



**11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR LITERATURE**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Analyze ideas and themes across texts and mediums	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
CLUSTER	<p>10. 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).</p> <p>11. (Not applicable to literature)</p> <p>12. 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).</p>		CLUSTER	<p>10. 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.</p> <p>11. (Not applicable to literature)</p> <p>12. 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).</p>	<p><b>Concepts:</b> Authors and artists make choices in the way they represent subjects or topics and how they relate them to one another.</p> <p><b>Skills:</b> Determine how a subject or topic is represented in different artistic mediums; compare and contrast the representation of a subject or topic in one medium with its representation in another; identify references to another text that appear in a text being read; determine how an author draws upon one text in writing another.</p> <p><b>Big Ideas:</b> Texts and other artistic representations can have their own unique features and draw upon or relate to one another in many ways.</p> <p><b>Essential Questions:</b> What is the topic or subject of this artistic work? What is the author trying to get me to understand? How is it the same or different from this other artistic work? Is there something about another text in this text? Does the author tell me it comes from another text? Do I have to think about where I have read that before?</p>
Range of Reading and Level of Text Complexity		Understanding Text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
CLUSTER	<p>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.</p>		CLUSTER	<p>10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., <i>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.</i>).</p>	<p><b>Concept:</b> <i>Listening and reading are active processes.</i></p> <p><b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p><b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating.</p> <p><b>Essential Questions:</b> Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>

**11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR INFORMATIONAL TEXT**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details			Key Ideas and Details		Key Ideas and Details
<b>CLUSTER</b>	<p>4. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>5. 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.</p> <p>6. 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.</p>	Use big ideas to support text	<b>CLUSTER</b> <p>7. 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).</p> <p>8. Determine the theme or central idea of the text and select details that relate to it; recount the text.</p> <p>9. Determine how ideas or events in a text are related.</p>	<b>GUIDANCE</b>	<p><b>Concepts:</b> The key ideas and details in a text support inferences, relate to the theme or central idea, and link ideas and events.</p> <p><b>Skills:</b> Make inferences based on the text; select quotes from the text that support the inference; determine the theme or central idea of a text; select details from the text that relate to the theme or central idea; recount the text; identify ideas or events in the text; determine how the ideas or events are related.</p> <p><b>Big Ideas:</b> Authors provide information to support readers in understanding the theme or central idea, making inferences, and understanding the relationship between ideas or events in a text.</p> <p><b>Essential Questions:</b> What inferences does the author expect me to make? What quotes from the text support that inference? What is the theme or central idea? What details in the text relate to the theme or central idea? What are the key ideas in the text? How are those ideas related? What are the key events in the text? How are those events related? How do I remember all of this?</p>
Craft and Structure			Craft and Structure		Craft and Structure
<b>CLUSTER</b>	<p>10. 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).</p> <p>11. 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).</p> <p>12. 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.</p>	Use word choice and structure to support meaning	<b>CLUSTER</b> <p>10. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech.</p> <p>11. 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).</p> <p>12. Determine which sentences and paragraphs in a text reflect an author's point of view or purpose.</p>	<b>GUIDANCE</b>	<p><b>Concepts:</b> Texts include words, sentences, and paragraphs that convey specific meanings and the author's ideas, claims, point of view, and purpose.</p> <p><b>Skills:</b> Determine the meaning of words in a text; determine the meaning of simple analogies, idioms, and figures of speech in a text; identify the ideas or claims that the author makes; determine which sentences or paragraphs relate to the ideas or claims; identify the author's point of view or purpose; determine which sentences or paragraphs reflect the author's point of view or purpose.</p> <p><b>Big Ideas:</b> Comprehension is improved when a reader determines the intended meaning of words and works to find the relationship between words, sentences, paragraphs and the author's ideas, claims, point of view, and purpose.</p> <p><b>Essential Questions:</b> What do these words mean? What analogies does the author use? What do they mean? What claims is the author making? What are the author's ideas? What sentences or paragraphs relate to the claims and ideas? What is the author's point of view or purpose? What sentences or paragraphs reflect the author's point of view or purpose?</p>

**11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR INFORMATIONAL TEXT**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Compare information across sources	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
<b>CLUSTER</b>	<p>13. 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.</p> <p>14. 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.</p> <p>15. 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.</p>		<b>CLUSTER</b>	<p>10. 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.</p> <p>11. Analyze the argument or specific claims and determine what evidence is provided to support them.</p> <p>12. Analyze accounts of U.S. documents of historical and literary significance and determine what themes are addressed in each.</p>	<p><b>GUIDANCE</b></p> <p><b>Concepts:</b> Authors and artists make choices about the way they represent subjects, the claims or arguments they make, and the themes they address.  <b>Skills:</b> Determine how a subject or topic is represented in different artistic mediums; analyze the similarities and differences between the representation of a subject or topic in one medium and its representation in another; identify the author's arguments or specific claims; analyze the evidence provided to support the arguments or claims; analyze accounts of US documents; determine the themes in U.S. documents of historical or literary significance.  <b>Big Ideas:</b> Texts and other artistic representations of a subject can have their own unique features including different arguments, claims, and themes that are supported in a variety of ways.  <b>Essential Questions:</b> What is the topic or subject of this artistic work? What is the author trying to get me to understand? Am I paying attention to all the important information? Am I really analyzing the information? What is the best way to think about this? How is it the same or different from this other artistic work? What arguments or claims is the author making? What evidence does the author provide to support those claims or arguments? What is this document really telling me? What are the themes in this U.S. document of historical or literary significance?</p>
Range of Reading and Level of Text Complexity		Understand Text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
<b>CLUSTER</b>	<p>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.</p>		<b>CLUSTER</b>	<p>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).</p>	<p><b>GUIDANCE</b></p> <p><b>Concept:</b> Listening and reading are active processes.  <b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.  <b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating.  <b>Essential Questions:</b> Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>

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

## 11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS

### WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	GUIDANCE	UNPACKING THE EXTENDED STANDARDS
Text Types and Purposes			Text Types and Purposes		Text Types and Purposes
CLUSTER	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. f. 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. g. 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. h. 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. i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. j. Provide a concluding statement or section that follows from and supports the argument presented. 3. 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. e. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. h. 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).	Use supporting information in writing	CLUSTER	2. Write* a claim that results from studying a topic or reading a text. d. Support claim with two reasons or other relevant evidence drawn from the text when appropriate. e. State one opposing or counterclaim f. Provide a closing or concluding statement 3. Write an informative or explanatory text e. Write the topic f. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension. g. Develop the topic with three or more facts or concrete details h. Use domain specific vocabulary.	<b>Concepts:</b> <i>The purpose for writing Influences, structure, organization and the decisions writers make about the type and amount of information to include.</i> <b>Skills:</b> Read, view and/or listen to information on a topic; write a claim based on information reviewed; support it with reasons or evidence; write one opposing or counterclaim; write informational or explanatory text; write the topic; choose a graphic or multimedia; decide if the graphic or multimedia helps others understand the information; decide what facts or evidence support the topic; write about the facts or evidence; organize facts and evidence; use vocabulary specific to topic; write a closing; write a narrative starting with the problem situation or event; include a narrator or characters; use temporal words to describe event order; use dialog; write about one or more characters. <b>Big Ideas:</b> Selecting the structure, organization, details and evidence helps achieve the purpose for writing. <b>Essential Questions:</b> What does this resource tell me about the topic? Why am I writing? What is my goal or purpose for writing? Am I making a claim? How can I support the claim? Am I informing someone about that? Am I explaining something? Am I writing about something I did or something I wish I could do? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character? Have I told what happens first? Next? Last? Do I want to have a narrator in my text? Do I want the characters to say something in the text? Have I written a closing?

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## 11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS

### WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Text Types and Purposes			Text Types and Purposes		Text Types and Purposes
CLUSTER	4. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. f. 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. g. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. h. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. i. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. j. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Use supporting information in writing	CLUSTER	4. Write* narratives about personal or imagined experiences or events. d. Introduce the narrative by stating the problem, situation or event. e. Include a narrator or characters using words to signal event order. f. Write* about multiple events and use temporal words to signal event order.	<p><b>Concepts:</b> <i>The purpose for writing Influences, structure, organization and the decisions writers make about the type and amount of information to include.</i></p> <p><b>Skills:</b> Read, view and/or listen to information on a topic; write a claim based on information reviewed; support it with reasons or evidence; write one opposing or counterclaim; write informational or explanatory text; write the topic; choose a graphic or multimedia; decide if the graphic or multimedia helps others understand the information; decide what facts or evidence support the topic; write about the facts or evidence; organize facts and evidence; use vocabulary specific to topic; write a closing; write a narrative starting with the problem situation or event; include a narrator or characters; use temporal words to describe event order; use dialog; write about one or more characters.</p> <p><b>Big Ideas:</b> Selecting the structure, organization, details and evidence helps achieve the purpose for writing.</p> <p><b>Essential Questions:</b> What does this resource tell me about the topic? Why am I writing? What is my goal or purpose for writing? Am I making a claim? How can I support the claim? Am I informing someone about that? Am I explaining something? Am I writing about something I did or something I wish I could do? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character? Have I told what happens first? Next? Last? Do I want to have a narrator in my text? Do I want the characters to say something in the text? Have I written a closing?</p>
					GUIDANCE

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# 11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS

## WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
CLUSTER	<b>Production and Distribution of Writing</b>		CLUSTER	<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>
	<p>7. 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.)</p> <p>8. 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.</p> <p>9. 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.</p>	Produce and publish extended text		<p>7. Produce writing that addresses a particular task, purpose, or audience.</p> <p>8. With guidance and support from adults, add more and clarify writing to strengthen and develop it relative to the purpose or audience</p> <p>9. Use technology to produce and publish writing.</p>	<p><b>Concept:</b> <i>Writing is a multi-step process that results in products that can be shared.</i></p> <p><b>Skills:</b> Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing.</p> <p><b>Big Ideas:</b> Writing requires thinking, planning and problem solving in order to produce a product that others will understand.</p> <p><b>Essential Questions:</b> Why am I writing? What is my goal or purpose for writing? What do I want to include in my writing? What do I have to do to meet my goal? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? Am I sticking to my plan? Does my plan have to change? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>

# 11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS

## WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
CLUSTER	<b>Research to Build and Present Knowledge</b>	Gather and report information in writing	<b>Research to Build and Present Knowledge</b>	GUIDANCE	<b>Research to Build and Present Knowledge</b>
	<p>4. 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>5. 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.</p> <p>6. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>c. Apply <i>grades 9–10 Reading standards</i> 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]”).</p> <p>d. Apply <i>grades 9–10 Reading standards</i> 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”).</p>		<p>3. Write* to answer a question based on one or more sources of information.</p> <p>4. Determine if a source provides information that is important to the topic and select quotes that provide relevant information. Write* about information gathered from literary or informational texts.</p> <p>c. Apply <i>grade 9 Extended Reading Standards</i> to literature (e.g., <i>Write* to recount the story</i>).</p> <p>d. Apply <i>grade 9 Extended Reading Standards</i> to literary nonfiction (e.g., <i>Write* to describe information provided in the book that was not in the video</i>).</p>		<p><b>Concept:</b> Research supports writing to inform or respond.</p> <p><b>Skills:</b> Identify the question to be answered; identify sources that will give information about a question or topic; determine if source information is important; after reviewing sources, ask any additional questions; identify quotes relevant to the topic; write about literature; write about literary nonfiction.</p> <p><b>Big Idea:</b> Reading and other research provide information that is useful when writing to demonstrate understanding and respond to questions.</p> <p><b>Essential Questions:</b> What do I want to know about this? Where can I find information about this? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text? What questions do I have about the information in the text? Does the information from the sources important to include in my writing?</p>
<b>Range of Writing</b>			<b>Range of Writing</b>		<b>Range of Writing</b>
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.			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.		<p><b>Concept:</b> The time it takes to develop a writing product is dependent on the task, purpose and audience.</p> <p><b>Skills:</b> Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p> <p><b>Big Idea:</b> Good writers continue working on writing until it meets their purpose.</p> <p><b>Essential Questions:</b> What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?</p>

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

## 11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS

### SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
<b>Comprehension and Collaboration</b>		<b>Purposeful communication</b>	<b>Comprehension and Collaboration</b>		<b>Comprehension and Collaboration</b>
<b>CLUSTER</b>	<p>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.</p> <p>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>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>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.</p> <p>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.</p>	<b>CLUSTER</b>	<p>Initiate and participate in communicative exchanges.</p> <p>Come to discussions prepared to share</p> <p>With Guidance and support from communication partners, follow agreed upon rules for discussions and carry out assigned roles</p> <p>Remain on the topic of the discussion or logically link (e.g., <i>that reminds me of...</i>) to new topics when asking or answering questions or making other connections.</p> <p>Acknowledge when a communication partner changes the topic and shift own comments and questions as warranted.</p>	<b>GUIDANCE</b>	<p><b>Concepts:</b> <i>Communication exchanges are thoughtful, reciprocal, rule based, and dynamic.</i></p> <p><b>Skills:</b> Initiate communicative exchanges, prepare for discussion; follow rules; carry out assigned roles; ask questions; determine and remain on topic when participating in discussion; provide a logical link when changing topics, answering questions, or making a connection; determine when the topic shifts; adjust comments and questions to new topic; determine whether information presented in a variety of media is credible; determine whether a speaker's claims are credible.</p> <p><b>Big Ideas:</b> Successful communicators initiate and respond, follow rules, attend to the topic, and draw upon information provided by speakers.</p> <p><b>Essential Questions:</b> Do I want to say something? What do I want to say? How can I get someone's attention? How do I start? How do I prepare? What are the rules? What is my role? What is the topic? What more do I want to know about this topic? How do I answer the question? Can I change the topic? Did someone else change the topic? Should I believe what I am hearing? Is that a fact or an opinion? Why should I believe that?</p>

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## 11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS

### SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Presentation of Knowledge and Ideas		Present information	Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas
CLUSTER	<p>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.</p> <p>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>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		CLUSTER	<p>Present findings including relevant descriptions, facts, or details with an organization that supports purpose, audience and task.</p> <p>Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p>	<p><b>Concepts:</b> <i>Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</i></p> <p><b>Skills:</b> Identify findings related to a subject; identify descriptions, facts or details related to findings; organize this information to support the purpose, audience and task; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p><b>Big Ideas:</b> Effective communication can occur with just one or two words but presentations and some other exchanges require more complete information, consideration of the audience, and sometimes multimedia supports.</p> <p><b>Essential Questions:</b> What did I find out about this? How can I describe it? What facts or details are related to my findings? How should I organize the information for my audience or purpose? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this well? Who will I be communicating with? Do I need to say that more clearly or differently? Do I need to add more detail?</p>
				GUIDANCE	

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## 11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS

### LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Conventions of Standard English		Communicate conventionally	Conventions of Standard English		Conventions of Standard English
CLUSTER	<p>Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.</p> <p>Use parallel structure.*</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Use a colon to introduce a list or quotation.</p> <p>Spell correctly.</p>		CLUSTER	<p>Demonstrate understandings of Standard English grammar when writing and communicating</p> <p>Use adjectives and adverbs to convey specific meanings and add variety and interest.</p> <p>Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.</p> <p>Use commas in greetings and closings of letters and other correspondence.</p> <p>Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.</p> <p>Spell high frequency words correctly.</p>	<p><b>Concepts:</b> <i>It matters which words, letters and punctuation you choose when communicating.</i></p> <p><b>Skills:</b> Use adjectives when communicating; use adverbs when communicating; use ending punctuation; use capitalization; use commas; spell words using letter-sound relationships and/or common spelling patterns; spell high frequency words correctly.</p> <p><b>Big Ideas:</b> Communicating involves choosing the right words, letters and punctuation.</p> <p><b>Essential Questions:</b> What word or words can I use to describe that person, thing or action? What mark should I use at the end of a sentence? What mark should I use at the end of a question? What mark should I use at the end of an exclamation? Do I need a comma here? Should I capitalize that? How do I spell that word? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word?</p>
				GUIDANCE	

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

## 11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS

### LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
<b>Knowledge of Language</b>			<b>Knowledge of Language</b>		<b>Knowledge of Language</b>
<b>CLUSTER</b>	<p>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>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>	<b>Communicate effectively</b>	<b>CLUSTER</b>	<p>Use knowledge of language to achieve desired meaning when writing* or communicating, and to support comprehension while reading or listening.</p>	<p><b>Concepts:</b> <i>Specific words influence meaning in reading, writing and communication.</i></p> <p><b>Skills:</b> Determine desired meaning; select words that convey desired meaning; use words in sentences to communicate precise intended message; use background knowledge to understand spoken or written communication; use knowledge of words and word order to support understanding.</p> <p><b>Big Ideas:</b> Carefully chosen language makes communication more precise and supports comprehension.</p> <p><b>Essential Questions:</b> Which word is best? How should I write that? Was my message understood? Did I understand those words? What do I know about them? Did I understand the message?</p>

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## 11<sup>th</sup>-12<sup>th</sup> GRADE ENGLISH/LANGUAGE ARTS

### LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
Vocabulary Acquisition and Usage			Vocabulary Acquisition and Usage	Vocabulary Acquisition and Usage
CLUSTER	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ). 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. 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). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. 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.	Acquire and Use language	CLUSTER	Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content. Use context to identify which word in an array of content related words is missing from a sentence. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases. Demonstrate understanding of figurative language and words relationships. Interpret simple figures of speech (e.g., It’s raining cats and dogs) encountered while reading or listening. Analyze the meaning of multiple meaning words when encountered while reading or listening. Acquire and use general academic and domain-specific words and phrases
				GUIDANCE