facts. 5) Conclusion - Having applied the rule to the facts, what is the outcome? Students should be able to assess the principles and basis of arguments in works of public advocacy. They should be able to explain the author's purpose and argument. (Advocacy is the act of influencing decision makers and promoting changes to laws

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	Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features	and other government policies to advance the mission of a particular organization or group of people.) Students need to examine and evaluate significant foundational U.S. documents from the seventeenth-, eighteenth-, and nineteenth-century to consider their themes, purposes, and language.
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Reading	Reading Informational	
Range of Reading and Level of Text Complexity		
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, some biographies, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.</p> <p>The Standards emphasize arguments and other literary nonfiction that contain informational text structures rather than narrative literary non-fiction that tells a story such as memoirs and biographies.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>–Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.¶</p>

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		-Students also acquire the habit of reading independently and closely, which are essential to their future success.¶
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Writing	Writing	
Text Types and Purposes		
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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. 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>b. 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>The CCSS emphasize students’ ability to produce strong arguments on significant topics or texts. Students in grades 11-12 should write argumentative papers that support their analysis of a text or topic using enough relevant evidence to legitimately support their claim(s). Students in the 11th grade understand how much evidence is needed to satisfactorily support a point. They should be comfortable with introducing their argument(s) clearly and accurately with regard to counterclaims. They should establish the importance of their claim and make a distinction between their claim and opposing claims. Students should create an organization for their argument that provides a logical sequence to claim(s), counterclaims, reasons, and evidence. Students in grades 11 and 12 should also consider their audience’s values and possible bias. As students develop their argument, they should treat their claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have. Students at this level should develop unity and consistency in their text with their words and structure, paying attention to the relationships they create between the claims, counterclaims, evidence, and reason. In the eleventh grade they should become more aware of syntax and vary it in their writing to assist in creating strong cohesive writing. They also should maintain an appropriate style and tone for the task – omitting personal bias. Students should conclude with a statement that supports the argument.</p>

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	<p>c. 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>d. 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>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Students are expected to write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. They should effectively select, organize, and analyze their content.</p> <p>In selecting content a student should:</p> <ul style="list-style-type: none"> Use relevant and sufficient facts, definitions, details, and quotes Use sources that are appropriate to task, audience, and purpose Choose precise words and domain-specific vocabulary as well as metaphors, similes, and analogies <p>When organizing content a student is expected to:</p> <ul style="list-style-type: none"> introduce a topic arrange ideas, concepts, and information to show interrelationships build the elements of the paper - one on the next – to create a unified whole format effectively develop a topic organize graphics provide multimedia when useful use transitions and syntax to link together the major sections of the text Write a concluding statement that supports the information presented. Choose a formal style and objective tone
<p>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.</p>	<p>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. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to</p>	<p>When analyzing content a student should:</p> <ul style="list-style-type: none"> Decide what organization is most effective for purpose, audience, and task. Determine what facts are the most significant Determine the most effective way to integrate multimedia

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	<p>create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. 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>c. 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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of</p>	<p>To be college –and career – ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. These skills work in tandem with reading expectations – as expressed in the reading standards for informational texts – so that students are examining authors’ craft and style and applying what they have observed to their own writing. As students become more skilled with writing informational texts, they should pay more attention to the words they use to communicate ideas. They should develop a strong formal style appropriate for their task. They should be able to maintain a tone that is free of bias.</p>
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	<p>the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Students are expected to write narratives – conveying an experience that is real or imagined – and using time as its deep structure. The writing should have form or structure based on a progression of events that build on each other. As with all good writing, students should select effective details using precise language. They should establish point of view(s), introduce a narrator, provide characters, and present a situation. Students should be aware of and apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures. Students should provide a conclusion to the events they set out at the beginning of their narrative. In the eleventh grade, along with introducing a problem or situation at the beginning of the narrative, students should establish the significance of that situation. In the 11th grade students should build toward a particular tone and outcome.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. 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>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques</p>	

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	<p>to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. 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>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Writing	Writing	
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	High school students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s style, organization, and development of a topic.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Students should plan their writing, develop strong revising and editing skills, rewrite or try a different approach always mindful of the audience and the purpose for the writing. They need to determine what details or information is most important for a particular audience and specific purpose. They need to understand writing as a process rather than solely as a product. Writing as a process requires thinking and being able to articulate those thoughts.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	CCSS recognizes that students need to be able to use technology strategically when creating, refining, and collaborating on writing. Students should not only use technology for producing and publishing writing but also to collaborate with others. Collaboration at the 11- 12 grades includes responding to ongoing feedback from others, including new arguments or information.

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College and Career Readiness Anchor Standards for Writing	Writing	
Research to Build and Present Knowledge		
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical. High school students need to learn how to synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches and finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>8. 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 over reliance on any one source and following a standard format for citation.</p>	<p>In grades 11 and 12, students should determine the strengths and limitations of the sources they find in terms of task, audience, and purpose. They should not rely heavily on a single source.</p>

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<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., –Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics)).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., –Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses])).</p>	
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Writing	Writing	
Range of Writing		
10. 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.	10. 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	CCSS expects students to have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

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College and Career Readiness Anchor Standards for Speaking and Listening	Speaking and Listening	
Comprehension and Collaboration		
<p>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.</p>	<p>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>By the time students are in the eleventh grade, they should be accustomed to initiating and participating in group discussions that are persuasive and effective.</p> <p>Often times, teachers have to take an opposing view to help students question to promote different perspectives and help students engage in conversations of creative viewpoints. Eventually, after the teacher models these questions, students in 11th and 12th grade will be able to pose the questions themselves.</p> <p>Very often, students formulate ideas while their classmates are speaking—thus, not hearing their classmates' viewpoint. At this point, students should be able to establish the rule that prior to stating their own opinion, they must first comment on the ideas of the previous speaker. This will promote the synthesis of evidence from all sides of the issue.</p> <p>Students need to be able to identify when more information is needed to fully understand ideas and viewpoints. Instead of just accepting what they have heard or others have told them, they need to know when to investigate further and take the initiative to do so.</p>

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	<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>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>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) 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>CCSS integrates research throughout every domain. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, so students need to be able to utilize these modalities concurrently. Therefore, students in 11th and 12th grade should integrate multiple and diverse sources of information for problem solving and informed decision-making.</p>

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<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>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>As 11th and 12th graders, students will begin to listen beyond simple reasoning. They will begin to ask, —What do I think of this speaker's stance? -What other tools does this speaker use to convince me of his/her point? This is the continuation of the movement from a passive listener to an active participant.</p>
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Speaking and Listening	Speaking and Listening	
Presentation of Knowledge and Ideas		
<p>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.</p>	<p>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>11th and 12th grade students should be accustomed to purpose, audience, and task in both speaking and writing. Therefore, the focus should be for students to present information in a clear and unmistakable point of view.</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>In the 11th and 12th grades, students will build upon their skills to strategically use digital media at the highest level to demonstrate understanding of findings, reasoning, and evidence. Presentations should be professional looking, of varying types, in many formats, and multi-layered.</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Students will continue to learn to speak toward a variety of audiences and adapt speech as necessary. The discussion of formal English should continue so students understand/are reminded that IM (Instant Messaging), text abbreviations, and slang are inappropriate in most cases when presenting knowledge and ideas.</p>

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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Language	Language	
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>	<p>An understanding of language is essential for effective communication. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.</p> <p>To be college and career ready in language, students must have a strong command of the grammar and usage of spoken and written standard English.</p> <p>Beginning in grade 11, students should be able to apply the understanding that language is ever-changing. Students need to investigate choices in language and usage by using reliable references.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>Students at this level should be aware of how to properly use a hyphen.</p>

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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Language	Language	
Knowledge of Language		
<p>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.</p>	<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Students in 11th and 12th grades will continue to apply what they know about language to understand HOW language will function in various forms—<i>how</i> a student comprehends when reading and listening and <i>how</i> a student uses style when speaking. Students at this level will also vary the combination of words in a sentence for effect as well as apply an understanding of this syntax to study complex texts when reading.</p>

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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH III-IV
College and Career Readiness Anchor Standards for Language	Language	
Vocabulary Acquisition and Use		
<p>4. Determine or 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.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>b. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>CCSS expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. Students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases—preparing them for both college and 21st-century careers.</p> <p>This will be accomplished through use of the following:</p> <ul style="list-style-type: none"> • context clues • patterns of word changes • dictionaries and thesauruses

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	<p>c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Students at this level should also be able to explain figurative language, word relationships and subtle differences in word meanings. As well, students should be able to explore the subtle differences in words that have similar literal meanings.</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Students at this level should be comfortable incorporating appropriate vocabulary into their modes of communication while showing the ability to take the initiative to gather vocabulary that is necessary to understand while reading, writing, speaking, and listening.</p> <p>To be college and career ready in language, students must come to appreciate that language is as much a matter of craft as rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects.</p>
<p>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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>General academic words are more likely to appear in written text rather than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable.</p> <p>Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge, they are more common in informational texts. (CCSS, Appendix A, p.33)</p>