Supporting California's Standards

English Language Arts Bookmarks

Standards Reference to Support Planning and Instruction

11th/12th Grade

Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

Supporting California's Standards

English Language Arts Bookmarks

Standards Reference to Support Planning and Instruction

11th/12th Grade

Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.11-12.1
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.

Essential Skills and Concepts:
- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using textual evidence
- Determine matters of uncertainties

Question Stems and Prompts:
- ✓ What textual evidence did you identify to support your analysis of the text? Cite several examples.
- ✓ What inferences can you draw from your analysis of the text?
- ✓ Show me in the text what makes you think that_____?
- ✓ Based on your reading of the text, what textual evidence strongly supports your analysis of the text?
- ✓ Identify uncertainties that remain after analyzing the text.
- ✓ What additional information is needed to address uncertainties that remain?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• cite	citar
• explicit	explicito
• textual evidence	evidencia del texto
• logical	lógico
• conclusion	conclusión
• determine	determinar
• inference	inferencia
• explicit	explícito
• text	texto
• analysis	análisis
• evidence/proof	evidencia/pruebas
• uncertainty	incertidumbres

Creative Commons NC-ND 4.0

11-12th Grade –Reading Standards for Literature

Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.11-12.1
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.

Essential Skills and Concepts:
- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using textual evidence
- Determine matters of uncertainties

Question Stems and Prompts:
- ✓ What textual evidence did you identify to support your analysis of the text? Cite several examples.
- ✓ What inferences can you draw from your analysis of the text?
- ✓ Show me in the text what makes you think that_____?
- ✓ Based on your reading of the text, what textual evidence strongly supports your analysis of the text?
- ✓ Identify uncertainties that remain after analyzing the text.
- ✓ What additional information is needed to address uncertainties that remain?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• cite	citar
• explicit	explicito
• textual evidence	evidencia del texto
• logical	lógico
• conclusion	conclusión
• determine	determinar
• inference	inferencia
• explicit	explícito
• text	texto
• analysis	análisis
• evidence/proof	evidencia/pruebas
• uncertainty	incertidumbres

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
Creative Commons NC-ND 4.0
6th edition, 2/2019

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

RL.11-12.2
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.

Essential Skills and Concepts:
- ☐ Identify central ideas or themes
- ☐ Analyze theme /central idea development
- ☐ Identify interactions and how they build on one another
- ☐ Provide an objective summary
- ☐ Interpret theme and how it relates to character relationships

Question Stems and Prompts:
- ✓ Which themes/central ideas can you identify in the readings?
- ✓ Cite textual evidence of the key details that reveals the development of the theme(s)/central idea(s) of the text.
- ✓ How do the key details of the text shape and refine the theme(s) of the text?
- ✓ How can you objectively summarize the text?
- ✓ Identify additional details that shaped each theme or central idea?
- ✓ Is one theme/central idea more significant than another? Why?

Academic Vocabulary	Spanish Cognates
• determine	determinar
• theme	tema
• text	texto
• analyze	analizar
• interact	interactuar
• complex	complejo
• account	
• objective	objetivo

Creative Commons NC-ND 4.0

11-12th Grade –Reading Standards for Literature

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

RL.11-12.2
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.

Essential Skills and Concepts:
- ☐ Identify central ideas or themes
- ☐ Analyze theme /central idea development
- ☐ Identify interactions and how they build on one another
- ☐ Provide an objective summary
- ☐ Interpret theme and how it relates to character relationships

Question Stems and Prompts:
- ✓ Which themes/central ideas can you identify in the readings?
- ✓ Cite textual evidence of the key details that reveals the development of the theme(s)/central idea(s) of the text.
- ✓ How do the key details of the text shape and refine the theme(s) of the text?
- ✓ How can you objectively summarize the text?
- ✓ Identify additional details that shaped each theme or central idea?
- ✓ Is one theme/central idea more significant than another? Why?

Academic Vocabulary	Spanish Cognates
• determine	determinar
• theme	tema
• text	texto
• analyze	analizar
• interact	interactuar
• complex	complejo
• account	
• objective	objetivo

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
Creative Commons NC-ND 4.0
6th edition, 2/2019

Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3
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/**archetypes** are introduced and developed). **CA**

Essential Skills and Concepts:
- ☐ Understand characterization and plot development
- ☐ Analyze author's choices in story development
- ☐ Trace introductions and development of characters
- ☐ Relate author's choices to story topic and structure
- ☐ Identify literary archetypes present in the text

Question Stems and Prompts:
- ✓ Identify the significance of the introduction of the setting or key characters?
- ✓ What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- ✓ Analyze what is revealed about the character by the events or dialogue of the text?
- ✓ What decision is provoked by _____incident?
- ✓ How does character motivation reveal the complexity of the character?
- ✓ What are their motivations? Are they conflicting? If so, how?
- ✓ How are the character motivations developed over the course of the text?
- ✓ Which interactions between characters contribute to the development of the theme?
- ✓ What archetype or model is found in the work?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• impact	impacto
• develop	
• relate	relacionar
• elements	elementos
• archetype	arquetipo
• ordered	ordenado
• complex	complejo
• interactions	interacciones
• motivations	motivaciones

Creative Commons NC-ND 4.0

11-12th Grade –Reading Standards for Literature

Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3
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/**archetypes** are introduced and developed). **CA**

Essential Skills and Concepts:
- ☐ Understand characterization and plot development
- ☐ Analyze author's choices in story development
- ☐ Trace introductions and development of characters
- ☐ Relate author's choices to story topic and structure
- ☐ Identify literary archetypes present in the text

Question Stems and Prompts:
- ✓ Identify the significance of the introduction of the setting or key characters?
- ✓ What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- ✓ Analyze what is revealed about the character by the events or dialogue of the text?
- ✓ What decision is provoked by _____incident?
- ✓ How does character motivation reveal the complexity of the character?
- ✓ What are their motivations? Are they conflicting? If so, how?
- ✓ How are the character motivations developed over the course of the text?
- ✓ Which interactions between characters contribute to the development of the theme?
- ✓ What archetype or model is found in the work?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• impact	impacto
• develop	
• relate	relacionar
• elements	elementos
• archetype	arquetipo
• ordered	ordenado
• complex	complejo
• interactions	interacciones
• motivations	motivaciones

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
Creative Commons NC-ND 4.0
6th edition, 2/2019

Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.11-12.4
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.) **(See grade 11/12 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ☐ Identify and interpret figurative word use
- ☐ Identify and interpret connotative word use
- ☐ Determine the tone of a piece of literature
- ☐ Identify multiple meanings of a word or phrase by analyzing the context in which it is used
- ☐ Determine personal standards of "beauty" in literature and language, and compare to traditional concepts (e.g., Shakespeare, Wordsworth, Frost, etc.)

Question Stems and Prompts:
- ✓ Which of the following phrases are figurative?
- ✓ What does the word/phrase _____ mean in this selection?
- ✓ The word/phrase is an example of_____.
- ✓ How does the author's use of repetition of _____ impact the tone of the text?
- ✓ Identify and analyze which words or phrases specifically impact the meaning or tone?
- ✓ How does the author's use of formal or informal diction affect the tone of the text?
- ✓ Without changing the meaning of the sentence, what word/phrase can best be used to replace the underlined word/phrase?
- ✓ Compare and Contrast the concept of beauty as it is identified in the author's word choice.

Academic Vocabulary	Spanish Cognates
• phrases	frases
• text	texto
• figurative	figurativo/figurado
• connotative	conotativo
• analyze	analizar
• impact	impacto
• specific	específico
• tone	tono
• multiple	múltiple
• particularly	en particular
• engaging	
• multiple meaning	

Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.11-12.4
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.) **(See grade 11/12 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ☐ Identify and interpret figurative word use
- ☐ Identify and interpret connotative word use
- ☐ Determine the tone of a piece of literature
- ☐ Identify multiple meanings of a word or phrase by analyzing the context in which it is used
- ☐ Determine personal standards of "beauty" in literature and language, and compare to traditional concepts (e.g., Shakespeare, Wordsworth, Frost, etc.)

Question Stems and Prompts:
- ✓ Which of the following phrases are figurative?
- ✓ What does the word/phrase _____ mean in this selection?
- ✓ The word/phrase is an example of_____.
- ✓ How does the author's use of repetition of _____ impact the tone of the text?
- ✓ Identify and analyze which words or phrases specifically impact the meaning or tone?
- ✓ How does the author's use of formal or informal diction affect the tone of the text?
- ✓ Without changing the meaning of the sentence, what word/phrase can best be used to replace the underlined word/phrase?
- ✓ Compare and Contrast the concept of beauty as it is identified in the author's word choice.

Academic Vocabulary	Spanish Cognates
• phrases	frases
• text	texto
• figurative	figurativo/figurado
• connotative	conotativo
• analyze	analizar
• impact	impacto
• specific	específico
• tone	tono
• multiple	múltiple
• particularly	en particular
• engaging	
• multiple meaning	

Creative Commons NC-ND 4.0

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
Creative Commons NC-ND 4.0
6th edition, 2/2019

Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5
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.

Essential Skills and Concepts:
- ☐ Analyze the structure of a text
- ☐ Analyze plot elements
- ☐ Evaluate the aesthetic impact of a text in terms of its structure
- ☐ Determine how structure impacts meaning of text

Question Stems and Prompts:
- ✓ How does the structure of the text contribute to its meaning?
- ✓ How does the order the events effect the text?
- ✓ Identify and analyze how the structure of the text impacts its aesthetic value.
- ✓ How does the author manipulate (structural element) to create the effect of _____?
- ✓ How does the author's diction indicate a comedic or tragic resolution?

Academic Vocabulary	Spanish Cognates
• structure	estructura
• specific	específico
• comedic	comíco/a
• tragic	trajíco/a
• resolution	resolución
• contribute	contribuir
• aesthetic	estético
• impact	impacto
• text	texto
• deconstruct	deconstruir

Creative Commons NC-ND 4.0

11-12th Grade –Reading Standards for Literature

Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5
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.

Essential Skills and Concepts:
- ☐ Analyze the structure of a text
- ☐ Analyze plot elements
- ☐ Evaluate the aesthetic impact of a text in terms of its structure
- ☐ Determine how structure impacts meaning of text

Question Stems and Prompts:
- ✓ How does the structure of the text contribute to its meaning?
- ✓ How does the order the events effect the text?
- ✓ Identify and analyze how the structure of the text impacts its aesthetic value.
- ✓ How does the author manipulate (structural element) to create the effect of _____?
- ✓ How does the author's diction indicate a comedic or tragic resolution?

Academic Vocabulary	Spanish Cognates
• structure	estructura
• specific	específico
• comedic	comíco/a
• tragic	trajíco/a
• resolution	resolución
• contribute	contribuir
• aesthetic	estético
• impact	impacto
• text	texto
• deconstruct	deconstruir

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
Creative Commons NC-ND 4.0
6th edition, 2/2019

Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RL.11-12.6
Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Essential Skills and Concepts:
- ☐ Perceive unstated point of view
- ☐ Recognize and understand satire, sarcasm, irony
- ☐ Recognize and understand understatement

Question Stems and Prompts:
- ✓ What form of irony is being used in the example _____?
- ✓ How does the author/narrator's diction reveal his or her unstated point of view on a topic or subject?
- ✓ Identify the point of view of the author/narrator and how it is revealed in the work.
- ✓ How might a differing point of view alter the author's use of satire, sarcasm, or irony?
- ✓ Identify the author's understatement of_____.

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• grasp	
• point of view	punto de vista
• distinguish	distinguir
• satire	sátira
• sarcasm	sarcasmo
• irony	ironía
• understatement	
• overstate	

Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RL.11-12.6
Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Essential Skills and Concepts:
- ☐ Perceive unstated point of view
- ☐ Recognize and understand satire, sarcasm, irony
- ☐ Recognize and understand understatement

Question Stems and Prompts:
- ✓ What form of irony is being used in the example _____?
- ✓ How does the author/narrator's diction reveal his or her unstated point of view on a topic or subject?
- ✓ Identify the point of view of the author/narrator and how it is revealed in the work.
- ✓ How might a differing point of view alter the author's use of satire, sarcasm, or irony?
- ✓ Identify the author's understatement of_____.

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• grasp	
• point of view	punto de vista
• distinguish	distinguir
• satire	sátira
• sarcasm	sarcasmo
• irony	ironía
• understatement	
• overstate	

Creative Commons NC-ND 4.0

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
Creative Commons NC-ND 4.0
6th edition, 2/2019

Anchor Standard
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.11-12.7
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.)

Essential Skills and Concepts:
- ☐ Analyze multiple interpretations of a story, drama, or poem
- ☐ Evaluate (judge) how each version interprets the source text
- ☐ Analyze subject and scene representation
- ☐ Understand various types of artistic mediums
- ☐ Analyze at least one play by Shakespeare and one play an American dramatist

Question Stems and Prompts:
- ✓ Identify the original source text?
- ✓ Analyze the depiction of the subject, or key scene, in each piece?
- ✓ How does the author/artist depict the main character(s) or scene?
- ✓ Analyze the contrasting views of the portrayal of the main characters or scene?
- ✓ What is absent in one portrayal?
- ✓ Evaluate the effectiveness of the differing depictions of the main character(s).
- ✓ How does changing the medium distort or enhance comprehension of the text?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• multiple	múltiple
• interpretation	interpretación
• evaluate	evaluar
• version	versión
• interpret	interpretar
• source	
• artistic	artístico/a
• medium(artistic)	medio(artístico)

Standard RL.11-12.8 is not applicable

Creative Commons NC-ND 4.0

Anchor Standard
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.11-12.7
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.)

Essential Skills and Concepts:
- ☐ Analyze multiple interpretations of a story, drama, or poem
- ☐ Evaluate (judge) how each version interprets the source text
- ☐ Analyze subject and scene representation
- ☐ Understand various types of artistic mediums
- ☐ Analyze at least one play by Shakespeare and one play an American dramatist

Question Stems and Prompts:
- ✓ Identify the original source text?
- ✓ Analyze the depiction of the subject, or key scene, in each piece?
- ✓ How does the author/artist depict the main character(s) or scene?
- ✓ Analyze the contrasting views of the portrayal of the main characters or scene?
- ✓ What is absent in one portrayal?
- ✓ Evaluate the effectiveness of the differing depictions of the main character(s).
- ✓ How does changing the medium distort or enhance comprehension of the text?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• multiple	múltiple
• interpretation	interpretación
• evaluate	evaluar
• version	versión
• interpret	interpretar
• source	
• artistic	artístico/a
• medium(artistic)	medio(artístico)

Standard RL.11-12.8 is not applicable

Creative Commons NC-ND 4.0

Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12. 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.

Essential Skills and Concepts:
- ☐ Identify foundational works of American literature (18th, 20th century)
- ☐ Compare multiple works with similar themes/topics

Question Stems and Prompts:
- ✓ Why is _____ considered a foundational work of American literature?
- ✓ What is the underlying theme/topic of _____?
- ✓ Compare and contrast two pieces of literature that have the same theme/topic of _____
- ✓ Evaluate the effectiveness of the theme of _____ in _____.

Academic Vocabulary	Spanish Cognates
• 18th century	
• 19th century	
• 20th century	
• literature	literatura
• theme	tema
• fiction	ficción
• non-fiction	no de ficción
• foundational works	

.

Creative Commons NC-ND 4.0

11-12th Grade –Reading Standards for Literature

Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12. 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.

Essential Skills and Concepts:
- ☐ Identify foundational works of American literature (18th, 20th century)
- ☐ Compare multiple works with similar themes/topics

Question Stems and Prompts:
- ✓ Why is _____ considered a foundational work of American literature?
- ✓ What is the underlying theme/topic of _____?
- ✓ Compare and contrast two pieces of literature that have the same theme/topic of _____
- ✓ Evaluate the effectiveness of the theme of _____ in _____.

Academic Vocabulary	Spanish Cognates
• 18th century	
• 19th century	
• 20th century	
• literature	literatura
• theme	tema
• fiction	ficción
• non-fiction	no de ficción
• foundational works	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
Creative Commons NC-ND 4.0
6th edition, 2/2019

Anchor Standard
Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10
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.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Essential Skills and Concepts:
- ☐ Read various forms of literature fluently
- ☐ Demonstrate comprehension of various forms of literary text
- ☐ Read independently and comprehend complex texts.
- ☐ Make an effort to independently read texts of increasing complexity
- ☐ Monitor comprehension

Question Stems and Prompts:
- ✓ What have you read independently lately?
- ✓ What genres have you recently read?
- ✓ Which genre did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literature?
- ✓ What made this text or reading complex?
- ✓ Briefly summarize the plot and theme of the text.

Academic Vocabulary	Spanish Cognates
• text complexity	complejidad del texto
• independent	independiente
• proficient(competent)	competente
• comprehend	comprender
• genre	género
• fiction	ficción
• nonfiction	no de ficción

Creative Commons NC-ND 4.0

11-12th Grade –Reading Standards for Literature

Anchor Standard
Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10
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.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Essential Skills and Concepts:
- ☐ Read various forms of literature fluently
- ☐ Demonstrate comprehension of various forms of literary text
- ☐ Read independently and comprehend complex texts.
- ☐ Make an effort to independently read texts of increasing complexity
- ☐ Monitor comprehension

Question Stems and Prompts:
- ✓ What have you read independently lately?
- ✓ What genres have you recently read?
- ✓ Which genre did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literature?
- ✓ What made this text or reading complex?
- ✓ Briefly summarize the plot and theme of the text.

Academic Vocabulary	Spanish Cognates
• text complexity	complejidad del texto
• independent	independiente
• proficient(competent)	competente
• comprehend	comprender
• genre	género
• fiction	ficción
• nonfiction	no de ficción

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
Creative Commons NC-ND 4.0
6th edition, 2/2019

11-12th Grade –Reading Standards for Literature

Creative Commons NC-ND 4.0

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
Creative Commons NC-ND 4.0
6th edition, 2/2019

Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.11-12.1
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.

Essential Skills and Concepts:
- ☐ Analyze the text
- ☐ Identify what is explicitly stated in the text
- ☐ Infer additional information from a text
- ☐ Distinguish between inferences and explicit ideas
- ☐ Determine uncertainties in the text

Question Stems and Prompts:
- ✓ Analyze what is stated explicitly in the text?
- ✓ What inferences can you draw from specific textual evidence?
- ✓ What inferences can derive from the author's explicit use of _____?
- ✓ What evidence is most supportive of your analysis?
- ✓ Where does the text leave matters uncertain?
- ✓ Identify additional information that is necessary to gain deeper insight to the text?

Academic Vocabulary	Spanish Cognates
• cite	citar
• thorough	
• textual	textual
• analysis	análisis
• explicit	explícito
• inference	inferencia
• uncertain	incierto/a (adj.)
• conclusion	conclusión
• supportive	

http://commoncore.tcoe.org/licensing

Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.11-12.1
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.

Essential Skills and Concepts:
- ☐ Analyze the text
- ☐ Identify what is explicitly stated in the text
- ☐ Infer additional information from a text
- ☐ Distinguish between inferences and explicit ideas
- ☐ Determine uncertainties in the text

Question Stems and Prompts:
- ✓ Analyze what is stated explicitly in the text?
- ✓ What inferences can you draw from specific textual evidence?
- ✓ What inferences can derive from the author's explicit use of _____?
- ✓ What evidence is most supportive of your analysis?
- ✓ Where does the text leave matters uncertain?
- ✓ Identify additional information that is necessary to gain deeper insight to the text?

Academic Vocabulary	Spanish Cognates
• cite	citar
• thorough	
• textual	textual
• analysis	análisis
• explicit	explícito
• inference	inferencia
• uncertain	incierto/a (adj.)
• conclusion	conclusión
• supportive	

http://commoncore.tcoe.org/licensing

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

RI.11-12.2
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.

Essential Skills and Concepts:
- ☐ Identify multiple central ideas
- ☐ Analyze development of central ideas
- ☐ Analyze how central ideas interact and build on each other
- ☐ Analyze the role of supporting ideas to the central idea
- ☐ Provide an objective summary of text

Question Stems and Prompts:
- ✓ How do the central ideas interact and build on each other?
- ✓ How is the central idea developed?
- ✓ What supporting ideas are included in the text?
- ✓ Identify the supporting ideas that refine the central idea throughout the course of the text?
- ✓ How can you objectively summarize the text?
- ✓ What supporting ideas are included in the text?
- ✓ Which elements help to develop the central ideas of the text?
- ✓ How would you objectively summarize the text?

Academic Vocabulary	Spanish Cognates
• determine	determinar
• central idea	idea central
• analyze	analizar
• text	texto
• interact	interactuar
• complete	completo
• objective	objetivo

http://commoncore.tcoe.org/licensing

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

RI.11-12.2
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.

Essential Skills and Concepts:
- ☐ Identify multiple central ideas
- ☐ Analyze development of central ideas
- ☐ Analyze how central ideas interact and build on each other
- ☐ Analyze the role of supporting ideas to the central idea
- ☐ Provide an objective summary of text

Question Stems and Prompts:
- ✓ How do the central ideas interact and build on each other?
- ✓ How is the central idea developed?
- ✓ What supporting ideas are included in the text?
- ✓ Identify the supporting ideas that refine the central idea throughout the course of the text?
- ✓ How can you objectively summarize the text?
- ✓ What supporting ideas are included in the text?
- ✓ Which elements help to develop the central ideas of the text?
- ✓ How would you objectively summarize the text?

Academic Vocabulary	Spanish Cognates
• determine	determinar
• central idea	idea central
• analyze	analizar
• text	texto
• interact	interactuar
• complete	completo
• objective	objetivo

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of text.

RI.11-12.3
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.

Essential Skills and Concepts:
- ☐ Analyze a complex set of ideas, individuals, and events
- ☐ Trace development of ideas, individuals, events
- ☐ Explain the interaction and development of individuals, ideas, or events in the text

Question Stems and Prompts:
- ✓ Analyze the development of the ideas in the text?
- ✓ Identify the text's sequence of events.
- ✓ Evaluate the effectiveness of the interaction of individuals/events/ideas develop over the course of the text?
- ✓ Identify and analyze how the author makes the set of ideas/sequence of events complex?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• complex	complejo
• sequence	secuencia
• specific	específico
• individuals	individuos
• interact	interactuar
• develop	

http://commoncore.tcoe.org/licensing

Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of text.

RI.11-12.3
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.

Essential Skills and Concepts:
- ☐ Analyze a complex set of ideas, individuals, and events
- ☐ Trace development of ideas, individuals, events
- ☐ Explain the interaction and development of individuals, ideas, or events in the text

Question Stems and Prompts:
- ✓ Analyze the development of the ideas in the text?
- ✓ Identify the text's sequence of events.
- ✓ Evaluate the effectiveness of the interaction of individuals/events/ideas develop over the course of the text?
- ✓ Identify and analyze how the author makes the set of ideas/sequence of events complex?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• complex	complejo
• sequence	secuencia
• specific	específico
• individuals	individuos
• interact	interactuar
• develop	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.11-12.4
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). **(See grade 11/12 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ☐ Recognize and interpret figurative language
- ☐ Understanding implied/connotative meanings of words
- ☐ Understand the use and meaning of technical terms
- ☐ Identify key terms in a text
- ☐ Demonstrate how the meaning of a word can be refined

Question Stems and Prompts:
- ✓ Evaluate the author's use of figures of speech in the literary text?
- ✓ Define the connotative meanings of key vocabulary in the text?
- ✓ Identify technical terminology required and used in the text?
- ✓ Identify the author's diction that states his or her ideas in a vivid and imaginative way?
- ✓ What does the word/phrase _____ mean in this selection?
- ✓ How does the author's use of repetition of _____ impact the meaning of the text?
- ✓ Identify and analyze which words or phrases specifically impact the meaning or tone?
- ✓ Without changing the meaning of the sentence, what word/phrase can best be used to replace the underlined word/phrase?

Academic Vocabulary	Spanish Cognates
• figurative language	lenguaje figurado
• connotative	connotativo/a (adj.)
• technical meanings	
• refining meaning	
• impact tone	impacto de tono
• vivid	vívido/a (adj.)
• imaginative	imaginativo/a (adj.)
• technical terms	términos técnicos

http://commoncore.tcoe.org/licensing

11-12th Grade –Reading Standards for Informational Text

Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.11-12.4
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). **(See grade 11/12 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ☐ Recognize and interpret figurative language
- ☐ Understanding implied/connotative meanings of words
- ☐ Understand the use and meaning of technical terms
- ☐ Identify key terms in a text
- ☐ Demonstrate how the meaning of a word can be refined

Question Stems and Prompts:
- ✓ Evaluate the author's use of figures of speech in the literary text?
- ✓ Define the connotative meanings of key vocabulary in the text?
- ✓ Identify technical terminology required and used in the text?
- ✓ Identify the author's diction that states his or her ideas in a vivid and imaginative way?
- ✓ What does the word/phrase _____ mean in this selection?
- ✓ How does the author's use of repetition of _____ impact the meaning of the text?
- ✓ Identify and analyze which words or phrases specifically impact the meaning or tone?
- ✓ Without changing the meaning of the sentence, what word/phrase can best be used to replace the underlined word/phrase?

Academic Vocabulary	Spanish Cognates
• figurative language	lenguaje figurado
• connotative	connotativo/a (adj.)
• technical meanings	
• refining meaning	
• impact tone	impacto de tono
• vivid	vívido/a (adj.)
• imaginative	imaginativo/a (adj.)
• technical terms	términos técnicos

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.

RI.11-12.5
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.

a. **Analyze the use of text features (e.g., graphics headers, captions) in public documents. CA**

Essential Skills and Concepts:
- ☐ Analyze text structure
- ☐ Analyze the effectiveness of text structure
- ☐ Understand the nuances of exposition and argument

Question Stems and Prompts:
- ✓ Evaluate the effectiveness of the organization of the exposition or argument in the text.
- ✓ Identify and analyze the main points the author emphasizes?
- ✓ Identify techniques that the author uses to convince and/or engage the reader.
- ✓ How do the text features assist the reader?

Academic Vocabulary	Spanish Cognates
• effectiveness	eficacia
• structure	estructura
• engaging	
• convincing	convincente
• transition words	
• chronological placement of argument	
• supporting details	

http://commoncore.tcoe.org/licensing

Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.

RI.11-12.5
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.

a. **Analyze the use of text features (e.g., graphics headers, captions) in public documents. CA**

Essential Skills and Concepts:
- ☐ Analyze text structure
- ☐ Analyze the effectiveness of text structure
- ☐ Understand the nuances of exposition and argument

Question Stems and Prompts:
- ✓ Evaluate the effectiveness of the organization of the exposition or argument in the text.
- ✓ Identify and analyze the main points the author emphasizes?
- ✓ Identify techniques that the author uses to convince and/or engage the reader.
- ✓ How do the text features assist the reader?

Academic Vocabulary	Spanish Cognates
• effectiveness	eficacia
• structure	estructura
• engaging	
• convincing	convincente
• transition words	
• chronological placement of argument	
• supporting details	

http://commoncore.tcoe.org/licensing

Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6
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.

Essential Skills and Concepts:
- ☐ Determine author's point of view or purpose
- ☐ Analyze rhetorical devices
- ☐ Understand persuasion
- ☐ Analyze style
- ☐ Analyze content
- ☐ Appreciate aesthetics of text

Question Stems and Prompts:
- ✓ Identify how the author/narrator's the point of view in this text is revealed?
- ✓ Determine the purpose of this text?
- ✓ Identify and analyze how the author skillfully utilizes rhetorical devices in the text?
- ✓ How does the use of rhetoric advance either the point of view or purpose of the piece?
- ✓ How does the author skillfully use language (rhetoric) to influence the reader?
- ✓ How would you describe the author's style?

Academic Vocabulary	Spanish Cognates
• point of view	punto de vista
• rhetoric	retórico
• effective	efectivo/a (adj.)
• analyze	analizar
• style	estilo
• content	contenido
• contribute	contribuir
• persuasive	persuasivo/a (adj.)
• beauty of the text	belleza del texto
• purpose	propósito

http://commoncore.tcoe.org/licensing

Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6
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.

Essential Skills and Concepts:
- ☐ Determine author's point of view or purpose
- ☐ Analyze rhetorical devices
- ☐ Understand persuasion
- ☐ Analyze style
- ☐ Analyze content
- ☐ Appreciate aesthetics of text

Question Stems and Prompts:
- ✓ Identify how the author/narrator's the point of view in this text is revealed?
- ✓ Determine the purpose of this text?
- ✓ Identify and analyze how the author skillfully utilizes rhetorical devices in the text?
- ✓ How does the use of rhetoric advance either the point of view or purpose of the piece?
- ✓ How does the author skillfully use language (rhetoric) to influence the reader?
- ✓ How would you describe the author's style?

Academic Vocabulary	Spanish Cognates
• point of view	punto de vista
• rhetoric	retórico
• effective	efectivo/a (adj.)
• analyze	analizar
• style	estilo
• content	contenido
• contribute	contribuir
• persuasive	persuasivo/a (adj.)
• beauty of the text	belleza del texto
• purpose	propósito

http://commoncore.tcoe.org/licensing

Anchor Standard
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.11-12.7
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.

Essential Skills and Concepts:
- ☐ Evaluate multiple sources of information in various media and formats (print, visual)
- ☐ Integrate and use multiple sources of information in various media and formats to address a question or solve a problem

Question Stems and Prompts:
- ✓ Identify which medium should be utilized to present the subject.
- ✓ Analyze how is the information formatted in each medium.
- ✓ Evaluate how the various details are emphasized in the different mediums.
- ✓ Do the various sources of information share complimentary or congruent ideas?
- ✓ How does the use of a certain medium affect the account?

Academic Vocabulary	Spanish Cognates
• integrate	integrar
• evaluate	evaluar
• multiple sources	
• media	los medios de comunicación
• formats	formatos
• visually	visualmente
• quantitatively	cuantitativamente
• address	

http://commoncore.tcoe.org/licensing

Anchor Standard
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.11-12.7
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.

Essential Skills and Concepts:
- ☐ Evaluate multiple sources of information in various media and formats (print, visual)
- ☐ Integrate and use multiple sources of information in various media and formats to address a question or solve a problem

Question Stems and Prompts:
- ✓ Identify which medium should be utilized to present the subject.
- ✓ Analyze how is the information formatted in each medium.
- ✓ Evaluate how the various details are emphasized in the different mediums.
- ✓ Do the various sources of information share complimentary or congruent ideas?
- ✓ How does the use of a certain medium affect the account?

Academic Vocabulary	Spanish Cognates
• integrate	integrar
• evaluate	evaluar
• multiple sources	
• media	los medios de comunicación
• formats	formatos
• visually	visualmente
• quantitatively	cuantitativamente
• address	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.11-12.8
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).

Essential Skills and Concepts:
- ☐ Identify and understand seminal U.S. texts
- ☐ Delineate arguments
- ☐ Evaluate reasoning
- ☐ Understand U.S. constitutional principles/legal reasoning
- ☐ Comprehend and evaluate public advocacy works

Question Stems and Prompts:
- ✓ Identify the argument and claims the author presents in the text.
- ✓ Is the reasoning presented logically?
- ✓ Analyze what evidence is relevant and what evidence is irrelevant to the argument.
- ✓ Is the evidence fallacious or factual?
- ✓ Evaluate if sufficient evidence was provided to support the author's claims.
- ✓ Analyze the validity of the evidence?
- ✓ Identify whom does the author advocate?
- ✓ Evaluate the legal reasoning used in the text?
- ✓ Is the argument/proposition consistent with U.S constitutional principles?

Academic Vocabulary	Spanish Cognates
• delineate	delinear
• evaluate	evaluar
• reasoning	razonamiento
• seminal	seminal
• constitutional	constitucional
• opinions	opiniones
• dissents	
• premises	
• purposes	propósito
• advocacy	abogacía

http://commoncore.tcoe.org/licensing

Anchor Standard
Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.11-12.8
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).

Essential Skills and Concepts:
- ☐ Identify and understand seminal U.S. texts
- ☐ Delineate arguments
- ☐ Evaluate reasoning
- ☐ Understand U.S. constitutional principles/legal reasoning
- ☐ Comprehend and evaluate public advocacy works

Question Stems and Prompts:
- ✓ Identify the argument and claims the author presents in the text.
- ✓ Is the reasoning presented logically?
- ✓ Analyze what evidence is relevant and what evidence is irrelevant to the argument.
- ✓ Is the evidence fallacious or factual?
- ✓ Evaluate if sufficient evidence was provided to support the author's claims.
- ✓ Analyze the validity of the evidence?
- ✓ Identify whom does the author advocate?
- ✓ Evaluate the legal reasoning used in the text?
- ✓ Is the argument/proposition consistent with U.S constitutional principles?

Academic Vocabulary	Spanish Cognates
• delineate	delinear
• evaluate	evaluar
• reasoning	razonamiento
• seminal	seminal
• constitutional	constitucional
• opinions	opiniones
• dissents	
• premises	
• purposes	propósito
• advocacy	abogacía

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9
Analyze seventeenth-eighteenth-nineteenth-century foundational U.S. documents of historical and literary significance (including The Declarations of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Essential Skills and Concepts:
- ☐ Identify and understand foundational U.S. documents
- ☐ Determine historical and/or literary significance
- ☐ Identify and compare themes and purposes
- ☐ Identify and analyze rhetorical features

Question Stems and Prompts:
- ✓ Identify the historical and literary significance of the document?
- ✓ Evaluate the influence of the text on consequential constitutional amendments and laws.
- ✓ Identify the explicit purpose of the text.
- ✓ How does the author skillfully use rhetorical devices to influence the reader's response to the text?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• seminal	seminal
• significance	significado
• address	
• themes	temas
• concepts	conceptos
• related	relacionado
• historical	histórico/a (adj.)
• connection	conexión

http://commoncore.tcoe.org/licensing

Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9
Analyze seventeenth-eighteenth-nineteenth-century foundational U.S. documents of historical and literary significance (including The Declarations of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Essential Skills and Concepts:
- ☐ Identify and understand foundational U.S. documents
- ☐ Determine historical and/or literary significance
- ☐ Identify and compare themes and purposes
- ☐ Identify and analyze rhetorical features

Question Stems and Prompts:
- ✓ Identify the historical and literary significance of the document?
- ✓ Evaluate the influence of the text on consequential constitutional amendments and laws.
- ✓ Identify the explicit purpose of the text.
- ✓ How does the author skillfully use rhetorical devices to influence the reader's response to the text?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• seminal	seminal
• significance	significado
• address	
• themes	temas
• concepts	conceptos
• related	relacionado
• historical	histórico/a (adj.)
• connection	conexión

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Read and comprehend complex literacy and informational texts independently and proficiently.

RI.11-12.10
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.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Essential Skills and Concepts:
- ☐ List/understand main idea
- ☐ Read independently with proficiency
- ☐ Comprehend literary nonfiction
- ☐ Comprehend complex vocabulary
- ☐ Read fluently
- ☐ Demonstrate reading comprehension
- ☐ Identify miscellaneous text types

Question Stems and Prompts:
- ✓ What have you read independently lately?
- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ What topic did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literary nonfiction?
- ✓ What made this text or reading complex?
- ✓ Briefly summarize the central idea of the text.

Academic Vocabulary	Spanish Cognates
• text	texto
• complexity	complejidad
• scaffolding	
• comprehend	comprender
• nonfiction	no de ficción
• fiction	ficción
• main theme	
• skimming	
• outline	

http://commoncore.tcoe.org/licensing

Anchor Standard
Read and comprehend complex literacy and informational texts independently and proficiently.

RI.11-12.10
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.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Essential Skills and Concepts:
- ☐ List/understand main idea
- ☐ Read independently with proficiency
- ☐ Comprehend literary nonfiction
- ☐ Comprehend complex vocabulary
- ☐ Read fluently
- ☐ Demonstrate reading comprehension
- ☐ Identify miscellaneous text types

Question Stems and Prompts:
- ✓ What have you read independently lately?
- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ What topic did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literary nonfiction?
- ✓ What made this text or reading complex?
- ✓ Briefly summarize the central idea of the text.

Academic Vocabulary	Spanish Cognates
• text	texto
• complexity	complejidad
• scaffolding	
• comprehend	comprender
• nonfiction	no de ficción
• fiction	ficción
• main theme	
• skimming	
• outline	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

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

W.11-12.1
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.
- **f.** **Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA**

Essential Skills and Concepts:

- ☐ Understand the rhetoric of argument
- ☐ Analyze a substantive topic or text
- ☐ Introduce a precise claim
- ☐ Establish significance of claims
- ☐ Provide reasons and evidence from substantive text to support claim
- ☐ Identify and distinguish counterclaims
- ☐ Develop claims and counterclaims fairly
- ☐ Organize reasons and evidence in a logical manner
- ☐ Support assertions through appeal to logic or emotion
- ☐ Analyze and address audience considerations, values, and biases
- ☐ Determine relevance of evidence
- ☐ Utilize transitional expressions to establish relationships between claims and reasons

http://commoncore.tcoe.org/licensing

11-12th Grade –Writing Standards

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

W.11-12.1
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.
- **f.** **Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA**

Essential Skills and Concepts:

- ☐ Understand the rhetoric of argument
- ☐ Analyze a substantive topic or text
- ☐ Introduce a precise claim
- ☐ Establish significance of claims
- ☐ Provide reasons and evidence from substantive text to support claim
- ☐ Identify and distinguish counterclaims
- ☐ Develop claims and counterclaims fairly
- ☐ Organize reasons and evidence in a logical manner
- ☐ Support assertions through appeal to logic or emotion
- ☐ Analyze and address audience considerations, values, and biases
- ☐ Determine relevance of evidence
- ☐ Utilize transitional expressions to establish relationships between claims and reasons

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

W.11-12.1 – (Continued)

- ☐ Understand how to maintain a formal style and objective tone
- ☐ Provide an effective conclusion

Question Stems and Prompts:

- ✓ How can you clearly introduce your claim?
- ✓ What reasons/evidence best supports your claim?
- ✓ Is the evidence relevant and are your sources credible?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ How can you support your assertion by appealing to logic (reasoning)?
- ✓ How can you support your assertion by appealing to emotion?
- ✓ What considerations should be addressed regarding the audience's knowledge /values/biases of the topic or text?
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
- ✓ Is your piece formal in style?
- ✓ Does your concluding statement support the argument presented?

Academic Vocabulary	Spanish Cognates
• argument	argumento
• claims	reclamos
• analysis	análisis
• topic	
• valid	válido/a (adj.)
• reasoning	razonamiento
• relevant/pertinent	pertinente
• evidence	
• precise	preciso
• significant	significante
• opposing claim	
• sequence	secuencia
• counterclaim	
• rhetorical device	
• personal anecdote	anécdota personal
• analogy	analogía
• formal style	estilo formál
• objective tone	tono objetivo
• concluding statement	
• logically sequenced	una secuencia lógica

W.11-12.1 – (Continued)

- ☐ Understand how to maintain a formal style and objective tone
- ☐ Provide an effective conclusion

Question Stems and Prompts:

- ✓ How can you clearly introduce your claim?
- ✓ What reasons/evidence best supports your claim?
- ✓ Is the evidence relevant and are your sources credible?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ How can you support your assertion by appealing to logic (reasoning)?
- ✓ How can you support your assertion by appealing to emotion?
- ✓ What considerations should be addressed regarding the audience's knowledge /values/biases of the topic or text?
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
- ✓ Is your piece formal in style?
- ✓ Does your concluding statement support the argument presented?

Academic Vocabulary	Spanish Cognates
• argument	argumento
• claims	reclamos
• analysis	análisis
• topic	
• valid	válido/a (adj.)
• reasoning	razonamiento
• relevant/pertinent	pertinente
• evidence	
• precise	preciso
• significant	significante
• opposing claim	
• sequence	secuencia
• counterclaim	
• rhetorical device	
• personal anecdote	anécdota personal
• analogy	analogía
• formal style	estilo formál
• objective tone	tono objetivo
• concluding statement	
• logically sequenced	una secuencia lógica

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2
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 **or thesis statement;** 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. **CA**
- **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 significance of the topic.

Essential Skills and Concepts:

- ☐ Convey information accurately
- ☐ Understand and use various organizational structures
- ☐ Utilize formatting, graphics, and multimedia
- ☐ Introduce a topic/thesis statement and preview what is to follow
- ☐ Use facts, concrete details, quotations, examples to develop the topic
- ☐ Utilize various transitional expressions to establish cohesion among ideas and concepts
- ☐ Understand and use precise vocabulary
- ☐ Use figurative language
- ☐ Understand and use domain-specific vocabulary
- ☐ Understand and use a formal style and objective tone
- ☐ Provide an effective conclusion

http://commoncore.tcoe.org/licensing

Anchor Standard
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2
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 **or thesis statement;** 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. **CA**
- **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 significance of the topic.

Essential Skills and Concepts:

- ☐ Convey information accurately
- ☐ Understand and use various organizational structures
- ☐ Utilize formatting, graphics, and multimedia
- ☐ Introduce a topic/thesis statement and preview what is to follow
- ☐ Use facts, concrete details, quotations, examples to develop the topic
- ☐ Utilize various transitional expressions to establish cohesion among ideas and concepts
- ☐ Understand and use precise vocabulary
- ☐ Use figurative language
- ☐ Understand and use domain-specific vocabulary
- ☐ Understand and use a formal style and objective tone
- ☐ Provide an effective conclusion

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

W.11.12.2 – (Continued)

Question Stems and Prompts:

- ✓ How can you clearly introduce your topic?
- ✓ What information will you provide in the preview following the topic/thesis statement?
- ✓ What organizational structure will best enable to you to convey your information?
- ✓ What facts/details/examples/quotations help to develop your topic?
- ✓ When and how can you use figurative language to express ideas?
- ✓ Do your transitions create cohesion among ideas and concepts?
- ✓ What makes your piece formal in style?
- ✓ Does your concluding statement support the information presented? Does it articulate the significance of the topic?

Academic Vocabulary	Spanish Cognates
• informational text	texto informativo
• explanatory text	texto explicativo
• complex ideas	ideas complejas
• expository writing structure	
• topic/thesis statement	
• multimedia	multimedia
• relevant facts	
• concrete details	
• transitions	transiciones
• syntax	sintaxis
• cohesion	cohesión
• precise language	lenguaje preciso
• domain-specific	dominio específico
• metaphor	metáfora
• simile	símil
• analogy	analogía
• formal style of writing	estilo formal
• objective tone	tono objetivo
• concluding statement/section	

.

http://commoncore.tcoe.org/licensing

11-12th Grade –Writing Standards

W.11.12.2 – (Continued)

Question Stems and Prompts:

- ✓ How can you clearly introduce your topic?
- ✓ What information will you provide in the preview following the topic/thesis statement?
- ✓ What organizational structure will best enable to you to convey your information?
- ✓ What facts/details/examples/quotations help to develop your topic?
- ✓ When and how can you use figurative language to express ideas?
- ✓ Do your transitions create cohesion among ideas and concepts?
- ✓ What makes your piece formal in style?
- ✓ Does your concluding statement support the information presented? Does it articulate the significance of the topic?

Academic Vocabulary	Spanish Cognates
• informational text	texto informativo
• explanatory text	texto explicativo
• complex ideas	ideas complejas
• expository writing structure	
• topic/thesis statement	
• multimedia	multimedia
• relevant facts	
• concrete details	
• transitions	transiciones
• syntax	sintaxis
• cohesion	cohesión
• precise language	lenguaje preciso
• domain-specific	dominio específico
• metaphor	metáfora
• simile	símil
• analogy	analogía
• formal style of writing	estilo formal
• objective tone	tono objetivo
• concluding statement/section	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

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

W.11-12.3
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 and 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.

Essential Skills and Concepts:
- ☐ Convey an experience or event
- ☐ Understand narrative (vs. expository) techniques
- ☐ Establish context and narrator/characters
- ☐ Understand and establish a/multiple point(s) of view
- ☐ Establish multiple plot lines
- ☐ Organize a logical/natural event sequence
- ☐ Craft dialogue
- ☐ Use descriptive/sensory language
- ☐ Utilize transitional expressions to convey sequence and signal shifts
- ☐ Provide a conclusion that reflects upon the resolution

Question Stems and Prompts:
- ✓ What experience or event will you write about?
- ✓ How will you introduce your characters and narrator?
- ✓ From what point of view is your story written?
- ✓ Is the point of view consistent throughout the story?
- ✓ How will you organize the events in your story? Are they logical? Is the relationship between the events evident?
- ✓ What are the various plot lines in your story?

http://commoncore.tcoe.org/licensing

11-12th Grade –Writing Standards

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

W.11-12.3
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 and 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.

Essential Skills and Concepts:
- ☐ Convey an experience or event
- ☐ Understand narrative (vs. expository) techniques
- ☐ Establish context and narrator/characters
- ☐ Understand and establish a/multiple point(s) of view
- ☐ Establish multiple plot lines
- ☐ Organize a logical/natural event sequence
- ☐ Craft dialogue
- ☐ Use descriptive/sensory language
- ☐ Utilize transitional expressions to convey sequence and signal shifts
- ☐ Provide a conclusion that reflects upon the resolution

Question Stems and Prompts:
- ✓ What experience or event will you write about?
- ✓ How will you introduce your characters and narrator?
- ✓ From what point of view is your story written?
- ✓ Is the point of view consistent throughout the story?
- ✓ How will you organize the events in your story? Are they logical? Is the relationship between the events evident?
- ✓ What are the various plot lines in your story?

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

W.11.12.3 – (Continued)

- ✓ What techniques can you use to build toward a particular tone or outcome (mystery/suspense/growth/resolution)?
- ✓ What transitional expressions did you use to convey the sequence of events??
- ✓ How can you use dialogue to convey the experience?
- ✓ How and where can you utilize descriptive language to assist in conveying the experience?
- ✓ Are the descriptive details provided relevant?
- ✓ Does your conclusion reflect upon the resolution?

Academic Vocabulary	Spanish Cognates
• narrative	narrativa
• events	
• sequence of events	
• problem	problema
• situation	situación
• point of view	punto de vista
• narrator	narrador(n) narrativo/a(adj)
• characters	
• experiences	experiencias
• dialogue	diálogo
• description	descripción
• reflection	reflexionar
• plot	
• plot line	
• progression of events	
• technique	técnica
• coherent	coherente
• tone	tono
• mystery	misterio
• suspense	suspenso
• resolution	resolución
• precise words/phrases	
• details	detalles
• sensory language	lenguaje sensorial
• vivid picture	
• setting	
• character	
• conclusion	conclusión

W.11.12.3 – (Continued)

- ✓ What techniques can you use to build toward a particular tone or outcome (mystery/suspense/growth/resolution)?
- ✓ What transitional expressions did you use to convey the sequence of events??
- ✓ How can you use dialogue to convey the experience?
- ✓ How and where can you utilize descriptive language to assist in conveying the experience?
- ✓ Are the descriptive details provided relevant?
- ✓ Does your conclusion reflect upon the resolution?

Academic Vocabulary	Spanish Cognates
• narrative	narrativa
• events	
• sequence of events	
• problem	problema
• situation	situación
• point of view	punto de vista
• narrator	narrador(n) narrativo/a(adj)
• characters	
• experiences	experiencias
• dialogue	diálogo
• description	descripción
• reflection	reflexionar
• plot	
• plot line	
• progression of events	
• technique	técnica
• coherent	coherente
• tone	tono
• mystery	misterio
• suspense	suspenso
• resolution	resolución
• precise words/phrases	
• details	detalles
• sensory language	lenguaje sensorial
• vivid picture	
• setting	
• character	
• conclusion	conclusión

http://commoncore.tcoe.org/licensing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4
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.)

Essential Skills and Concepts:
- ☐ Understand various writing text types and their organizational structures
- ☐ Identify and understand the writing task
- ☐ Identify and understand the writing purpose
- ☐ Determine and address the audience appropriately
- ☐ Understand and utilize appropriate style

Question Stems and Prompts:
- ✓ What form of writing does the prompt call for?
- ✓ What organizational structure will you use?
- ✓ What is the purpose for the writing?
- ✓ Who is the audience?
- ✓ How will you organize and develop your thoughts before writing?
- ✓ Did you use vocabulary that is appropriate for your intended audience?
- ✓ Does your intended audience require a formal or informal style?

Academic Vocabulary	Spanish Cognates
• flashbacks	
• development	
• organization	organización
• style	estilo
• audience	audiencia
• purpose	propósito
• evidence/proof	evidencia/puebas
• sequence	secuencia
• transitions	transiciones
• ideas	ideas
• argument	argumento
• topic	
• narrative	narrativa
• events	
• style	estilo
• tone	tono
• claim	reclamo
• counterclaim	

http://commoncore.tcoe.org/licensing

Anchor Standard
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4
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.)

Essential Skills and Concepts:
- ☐ Understand various writing text types and their organizational structures
- ☐ Identify and understand the writing task
- ☐ Identify and understand the writing purpose
- ☐ Determine and address the audience appropriately
- ☐ Understand and utilize appropriate style

Question Stems and Prompts:
- ✓ What form of writing does the prompt call for?
- ✓ What organizational structure will you use?
- ✓ What is the purpose for the writing?
- ✓ Who is the audience?
- ✓ How will you organize and develop your thoughts before writing?
- ✓ Did you use vocabulary that is appropriate for your intended audience?
- ✓ Does your intended audience require a formal or informal style?

Academic Vocabulary	Spanish Cognates
• flashbacks	
• development	
• organization	organización
• style	estilo
• audience	audiencia
• purpose	propósito
• evidence/proof	evidencia/puebas
• sequence	secuencia
• transitions	transiciones
• ideas	ideas
• argument	argumento
• topic	
• narrative	narrativa
• events	
• style	estilo
• tone	tono
• claim	reclamo
• counterclaim	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

Essential Skills and Concepts:
- ☐ Understand and focus on purpose and audience
- ☐ Develop and use planning templates
- ☐ Understand and utilize revision techniques
- ☐ Identify and edit text-problems
- ☐ Understand and use multiple writing approaches
- ☐ Receive and provide writing guidance

Question Stems and Prompts:
- ✓ What is the purpose or focus of the piece?
- ✓ How will you plan your writing piece?
- ✓ How does your planning template compare with your writing piece?
- ✓ Identify what is the best title for this piece?
- ✓ Is the structure you selected the most effective format for conveying your ideas?
- ✓ Is additional evidence, description, or clarification needed anywhere in the piece?
- ✓ Does a problematic section of your work need revision?
- ✓ Do all sentences belong?
- ✓ Is your writing free of writing convention errors?
- ✓ Does your writing meet the needs of your audience?
- ✓ Does your writing achieve your purpose?

Academic Vocabulary	Spanish Cognates
• argument	argumento
• topic	
• narrative	narrativa
• evidence/proof	evidencia/pruebas
• details	detalles
• purpose	propósito

http://commoncore.tcoe.org/licensing

11-12th Grade –Writing Standards

Anchor Standard
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

Essential Skills and Concepts:
- ☐ Understand and focus on purpose and audience
- ☐ Develop and use planning templates
- ☐ Understand and utilize revision techniques
- ☐ Identify and edit text-problems
- ☐ Understand and use multiple writing approaches
- ☐ Receive and provide writing guidance

Question Stems and Prompts:
- ✓ What is the purpose or focus of the piece?
- ✓ How will you plan your writing piece?
- ✓ How does your planning template compare with your writing piece?
- ✓ Identify what is the best title for this piece?
- ✓ Is the structure you selected the most effective format for conveying your ideas?
- ✓ Is additional evidence, description, or clarification needed anywhere in the piece?
- ✓ Does a problematic section of your work need revision?
- ✓ Do all sentences belong?
- ✓ Is your writing free of writing convention errors?
- ✓ Does your writing meet the needs of your audience?
- ✓ Does your writing achieve your purpose?

Academic Vocabulary	Spanish Cognates
• argument	argumento
• topic	
• narrative	narrativa
• evidence/proof	evidencia/pruebas
• details	detalles
• purpose	propósito

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6
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.

Essential Skills and Concepts:
- ☐ Use technology proficiently for production, publication, and collaboration
- ☐ Demonstrate keyboarding skills (three page/single sitting minimum- 6th grade)
- ☐ Link and cite sources
- ☐ Create shared writing products
- ☐ Display information flexibly and dynamically
- ☐ Respond to ongoing feedback and new information
- ☐ Access and use the Internet

Question Stems and Prompts:
- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What Internet links will you provide in your document?
- ✓ How do you correctly cite Internet links?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ How will you use technology to collaborate and interact with others about your writing?
- ✓ What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- ✓ How will you collect and respond to feedback and new information?
- ✓ Have you efficiently presented the relationships between information and ideas?

Academic Vocabulary Spanish Cognates

• software	
• credible	creíble
• multimedia	multimedia
• format	formato
• chart	
• graph	gráfico
• table	

http://commoncore.tcoe.org/licensing

11-12th Grade –Writing Standards

Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6
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.

Essential Skills and Concepts:
- ☐ Use technology proficiently for production, publication, and collaboration
- ☐ Demonstrate keyboarding skills (three page/single sitting minimum- 6th grade)
- ☐ Link and cite sources
- ☐ Create shared writing products
- ☐ Display information flexibly and dynamically
- ☐ Respond to ongoing feedback and new information
- ☐ Access and use the Internet

Question Stems and Prompts:
- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What Internet links will you provide in your document?
- ✓ How do you correctly cite Internet links?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ How will you use technology to collaborate and interact with others about your writing?
- ✓ What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- ✓ How will you collect and respond to feedback and new information?
- ✓ Have you efficiently presented the relationships between information and ideas?

Academic Vocabulary Spanish Cognates

• software	
• credible	creíble
• multimedia	multimedia
• format	formato
• chart	
• graph	gráfico
• table	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

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

W.11-12.7
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.

Essential Skills and Concepts:
- ☐ Understand steps of an investigation
- ☐ Develop an inquiry question
- ☐ Conduct research drawing on several sources
- ☐ Refocus inquiry/generate additional questions when appropriate
- ☐ Synthesize and summarize information
- ☐ Cite a variety of sources

Question Stems and Prompts:
- ✓ What subject are you investigating?
- ✓ What is your inquiry question?
- ✓ How will you locate reliable and valid sources?
- ✓ What is the origin of the sources you are using?
- ✓ How do you correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ Is the information from the various sources consistent /complimentary?
- ✓ Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry?

Academic Vocabulary	Spanish Cognates
• inquiry	
• narrow	
• broaden	
• synthesize	sintetizar
• source	
• organization	organización
• format	formato
• bibliography	bibliografia
• citation page	
• paraphrase	parafrasear

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

W.11-12.7
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.

Essential Skills and Concepts:
- ☐ Understand steps of an investigation
- ☐ Develop an inquiry question
- ☐ Conduct research drawing on several sources
- ☐ Refocus inquiry/generate additional questions when appropriate
- ☐ Synthesize and summarize information
- ☐ Cite a variety of sources

Question Stems and Prompts:
- ✓ What subject are you investigating?
- ✓ What is your inquiry question?
- ✓ How will you locate reliable and valid sources?
- ✓ What is the origin of the sources you are using?
- ✓ How do you correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ Is the information from the various sources consistent /complimentary?
- ✓ Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry?

Academic Vocabulary	Spanish Cognates
• inquiry	
• narrow	
• broaden	
• synthesize	sintetizar
• source	
• organization	organización
• format	formato
• bibliography	bibliografia
• citation page	
• paraphrase	parafrasear

http://commoncore.tcoe.org/licensing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8
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 **including footnotes and endnotes. CA**

Essential Skills and Concepts:
- ☐ Gather print and digital information (research)
- ☐ Assess relevance and usefulness of information
- ☐ Assess credibility and accuracy of sources
- ☐ Utilize quotes
- ☐ Paraphrase correctly
- ☐ Cite sources/bibliography
- ☐ Provide footnotes and endnotes

Question Stems and Prompts:
- ✓ How will you locate information from both print and digital sources?
- ✓ Which search engines and terms will you use?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible and accurate?
- ✓ What conclusive information do you plan to include?
- ✓ Are your sources equally utilized (avoiding overreliance on any single source)?
- ✓ How will you accurately paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?

Academic Vocabulary	Spanish Cognates
• relevant/pertinent	pertinente
• authoritative	autorizado
• digital sources	
• effective	
• assess	
• limitations	limitaciones
• purpose	propósito
• audience	audiencia
• integrate	integrar
• selective	selectivo
• plagiarism	plagio
• overreliance	
• citation	
• footnotes	

http://commoncore.tcoe.org/licensing

11-12th Grade –Writing Standards

Anchor Standard
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8
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 **including footnotes and endnotes. CA**

Essential Skills and Concepts:
- ☐ Gather print and digital information (research)
- ☐ Assess relevance and usefulness of information
- ☐ Assess credibility and accuracy of sources
- ☐ Utilize quotes
- ☐ Paraphrase correctly
- ☐ Cite sources/bibliography
- ☐ Provide footnotes and endnotes

Question Stems and Prompts:
- ✓ How will you locate information from both print and digital sources?
- ✓ Which search engines and terms will you use?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible and accurate?
- ✓ What conclusive information do you plan to include?
- ✓ Are your sources equally utilized (avoiding overreliance on any single source)?
- ✓ How will you accurately paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?

Academic Vocabulary	Spanish Cognates
• relevant/pertinent	pertinente
• authoritative	autorizado
• digital sources	
• effective	
• assess	
• limitations	limitaciones
• purpose	propósito
• audience	audiencia
• integrate	integrar
• selective	selectivo
• plagiarism	plagio
• overreliance	
• citation	
• footnotes	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9
Draw evidence from literary or informational text to support analysis, reflection, and research.

- **a.** Apply *grades 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]").

Essential Skills and Concepts:

- ☐ Analyze literary or informational texts
- ☐ Assess soundness of reasoning and relevance of evidence
- ☐ Utilize evidence to support analysis/research
- ☐ Recognize and understand organizational structures

Question Stems and Prompts:

- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ How does the author present the information?
- ✓ What similarities in the various texts do you notice?
- ✓ What conclusions can you make based on the text(s)?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• evidence	
• delineate	delinear
• synthesize	sintetizar
• documents	documentos
• historical	histórico
• seminal	seminal
• primary sources	
• secondary sources	
• summarize	resumir
• paraphrase	parafrasear
• quote	
• fallacious	

Anchor Standard
Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9
Draw evidence from literary or informational text to support analysis, reflection, and research.

- **a.** Apply *grades 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]").

Essential Skills and Concepts:

- ☐ Analyze literary or informational texts
- ☐ Assess soundness of reasoning and relevance of evidence
- ☐ Utilize evidence to support analysis/research
- ☐ Recognize and understand organizational structures

Question Stems and Prompts:

- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ How does the author present the information?
- ✓ What similarities in the various texts do you notice?
- ✓ What conclusions can you make based on the text(s)?

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• evidence	
• delineate	delinear
• synthesize	sintetizar
• documents	documentos
• historical	histórico
• seminal	seminal
• primary sources	
• secondary sources	
• summarize	resumir
• paraphrase	parafrasear
• quote	
• fallacious	

http://commoncore.tcoe.org/licensing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
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.

W.11-12.10
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.

Essential Skills and Concepts:
- ☐ Identify and understand the task
- ☐ Identify and understand the purpose
- ☐ Identify and understand the audience
- ☐ Compose a variety of text types
- ☐ Communicate information effectively

Question Stems and Prompts:
- ✓ How can you create an outline (with time frames) to facilitate/organize your writing?
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?

Academic Vocabulary	Spanish Cognates
• purpose	propósito
• audience	audiencia
• evidence/proof	evidencia/prueba
• key points	
• counterarguments	argumentos en contra

http://commoncore.tcoe.org/licensing

11-12th Grade –Writing Standards

Anchor Standard
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.

W.11-12.10
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.

Essential Skills and Concepts:
- ☐ Identify and understand the task
- ☐ Identify and understand the purpose
- ☐ Identify and understand the audience
- ☐ Compose a variety of text types
- ☐ Communicate information effectively

Question Stems and Prompts:
- ✓ How can you create an outline (with time frames) to facilitate/organize your writing?
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?

Academic Vocabulary	Spanish Cognates
• purpose	propósito
• audience	audiencia
• evidence/proof	evidencia/prueba
• key points	
• counterarguments	argumentos en contra

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

11-12th Grade –Writing Standards

http://commoncore.tcoe.org/licensing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1
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 simulate 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.

Essential Skills and Concepts:

- ☐ Know how to initiate a discussion
- ☐ Use appropriate structures to build on the ideas of others.
- ☐ Prepare for discussions by reading and referring to the researched material
- ☐ Use civil, democratic discussions when working with peers
- ☐ Set goals, deadlines and roles for the group
- ☐ Pose and respond to questions in a manner that is open-ended and will propel conversations forward
- ☐ Create a system for presenting multiple positions on a topic or issue
- ☐ Create an environment where creative and divergent thinking are promoted/encouraged
- ☐ Understand organizational patterns that will help speech be coherent and logical
- ☐ Respond to diverse perspectives

http://commoncore.tcoe.org/licensing

11-12th Grade –Speaking & Listening Standards

Anchor Standard
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1
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 simulate 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.

Essential Skills and Concepts:

- ☐ Know how to initiate a discussion
- ☐ Use appropriate structures to build on the ideas of others.
- ☐ Prepare for discussions by reading and referring to the researched material
- ☐ Use civil, democratic discussions when working with peers
- ☐ Set goals, deadlines and roles for the group
- ☐ Pose and respond to questions in a manner that is open-ended and will propel conversations forward
- ☐ Create a system for presenting multiple positions on a topic or issue
- ☐ Create an environment where creative and divergent thinking are promoted/encouraged
- ☐ Understand organizational patterns that will help speech be coherent and logical
- ☐ Respond to diverse perspectives

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

SL 11-12.1 – (Continued)

- ☐ Evaluate the responses, and determine if additional information or research is required

Question Stems and Prompts:

- ✓ What reading or research will you do in order to prepare for the discussion?
- ✓ What evidence from your research does your group need to hear?
- ✓ What are your group norms for discussion?
- ✓ How will you make sure that everyone contributes to the conversation?
- ✓ How will your group come to consensus, take key votes, set goals and deadlines, and divide up roles for group members?
- ✓ What questions did your group create to help stimulate the discussion about the ideas to be discussed?
- ✓ Are you asking for clarification when there are details or evidence presented that you don't understand?
- ✓ How will you make sure that everyone's viewpoint is expressed during the discussion?
- ✓ When there are differences in opinion, how will you respond and justify your own viewpoint or reasoning?
- ✓ What appropriate kinds of responses might you make that let the speaker know that you respect his/her opinion, but that you don't agree with it?

Academic Vocabulary	Spanish Cognates
• collaborative discussion	
• preparation	preparación
• stimulate	estimular
• civil	civil
• democratic	democrático/a (adj.)
• peers	
• propel	
• pose and respond	
• clarify	clarificar
• verify	verificar
• thoughtful	
• synthesize	sintetizar
• deepen	
• investigation	investigación

http://commoncore.tcoe.org/licensing

SL 11-12.1 – (Continued)

- ☐ Evaluate the responses, and determine if additional information or research is required

Question Stems and Prompts:

- ✓ What reading or research will you do in order to prepare for the discussion?
- ✓ What evidence from your research does your group need to hear?
- ✓ What are your group norms for discussion?
- ✓ How will you make sure that everyone contributes to the conversation?
- ✓ How will your group come to consensus, take key votes, set goals and deadlines, and divide up roles for group members?
- ✓ What questions did your group create to help stimulate the discussion about the ideas to be discussed?
- ✓ Are you asking for clarification when there are details or evidence presented that you don't understand?
- ✓ How will you make sure that everyone's viewpoint is expressed during the discussion?
- ✓ When there are differences in opinion, how will you respond and justify your own viewpoint or reasoning?
- ✓ What appropriate kinds of responses might you make that let the speaker know that you respect his/her opinion, but that you don't agree with it?

Academic Vocabulary	Spanish Cognates
• collaborative discussion	
• preparation	preparación
• stimulate	estimular
• civil	civil
• democratic	democrático/a (adj.)
• peers	
• propel	
• pose and respond	
• clarify	clarificar
• verify	verificar
• thoughtful	
• synthesize	sintetizar
• deepen	
• investigation	investigación

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2
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.

Essential Skills and Concepts:
- ☐ Gather information from multiple sources
- ☐ Integrate information from print and digital sources
- ☐ Evaluate the accuracy and credibility of sources
- ☐ Based on the accuracy/credibility of sources, make decisions and solve problems
- ☐ Understand diverse media formats (e.g., visually, quantitatively, and oral)

Question Stems and Prompts:
- ✓ What will be the topic of your presentation?
- ✓ How many sources will form the basis of the information you present?
- ✓ How will you integrate different forms of media: audio, text, animation, video, print?
- ✓ How will you evaluate the accuracy/credibility of your sources?
- ✓ How will the information presented be used find a solution to a problem?
- ✓ What decisions were made as a result of the information presented? Was there a change in thinking?
- ✓ Did you note any discrepancies in your data? Did you look for additional source to resolve the discrepancy?

Academic Vocabulary	Spanish Cognates
• print	
• digital	digital
• credible	creíble
• valid	válido
• integrate	integrar
• visually	visualmente
• quantitatively	cuantitativamente
• orally	oralmente
• discrepencies	
• data	datos
• source	

http://commoncore.tcoe.org/licensing

11-12th Grade –Speaking & Listening Standards

Anchor Standard
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2
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.

Essential Skills and Concepts:
- ☐ Gather information from multiple sources
- ☐ Integrate information from print and digital sources
- ☐ Evaluate the accuracy and credibility of sources
- ☐ Based on the accuracy/credibility of sources, make decisions and solve problems
- ☐ Understand diverse media formats (e.g., visually, quantitatively, and oral)

Question Stems and Prompts:
- ✓ What will be the topic of your presentation?
- ✓ How many sources will form the basis of the information you present?
- ✓ How will you integrate different forms of media: audio, text, animation, video, print?
- ✓ How will you evaluate the accuracy/credibility of your sources?
- ✓ How will the information presented be used find a solution to a problem?
- ✓ What decisions were made as a result of the information presented? Was there a change in thinking?
- ✓ Did you note any discrepancies in your data? Did you look for additional source to resolve the discrepancy?

Academic Vocabulary	Spanish Cognates
• print	
• digital	digital
• credible	creíble
• valid	válido
• integrate	integrar
• visually	visualmente
• quantitatively	cuantitativamente
• orally	oralmente
• discrepencies	
• data	datos
• source	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3
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.

Essential Skills and Concepts:
- ☐ Identify the speaker's point of view
- ☐ Evaluate the reasoning and use of evidence
- ☐ Identify the speaker's stance (pro/con; support/oppose)
- ☐ Know what premises the speaker wants the listener to assume are true
- ☐ Understand the difference between evidence and rhetoric
- ☐ Evaluate how the speaker links ideas to support his point of view
- ☐ Analyze how word choice and tone influence the perception of point of view, reasoning and evidence

Question Stems and Prompts:
- ✓ Evaluate and explain the speaker's point of view.
- ✓ Identify the speaker's stance and analyze if the evidence supports the stance.
- ✓ Analyze the speaker's reasoning utilized in the presentation.
- ✓ Evaluate how the speaker's diction influenced the perception of the soundness his or her claims?
- ✓ Analyze the credibility of the speaker's evidence?
- ✓ Evaluate the effectiveness of the rhetorical devices speaker used?
- ✓ Identify the speaker's use of logos, pathos and/or ethos.

Academic Vocabulary	Spanish Cognates
• point of view	punto de vista
• reasoning	razonamiento
• evidence/proof	evidencia/puebas
• rhetoric	retórica
• stance	
• premises	
• links among ideas	
• word choice	
• points of emphasis	puntos de énfasis
• tone	tono
• appeal to authority	
• elements of speech	

http://commoncore.tcoe.org/licensing

11-12th Grade –Speaking & Listening Standards

Anchor Standard
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3
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.

Essential Skills and Concepts:
- ☐ Identify the speaker's point of view
- ☐ Evaluate the reasoning and use of evidence
- ☐ Identify the speaker's stance (pro/con; support/oppose)
- ☐ Know what premises the speaker wants the listener to assume are true
- ☐ Understand the difference between evidence and rhetoric
- ☐ Evaluate how the speaker links ideas to support his point of view
- ☐ Analyze how word choice and tone influence the perception of point of view, reasoning and evidence

Question Stems and Prompts:
- ✓ Evaluate and explain the speaker's point of view.
- ✓ Identify the speaker's stance and analyze if the evidence supports the stance.
- ✓ Analyze the speaker's reasoning utilized in the presentation.
- ✓ Evaluate how the speaker's diction influenced the perception of the soundness his or her claims?
- ✓ Analyze the credibility of the speaker's evidence?
- ✓ Evaluate the effectiveness of the rhetorical devices speaker used?
- ✓ Identify the speaker's use of logos, pathos and/or ethos.

Academic Vocabulary	Spanish Cognates
• point of view	punto de vista
• reasoning	razonamiento
• evidence/proof	evidencia/puebas
• rhetoric	retórica
• stance	
• premises	
• links among ideas	
• word choice	
• points of emphasis	puntos de énfasis
• tone	tono
• appeal to authority	
• elements of speech	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4
Present information, findings, and supporting evidence **(e.g., reflective, historical investigation, response to literature presentations),** conveying a clear and distinct perspective, **an a logical agreement** 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 or formal and informal tasks. **Uses appropriate eye contact, adequate volume, and clear pronunciation. CA**

a. **Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA**
b. **Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotions or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA**

Essential Skills and Concepts:
- Present information, findings, and evidence clearly using:
  - appropriate eye contact
  - adequate volume
  - clear pronunciation
- Plan and deliver a reflective presentation that:
  - explores a personal experience
  - uses sensory language
  - conveys a distinct perspective and line of reasoning
  - use appropriate narrative techniques
- Plan and present an argument that:
  - supports a claim with evidence
  - uses rhetorical devices
  - uses a variety of syntactical structures to link claims and evidence
  - is organized in a cohesive, logical manner

http://commoncore.tcoe.org/licensing

Anchor Standard
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4
Present information, findings, and supporting evidence **(e.g., reflective, historical investigation, response to literature presentations),** conveying a clear and distinct perspective, **an a logical agreement** 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 or formal and informal tasks. **Uses appropriate eye contact, adequate volume, and clear pronunciation. CA**

c. **Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA**
d. **Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotions or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA**

Essential Skills and Concepts:
- Present information, findings, and evidence clearly using:
  - appropriate eye contact
  - adequate volume
  - clear pronunciation
- Plan and deliver a reflective presentation that:
  - explores a personal experience
  - uses sensory language
  - conveys a distinct perspective and line of reasoning
  - use appropriate narrative techniques
- Plan and present an argument that:
  - supports a claim with evidence
  - uses rhetorical devices
  - uses a variety of syntactical structures to link claims and evidence
  - is organized in a cohesive, logical manner

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

SL.11-12.4 – (Continued)

Question Stems and Prompts:

- ✓ What is your presentations topic?
- ✓ In presenting your personal experience, how will you convey the impact of your experience?
- ✓ What evidence or events will you use in your presentation?
- ✓ Did you seek out feedback from a partner to determine if your style is appropriate for the message you are trying to convey?
- ✓ Did you make any logic leaps that listeners won't be able to follow?
- ✓ Have you considered the use of dialogue, pacing, and rhetorical devices to impact your audience?
- ✓ Does your conclusion support the arguments you made and help provide cohesion to your presentation?
- ✓ Did you present your major findings and supporting evidence?
- ✓ Did you consider alternative or opposing perspectives?

Academic Vocabulary	Spanish Cognates
• reflection	reflexionar
• findings	
• evidence	
• refute	refutar
• convey	
• distinct	distinto
• perspective	perspectiva(n)
• reasoning	razonamiento
• alternative	alternativo
• opposing perspective	
• organization	organización
• development	
• substance	
• style	estilo
• purpose	propósito
• audience	audiencia
• formal and informal tasks	
• order of importance	orden de importancia
• cause-and-effect	causa/efecto
• problem-and-solution	problema y solución

http://commoncore.tcoe.org/licensing

SL.11-12.4 – (Continued)

Question Stems and Prompts:

- ✓ What is your presentations topic?
- ✓ In presenting your personal experience, how will you convey the impact of your experience?
- ✓ What evidence or events will you use in your presentation?
- ✓ Did you seek out feedback from a partner to determine if your style is appropriate for the message you are trying to convey?
- ✓ Did you make any logic leaps that listeners won't be able to follow?
- ✓ Have you considered the use of dialogue, pacing, and rhetorical devices to impact your audience?
- ✓ Does your conclusion support the arguments you made and help provide cohesion to your presentation?
- ✓ Did you present your major findings and supporting evidence?
- ✓ Did you consider alternative or opposing perspectives?

Academic Vocabulary	Spanish Cognates
• reflection	reflexionar
• findings	
• evidence	
• refute	refutar
• convey	
• distinct	distinto
• perspective	perspectiva(n)
• reasoning	razonamiento
• alternative	alternativo
• opposing perspective	
• organization	organización
• development	
• substance	
• style	estilo
• purpose	propósito
• audience	audiencia
• formal and informal tasks	
• order of importance	orden de importancia
• cause-and-effect	causa/efecto
• problem-and-solution	problema y solución

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.11-12.5
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.

Essential Skills and Concepts:
- ☐ Know and use a variety of digital media formats (i.e., textual, graphical, audio, visual, and interactive)
- ☐ Strategically use digital media to emphasize key points or findings
- ☐ Understand the effect of each element on your audience
- ☐ Use media to convey your reasoning and evidence used to support your point of view

Question Stems and Prompts:
- ✓ What digital media elements will you use in your presentation?
- ✓ Does the digital media element enhance or subtract from the effectiveness of your key points?
- ✓ Would a different visual element be more effective?
- ✓ How does the use of media impact the audience and their view of your reasoning and evidence?
- ✓ What advantage does the use of digital media have over the use of print media in your presentation?

Academic Vocabulary	Spanish Cognates
• textual elements	elementos textuales
• graphical elements	elementos gráficos
• audio elements	elementos de audio
• visual elements	elementos visuales
• interactive elements	elementos interactivos
• strategic	estratégico/a (adj.)
• formats	formatos
• digital	digital
• reasoning	razonamiento
• evidence/proof	evidencia/pruebas
• integral	integral
• essential	esencial

http://commoncore.tcoe.org/licensing

11-12th Grade –Speaking & Listening Standards

Anchor Standard
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.11-12.5
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.

Essential Skills and Concepts:
- ☐ Know and use a variety of digital media formats (i.e., textual, graphical, audio, visual, and interactive)
- ☐ Strategically use digital media to emphasize key points or findings
- ☐ Understand the effect of each element on your audience
- ☐ Use media to convey your reasoning and evidence used to support your point of view

Question Stems and Prompts:
- ✓ What digital media elements will you use in your presentation?
- ✓ Does the digital media element enhance or subtract from the effectiveness of your key points?
- ✓ Would a different visual element be more effective?
- ✓ How does the use of media impact the audience and their view of your reasoning and evidence?
- ✓ What advantage does the use of digital media have over the use of print media in your presentation?

Academic Vocabulary	Spanish Cognates
• textual elements	elementos textuales
• graphical elements	elementos gráficos
• audio elements	elementos de audio
• visual elements	elementos visuales
• interactive elements	elementos interactivos
• strategic	estratégico/a (adj.)
• formats	formatos
• digital	digital
• reasoning	razonamiento
• evidence/proof	evidencia/pruebas
• integral	integral
• essential	esencial

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

Essential Skills and Concepts:
- ☐ Identify the audience
- ☐ Identify context or situation
- ☐ Adapt speech delivery to audience and purpose
- ☐ Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)
- ☐ Understand the difference between formal and informal presentations
- ☐ Understand task (i.e.; persuade, to explain, to describe, or to entertain)

Question Stems and Prompts:
- ✓ What is the context or purpose for you presentation?
- ✓ Who is your intended audience?
- ✓ What adaptations will you make, since you are presenting to _____?
- ✓ Is your diction appropriate for the context and speaking task?
- ✓ Have you avoided slang or filler words?
- ✓ Is your language and word choice precise and engaging enough to keep the listeners interested?
- ✓ Are your sentences varied?
- ✓ Can you substitute proper names and specific nouns to avoid confusion?
- ✓ Can you vary the lengths of your sentences to vary pace and tempo?

Academic Vocabulary	Spanish Cognates
adapt	adaptar
• context	contexto
• situation	situación
• audience	audiencia
• task	
• purpose	propósito
• presenting	
• formal English	inglés formal

http://commoncore.tcoe.org/licensing

11-12th Grade –Speaking & Listening Standards

Anchor Standard
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

Essential Skills and Concepts:
- ☐ Identify the audience
- ☐ Identify context or situation
- ☐ Adapt speech delivery to audience and purpose
- ☐ Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)
- ☐ Understand the difference between formal and informal presentations
- ☐ Understand task (i.e.; persuade, to explain, to describe, or to entertain)

Question Stems and Prompts:
- ✓ What is the context or purpose for you presentation?
- ✓ Who is your intended audience?
- ✓ What adaptations will you make, since you are presenting to _____?
- ✓ Is your diction appropriate for the context and speaking task?
- ✓ Have you avoided slang or filler words?
- ✓ Is your language and word choice precise and engaging enough to keep the listeners interested?
- ✓ Are your sentences varied?
- ✓ Can you substitute proper names and specific nouns to avoid confusion?
- ✓ Can you vary the lengths of your sentences to vary pace and tempo?

Academic Vocabulary	Spanish Cognates
adapt	adaptar
• context	contexto
• situation	situación
• audience	audiencia
• task	
• purpose	propósito
• presenting	
• formal English	inglés formal

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1
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.*

Essential Skills and Concepts:

- ☐ Demonstrate a command of English grammar and diction
- ☐ Understand the difference between formal and informal register
- ☐ Use reference materials to resolve usage questions

Question Stems and Prompts:

- ✓ Identify if this sentence grammatically correct.
- ✓ Identify and analyze how this convention changed over time?
- ✓ What reference material might you consult when unsure of a complex usage issue?

Academic Vocabulary	Spanish Cognates
• conventions	convenciones
• standard English	estándar de inglés
• grammar	gramática
• usage	uso
• contest	
• reference materials	materiales de referencia
• usage handbook	

Anchor Standard
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1
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.*

Essential Skills and Concepts:

- ☐ Demonstrate a command of English grammar and diction
- ☐ Understand the difference between formal and informal register
- ☐ Use reference materials to resolve usage questions

Question Stems and Prompts:

- ✓ Identify if this sentence grammatically correct.
- ✓ Identify and analyze how this convention changed over time?
- ✓ What reference material might you consult when unsure of a complex usage issue?

Academic Vocabulary	Spanish Cognates
• conventions	convenciones
• standard English	estándar de inglés
• grammar	gramática
• usage	uso
• contest	
• reference materials	materiales de referencia
• usage handbook	

http://commoncore.tcoe.org/licensing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **a.** Observe hyphenation conventions.
- **b.** Spell correctly.

Essential Skills and Concepts:

- ☐ Understand and correctly use English conventions
- ☐ Understand when to use hyphenation
- ☐ Know the resources available with information on when to use hyphenation
- ☐ Know spelling conventions of standard English

Question Stems and Prompts:

- ✓ When do you use a hyphen?
- ✓ Provide an example of the use of hyphenation after a prefix.
- ✓ Provide an example of the use of hyphenation in compound adjectives.
- ✓ Provide an example of the use of hyphenation in compound nouns.

Academic Vocabulary	Spanish Cognates
• prefix	prefijo
• compound adjectives	adjectivos compuestos
• compound nouns	nombres compuestos
• conventions	convenciones
• standard English	estándar de inglés
• hyphenation conventions	

Anchor Standard
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **a.** Observe hyphenation conventions.
- **b.** Spell correctly.

Essential Skills and Concepts:

- ☐ Understand and correctly use English conventions
- ☐ Understand when to use hyphenation
- ☐ Know the resources available with information on when to use hyphenation
- ☐ Know spelling conventions of standard English

Question Stems and Prompts:

- ✓ When do you use a hyphen?
- ✓ Provide an example of the use of hyphenation after a prefix.
- ✓ Provide an example of the use of hyphenation in compound adjectives.
- ✓ Provide an example of the use of hyphenation in compound nouns.

Academic Vocabulary	Spanish Cognates
• prefix	prefijo
• compound adjectives	adjectivos compuestos
• compound nouns	nombres compuestos
• conventions	convenciones
• standard English	estándar de inglés
• hyphenation conventions	

http://commoncore.tcoe.org/licensing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3
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.

Essential Skills and Concepts:
- ☐ Identify the context and the appropriate language choice
- ☐ Understand how syntax creates and conveys meaning
- ☐ Apply knowledge of syntax to study of complex texts
- ☐ Consult reference materials for syntax guidance

Question Stems and Prompts:
- ✓ Identify the context and appropriate style of this piece?
- ✓ Does the word choice clearly convey meaning?
- ✓ How does the syntax assist in conveying meaning?
- ✓ How might you vary the syntax if writing in a different style?
- ✓ Identify appropriate reference materials you would consult for syntax guidance?

Academic Vocabulary	Spanish Cognates
• context	contexto
• style	estilo
• syntax	sintaxis
• references	referencias
• complex texts	textos complejos
• parts of speech	
• syntactical complexity	complejidad sintáctica

http://commoncore.tcoe.org/licensing

Anchor Standard
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3
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.

b. 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.

Essential Skills and Concepts:
- ☐ Identify the context and the appropriate language choice
- ☐ Understand how syntax creates and conveys meaning
- ☐ Apply knowledge of syntax to study of complex texts
- ☐ Consult reference materials for syntax guidance

Question Stems and Prompts:
- ✓ Identify the context and appropriate style of this piece?
- ✓ Does the word choice clearly convey meaning?
- ✓ How does the syntax assist in conveying meaning?
- ✓ How might you vary the syntax if writing in a different style?
- ✓ Identify appropriate reference materials you would consult for syntax guidance?

Academic Vocabulary	Spanish Cognates
• context	contexto
• style	estilo
• syntax	sintaxis
• references	referencias
• complex texts	textos complejos
• parts of speech	
• syntactical complexity	complejidad sintáctica

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

http://commoncore.tcoe.org/licensing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

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

L.11-12.4
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., 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).* **Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA**
- **c.** Consult general and specialized reference materials (e.g., **college-level** dictionaries, **rhyming dictionaries, bilingual dictionaries,** glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, it's part of speech, its etymology, or its standard usage. **CA**
- **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).

Essential Skills and Concepts:

- ☐ Use context clues to derive word meaning
- ☐ Use Greek and Latin affixes and roots to derive word meaning
- ☐ Identify word families and parts of speech
- ☐ Use reference materials to derive word meanings
- ☐ Use reference materials to determine correct pronunciation of words
- ☐ Trace the etymology of words
- ☐ Verify word meaning

Question Stems and Prompts:

- ✓ Based upon the use of the word in the sentence, what can you deduce the word _____ to mean?
- ✓ Does the positioning of the word _____ assist in determining meaning?
- ✓ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- ✓ What reference tool would best assist you in determining the pronunciation of a word, meaning, or part of speech?

http://commoncore.tcoe.org/licensing

11-12th Grade –Language Standards

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

L.11-12.4
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., 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).* **Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA**
- **c.** Consult general and specialized reference materials (e.g., **college-level** dictionaries, **rhyming dictionaries, bilingual dictionaries,** glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, it's part of speech, its etymology, or its standard usage. **CA**
- **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).

Essential Skills and Concepts:

- ☐ Use context clues to derive word meaning
- ☐ Use Greek and Latin affixes and roots to derive word meaning
- ☐ Identify word families and parts of speech
- ☐ Use reference materials to derive word meanings
- ☐ Use reference materials to determine correct pronunciation of words
- ☐ Trace the etymology of words
- ☐ Verify word meaning

Question Stems and Prompts:

- ✓ Based upon the use of the word in the sentence, what can you deduce the word _____ to mean?
- ✓ Does the positioning of the word _____ assist in determining meaning?
- ✓ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- ✓ What reference tool would best assist you in determining the pronunciation of a word, meaning, or part of speech?

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

L.11-12.4 – (Continued)

- ✓ Identify and analyze how the meaning/use of the word _____ has changed over time.
- ✓ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

Academic Vocabulary	Spanish Cognates
• overall meaning	
• inferred	inferido/a (adj.)
• literal	iteral
• root word	
• reference	referencia
• context	contexto
• phrase	frase
• clue	

http://commoncore.tcoe.org/licensing

11-12th Grade –Language Standards

L.11-12.4 – (Continued)

- ✓ Identify and analyze how the meaning/use of the word _____ has changed over time.
- ✓ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

Academic Vocabulary	Spanish Cognates
• overall meaning	
• inferred	inferido/a (adj.)
• literal	iteral
• root word	
• reference	referencia
• context	contexto
• phrase	frase
• clue	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12. 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.

Essential Skills and Concepts:

- ☐ Understand figurative language (simile, metaphor personification, hyperbole, paradox)
- ☐ Understand denotation and connotations

Question Stems and Prompts:

- ✓ Can you change this sentence and use a metaphor or a simile to help create image?
- ✓ This sentence is written literally; change it to an analogy to convey your idea.
- ✓ Write this sentence using denotation and then using a connotation. Which would be better than the current sentence? What mood are you trying to convey in your writing?
- ✓ Identify the hyperbole, personification, or paradox and analyze how it affects the intended meaning of the text.
- ✓ Can you provide a more positive connotation for the expression?
- ✓ Although very similar in meaning, how do the words slightly differ in meaning?
- ✓ What is the explicit/direct meaning of the word?
- ✓ Does the word hold a secondary meaning that differs from the dictionary definition?
- ✓ Write this sentence using denotation and then using a connotation; which would be better used than the current sentence?

Academic Vocabulary	Spanish Cognates
• figures of speech	
• denotations	denotación
• euphemism	eufemismo
• hyperbole	hiperbole
• word relationships	
• irony	ironía
• paradox	paradoja
• metaphors	metáfora
• alliteration	aliteración
• oxymoron	oxímoron

Anchor Standard
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12. 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.
- **a.** Analyze nuances in the meaning of words with similar denotations.

Essential Skills and Concepts:

- ☐ Understand figurative language (simile, metaphor personification, hyperbole, paradox)
- ☐ Understand denotation and connotations

Question Stems and Prompts:

- ✓ Can you change this sentence and use a metaphor or a simile to help create image?
- ✓ This sentence is written literally; change it to an analogy to convey your idea.
- ✓ Write this sentence using denotation and then using a connotation. Which would be better than the current sentence? What mood are you trying to convey in your writing?
- ✓ Identify the hyperbole, personification, or paradox and analyze how it affects the intended meaning of the text.
- ✓ Can you provide a more positive connotation for the expression?
- ✓ Although very similar in meaning, how do the words slightly differ in meaning?
- ✓ What is the explicit/direct meaning of the word?
- ✓ Does the word hold a secondary meaning that differs from the dictionary definition?
- ✓ Write this sentence using denotation and then using a connotation; which would be better used than the current sentence?

Academic Vocabulary	Spanish Cognates
• figures of speech	
• denotations	denotación
• euphemism	eufemismo
• hyperbole	hiperbole
• word relationships	
• irony	ironía
• paradox	paradoja
• metaphors	metáfora
• alliteration	aliteración
• oxymoron	oxímoron

http://commoncore.tcoe.org/licensing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

L.11-12.5 – (Continued)

Academic Vocabulary	Spanish Cognates
• analyze	analizár
• similes	símiles
• antithesis	antítesis
• nuances	
• understatement	

http://commoncore.tcoe.org/licensing

L.11-12.5 – (Continued)

Academic Vocabulary	Spanish Cognates
• analyze	analizár
• similes	símiles
• antithesis	antítesis
• nuances	
• understatement	

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6
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.

Essential Skills and Concepts:
- ☐ Identify, understand, and use general academic terms
- ☐ Identify, understand, and use domain-specific terms
- ☐ Independently build vocabulary

Question Stems and Prompts:
- ✓ What is the meaning for the term _____?
- ✓ Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word?
- ✓ What words should you replace in this text to show academic understanding of your topic? Why is this important?
- ✓ What will you look for if you want to improve your domain- specific vocabulary in science? Social Science? Math?
- ✓ The word _____ is specific to what subject/domain?
- ✓ What strategies do you use for identifying, understanding, and using high-utility academic words?

Academic Vocabulary	Spanish Cognates
• acquire	adquirir
• academic	académico
• domain-specific	dominio específico
• comprehension	comprensión
• expression	expression

Anchor Standard
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6
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.

Essential Skills and Concepts:
- ☐ Identify, understand, and use general academic terms
- ☐ Identify, understand, and use domain-specific terms
- ☐ Independently build vocabulary

Question Stems and Prompts:
- ✓ What is the meaning for the term _____?
- ✓ Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word?
- ✓ What words should you replace in this text to show academic understanding of your topic? Why is this important?
- ✓ What will you look for if you want to improve your domain- specific vocabulary in science? Social Science? Math?
- ✓ The word _____ is specific to what subject/domain?
- ✓ What strategies do you use for identifying, understanding, and using high-utility academic words?

Academic Vocabulary	Spanish Cognates
• acquire	adquirir
• academic	académico
• domain-specific	dominio específico
• comprehension	comprensión
• expression	expression

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

11-12th Grade –Language Standards

http://commoncore.tcoe.org/licensing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019