Public Schools of North Carolina
State Board of Education | Department of Public Instruction

North Carolina Extended Common Core State Standards
English/Language Arts High School

The Alternate Achievement Standards for Students With the Most Significant Cognitive Disabilities Non-Regulatory Guidance states, "…materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills. Throughout the Standards descriptors such as, describe, answer, ask, name, etc, should be interpreted to mean that the student will be taught and tested according to their usual mode of communication.

9th -10th English/ Language Arts Reading Standards for Literature		
Common Core State Standards	**Essence**	**Extended Common Core**
Key Ideas and Details	Use big ideas to support understanding	**Key Ideas and Details**
Cluster	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Cluster	1. Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it). 2. Determine the theme or central idea of the text and select details that relate to it; recount the text. 3. Determine how characters change or develop over the course of a text.

	Craft and Structure	Use word choice and structure to support meaning		Craft and Structure
Cluster	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		**Cluster**	4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech. 5. Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks). 6. Compare and contrast the experiences of characters in story or drama from outside the United States with personal experience.

Integration of Knowledge and Ideas	**Analyze ideas and themes across texts and mediums**	**Integration of Knowledge and Ideas**
Cluster 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). 8. (Not applicable to literature) 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		**Cluster** 7. Analyze the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration) and determine what is present and absent in each. 8. (Not applicable to literature) 9. Determine how an author has drawn upon or included references to another text (e.g., book 3 in a series draws on information from 1 and 2; one author draws upon another author's text).
Range of Reading and Level of Text Complexity	**Understand text**	**Range of Reading and Level of Text Complexity**
Cluster 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		**Cluster** 10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., *Read or listen to this text to determine how the main character changes over time. Read or listen to this text to determine how the author has drawn upon the text we read last week*).

9th -10th English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	**Essence**	**Extended Common Core**
Key Ideas and Details	**Use big ideas to support text**	**Key Ideas and Details**
Cluster 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		Cluster 1. Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student determines one or more quotes that support it). 2. Determine the theme or central idea of the text and select details that relate to it; recount the text. 3. Determine how ideas or events in a text are related.
Craft and Structure	**Use word choice and structure to support meaning**	**Craft and Structure**
Cluster 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		Cluster 4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech. 5. Determine which sentences or paragraphs relate to the ideas or claims that an author has made (e.g., Read or listen to the text to tell me which sentences tell about the author's belief that we need better recycling programs). 6. Determine which sentences and paragraphs in a text reflect an author's point of view or purpose.

Integration of Knowledge and Ideas	Compare information across sources	Integration of Knowledge and Ideas
Cluster 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		**Cluster** 7. Analyze various accounts of a subject told in two different artistic mediums (e.g., a person's life story in print and multimedia) and determine what is present and absent in each. 8. Analyze the argument or specific claims and determine what evidence is provided to support them. 9. Analyze accounts of U.S. documents and historical and literary significance and determine what themes are addressed in each.
Range of Reading and Level of Text Complexity	**Understand text**	**Range of Reading and Level of Text Complexity**
Cluster 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		**Cluster** 10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., *Read or listen to the text to determine what it tells us about the man's life that we did not learn in the video).*

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

9th -10th Grade English/ Language Arts Writing Standards		
Common Core State Standards	**Essence**	**Extended Common Core**
Text Types and Purposes	Use supporting information in writing	**Text Types and Purposes**
Cluster 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.		**Cluster** 1. Write* a claim that results from studying a topic or reading a text. a. Support claim with two reasons or other relevant evidence drawn from the text when appropriate. b. State one opposing or counterclaim. c. Provide a closing or concluding statement.

Cluster		Cluster	

	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.
	   a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	   c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	   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.
	   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).
			2. Write* an informative or explanatory text.
			   a. Write* the topic.
			   b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.
			   c. Develop the topic with three or more facts or concrete details.
			   d. Use domain specific vocabulary.
			   e. Provide a closing or concluding statement.

Cluster		Cluster	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		3. Write* narratives about personal or imagined experiences or events. a. Introduce the narrative by stating the problem, situation or event. b. Include a narrator or characters using words to signal event order. c. Write* about multiple events and use temporal words to signal event order. d. Use dialogue as appropriate. e. Provide a closing.	

Production and Distribution of Writing		**Produce and publish extended text**	**Production and Distribution of Writing**	
Cluster	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.) 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. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		**Cluster**	4. Produce writing that addresses a particular task, purpose, or audience. 5. With guidance and support from adults, add more and clarify writing to strengthen and develop it relative to the purpose or audience. 6. Use technology to produce and publish writing.
Research to Build and Present Knowledge		**Gather and report information in writing**	**Research to Build and Present Knowledge**	
Cluster	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. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		**Cluster**	7. Write* to answer and pose questions or solve a problem based on two or more sources of information. 8. Determine if a source provides information that is important to the topic and select quotes that provide relevant information.

Cluster	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
	    b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
			Cluster	9. Write* about information gathered from literary or informational texts.
				    a. Apply *grade 9 Extended Reading Standards* to literature (e.g., *Write* to recount the story*).
				    b. Apply *grade 9 Extended Reading Standards* to literary nonfiction (e.g., *Write* to describe information provided in the book that was not in the video*).

Range of Writing			**Range of Writing**	
Cluster	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.		Cluster	10. Write* over extended time frames (adding to the same text over multiple sessions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

* All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

9th -10th Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	**Essence**	**Extended Common Core**
Comprehension and Collaboration	**Purposeful communication**	**Comprehension and Collaboration**

Cluster   1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
     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.
     b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
     c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
		Cluster 1. Initiate and participate in communicative exchanges.
		     a. Come to discussions prepared to share
		     b. With Guidance and support from communication partners, follow agreed upon rules for discussions and carry out assigned roles.
		     c. Remain on the topic of the discussion or logically link (e.g., *that reminds me of…*)to new topics when asking or answering questions or making other connections.
		     d. Acknowledge when a communication partner changes the topic and shift own comments and questions as warranted.

Cluster	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		**Cluster**	2. Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible. 3. Evaluate the claims made by a speaker and determine whether or not they are credible (e.g., fact or opinion; supported or unsupported).
Presentation of Knowledge and Ideas		**Present Information**	**Presentation of Knowledge and Ideas**
Cluster	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 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. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		**Cluster**	4. Present findings including relevant descriptions, facts, or details with an organization that supports purpose, audience and task. 5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. 6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

9th -10th Grade English/ Language Arts Language Standards		
Common Core State Standards	**Essence**	**Extended Common Core**
Conventions of Standard English	**Conventional communication**	**Conventions of Standard English**

Cluster
1. Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.
   a. Use parallel structure.*
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Spell correctly.
		Cluster
		1. Demonstrate understandings of Standard English grammar when writing and communicating
		   a. Use adjectives and adverbs to convey specific meanings and add variety and interest.
		2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
		   a. Use commas in greetings and closings of letters and other correspondence.
		   b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
		   c. Spell high frequency words correctly.

Knowledge of Language	**Effective communication**	**Knowledge of Language**

Cluster
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.
   a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
		Cluster
		3. Use knowledge of language to achieve desired meaning when writing* or communicating, and to support comprehension while reading or listening.
		   a.

Vocabulary Acquisition and Use	Acquire and use vocabulary	Vocabulary Acquisition and Use

Cluster 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
   a. 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.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
   c. 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, or its etymology.
   d. 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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.
	Acquire and use vocabulary	**Cluster** 4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
		   a. Use context to identify which word in an array of content related words is missing from a sentence.
		   b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
		   c. Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases.
		5. Demonstrate understanding of figurative language and words relationships.
		   a. Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.
		   b. Analyze the meaning of multiple meaning words when encountered while reading or listening.

Cluster	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.	**Cluster**	6. Acquire and use general academic and domain-specific words and phrases.

11th -12th Grade English/ Language Arts Reading Standards for Literature		
Common Core State Standards	**Essence**	**Extended Common Core**
Key Ideas and Details	**Understanding big ideas**	**Key Ideas and Details**
Cluster 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. 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. 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).		Cluster 1. Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it). 2. Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text. 3. Determine how characters change and develop over the course of the text.

	Craft and Structure	Use word choice and structure to support meaning		Craft and Structure
Cluster	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.) 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. 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., satire, sarcasm, irony, or understatement).	**Use word choice and structure to support meaning**	**Cluster**	4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech; compare and contrast different word choices and their impact on meaning and tone. 5. Determine how an author's choices concerning the structure of a text (e.g., sequence, where to begin or end a story, choice of details to emphasize) contributes to its meaning. 6. Compare and contrast the point of view of the narrator or characters when figurative language is interpreted as intended or literally.

Integration of Knowledge and Ideas	Compare information across sources	Integration of Knowledge and Ideas
Cluster 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.) 8. (Not applicable to literature) 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.		**Cluster** 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), comparing and contrasting how each version interprets the source text. 8. (Not applicable to literature) 9. Determine explicit understanding of accounts of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature.
Range of Reading and Level of Text Complexity	**Understand text**	**Range of Reading and Level of Text Complexity**
Cluster 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.		**Cluster** 10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., *Read or listen to the text to determine how the sequence influences the meaning; Read or listen to this text to decide how the character changes during the story*).

11th -12th Grade English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	**Essence**	**Extended Common Core**
Key Ideas and Details	**Understanding big ideas**	**Key Ideas and Details**
Cluster 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. 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. 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.		Cluster 1. Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it). 2. Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text. 3. Analyze specific individuals, ideas, or events and determine how they interact over the course of the text.
Craft and Structure	**Use word choice and structure to support meaning**	**Craft and Structure**
Cluster 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). 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. 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.		Cluster 4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms, and figures of speech; determine how the author uses a key term over the course of a text. 5. Determine how an author's choices concerning the structure of a text (e.g., sequence, point to emphasize, amount of evidence to provide) contribute to its meaning. 6. Determine an author's purpose in choosing to use rhetoric when writing a text.

Integration of Knowledge and Ideas	Analyze information across sources	Integration of Knowledge and Ideas
Cluster 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. 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., *The Federalist*, presidential addresses). 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 Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		**Cluster** 7. Analyze information presented in different media or formats (e.g., print, visual, auditory) to answer questions or solve problems. 8. Demonstrate understandings of claims and arguments in works of public advocacy presented in print, video, or recounted formats. 9. Determine the purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, and the Bill of Rights) presented in print, video, audio, or recounted formats.
Range of Reading and Level of Text Complexity	Comprehend text	**Range of Reading and Level of Text Complexity**
Cluster 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.		**Cluster** 10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., *Listen to parts of the President's speech to determine his purpose; Read this page to determine which words the author was trying to emphasize*).

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

11th -12th Grade English/ Language Arts Writing Standards		
Common Core State Standards	**Essence**	**Extended Common Core**
Text Types and Purposes	**Use supporting information in writing**	**Text Types and Purposes**
Cluster 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.		Cluster 1. Write* an argument to support a claim that results from studying a topic or reading a text. a. State claim clearly. b. State one opposing or counterclaim. c. Support claim with two reasons or other relevant evidence drawn from the text when appropriate. d. Use complete, simple sentences, as well as simple compound sentences when appropriate. e. Provide a closing or concluding statement.

Cluster		Cluster	
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. a. 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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).		2. Write* informative or explanatory texts that convey ideas, concepts and information. a. Write* the topic. b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension. c. Develop the topic with three or more facts or relevant details emphasizing those that are most important when appropriate. d. Use domain specific vocabulary. e. Provide a closing or concluding statement.	

Cluster		Cluster	
	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. 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 (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		3. Write* narratives about personal or imagined experiences or events. a. Introduce the narrative by stating the problem, situation or event; introduce a narrator or characters. b. Write* about multiple events in a logical sequence using temporal words to signal event order. c. Use dialogue as appropriate. d. Use precise words and phrases to convey details. e. Use complete, simple sentences, as well as simple compound sentences when appropriate. f. Provide a closing.

Production and Distribution of Writing	Revising and publishing own writing	Production and Distribution of Writing
Cluster 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. 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. 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.		**Cluster** 4. Produce writing* that addresses a particular task, purpose, or audience. 5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it relative to the purpose or audience. 6. Use technology to produce and publish writing*.
Research to Build and Present Knowledge		**Research to Build and Present Knowledge**
Cluster 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. 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 overreliance on any one source and following a standard format for citation.		**Cluster** 7. Write* to answer and pose questions or solve a problem based on two or more sources of information. 8. Determine if a source provides information that is important to the topic and select quotes that provide relevant information.

Cluster	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply g*rades 11–12 Reading standards* 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"). b. Apply *grades 11–12 Reading standards* 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., *The Federalist*, presidential addresses]").	**Cluster**	9. Write* about information gathered from literary or informational texts. a. Apply *grades 11-12 Extended Reading Standards* to literature (e.g., *Write* to recount the story*.) b. Apply *grades 11-12 Extended Reading Standards* to literary non-fiction (e.g., *Write* to describe information provided in the book that was not in the video.*).
Range of Writing		**Range of Writing**	
Cluster	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.	**Cluster**	10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.

All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

11th -12th Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	**Essence**	**Extended Common Core**
Comprehension and Collaboration	**Purposeful communication**	**Comprehension and Collaboration**
Cluster 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. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.		**Cluster** 1. Initiate and participate in communicative exchanges. a. Come to discussions prepared to share b. With guidance and support from communication partners, set foals, follow agreed upon rules for discussions and carry out assigned roles. c. Pose and respond to questions regarding the reasoning or evidence to support comments. d. Remain on the topic of the discussion or logically link (e.g., *that reminds me of… That makes me wonder…)* to new topics when asking or answering questions or making other contributions; shift own comments and questions as required by changing topics. e. Acknowledge when communication partners offer diverse or contradicting points of view and pose questions to increase understanding of their perspective.

Cluster		Descriptive communication	Cluster	
Cluster	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. 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.		**Cluster**	2. Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies. 3. Evaluate the claims made by a speaker and determine whether or not they are credible (e.g., fact or opinion; supported or unsupported).
Presentation of Knowledge and Ideas		**Descriptive communication**	**Presentation of Knowledge and Ideas**	
Cluster	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. 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. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		**Cluster**	4. Present findings including relevant descriptions, facts, or details as well as alternative or opposing information, with an organization that supports purpose, audience and task. 5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and interest. 6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

11th -12th Grade English/ Language Arts Language Standards		
Common Core State Standards	**Essence**	**Extended Common Core**
Conventions of Standard English	**Conventional communication**	**Conventions of Standard English**

Cluster 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Observe hyphenation conventions.
   b. Spell correctly.
		Cluster 1. Demonstrate understandings of Standard English grammar when writing and communicating
		   d. Apply understandings of the need for Standard English in some settings (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).
		   e. Seek support in editing final written products to insure message is conveyed clearly.
		2. Demonstrate understandings of capitalization, ending punctuation and spelling when writing*.
		   a. Use ending punctuation.
		   b. Capitalize the first word in a sentence and proper nouns.
		   c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
		   d. Spell high frequency words correctly.

	Effective Language Use			Effective Language Use

Cluster	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.
	    e. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
			Cluster	3. Use knowledge of language to achieve desired meaning when writing* or communicating, and to support comprehension while reading or listening.
				    a. Vary syntax using a variety of simple and compound sentence structures.

	Vocabulary Acquisition and Use			Vocabulary Acquisition and Use

Cluster	4. Determine 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.
	    a. 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.
	    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
	    c. 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.
	    d. 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).
			Cluster	3. Demonstrate knowledge of words and phrases drawn from English language arts, math, and science content.
				    a. Use context to identify which word in an array of content related words is missing from a sentence.
				    b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
				    c. Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases.

Cluster	Cluster

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
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.
	4. Demonstrate understanding of figurative language and words relationships.
	    a. Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.
	5. Analyze the meaning of multiple meaning words when encountered while reading or listening.