

Main Criteria: National Theatre for Children

Secondary Criteria: North Carolina Standard Course of Study, Common Core State Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

National Theatre for Children

What YOU can do to conserve energy

Common Core State Standards

Language Arts

Grade 9 - Adopted: 2010

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| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R I.9-10 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |

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| CLUSTER | | |
| STANDARD | CCSS.EL A- Literacy.R I.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| STANDARD | CCSS.EL A- Literacy.R I.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.R I.9-10 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A- Literacy.R I.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / DOMAIN | CCSS.EL A- Literacy.S L.9-10 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.EL A- Literacy.S L.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | CCSS.EL A- Literacy.S L.9-10.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | CCSS.EL A- Literacy.S L.9-10.1c | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | CCSS.EL A- Literacy.S L.9-10.1d | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .9-10 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A- Literacy.L .9-10.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | CCSS.EL A- Literacy.L .9-10.4a | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | CCSS.EL A- Literacy.L .9-10.4d | 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). |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .9-10 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A- Literacy.L .9-10.6 | 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.

Common Core State Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.10 | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R I.9-10 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A-Literacy.R I.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| STANDARD | CCSS.EL A-Literacy.R I.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

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| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.9-10 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A-Literacy.R L.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.S L.9-10 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.EL A-Literacy.S L.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | CCSS.EL A-Literacy.S L.9-10.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | CCSS.EL A-Literacy.S L.9-10.1c | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | CCSS.EL A-Literacy.S L.9-10.1d | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L .9-10 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A-Literacy.L .9-10.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | CCSS.EL A-Literacy.L .9-10.4a | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | CCSS.EL A-Literacy.L .9-10.4d | 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). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L .9-10 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A-Literacy.L .9-10.6 | 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. |

Common Core State Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / DOMAIN | CCSS.EL A-Literacy.R | Reading Standards for Literature |
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| | L.11-12 | |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A-Literacy.R L.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. |
| STANDARD | CCSS.EL A-Literacy.R L.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. |
| STANDARD | CCSS.EL A-Literacy.R L.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 are introduced and developed). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R L.11-12 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.EL A-Literacy.R L.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. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R I.11-12 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A-Literacy.R I.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. |
| STANDARD | CCSS.EL A-Literacy.R I.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. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R I.11-12 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A-Literacy.R I.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). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.S L.11-12 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.EL A-Literacy.S L.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. |
| EXPECTATION | CCSS.EL A-Literacy.S L.11-12.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | CCSS.EL A-Literacy.S L.11- | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

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| EXPECTATION | CCSS.EL A- Literacy.S L.11- 12.1c | 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. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .11-12 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A- Literacy.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. |
| EXPECTATION | CCSS.EL A- Literacy.L .11-12.4a | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | CCSS.EL A- Literacy.L .11-12.4d | 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). |
| STRAND / DOMAIN | CCSS.EL A- Literacy.L .11-12 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A- Literacy.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. |

Common Core State Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / DOMAIN | CCSS.EL A- Literacy.R L.11-12 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A- Literacy.R L.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. |
| STANDARD | CCSS.EL A- Literacy.R L.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. |
| STANDARD | CCSS.EL A- Literacy.R L.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 are introduced and developed). |
| STRAND / DOMAIN | CCSS.EL A- Literacy.R L.11-12 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.EL A- Literacy.R L.11- 12.10 | 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. |

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| STRAND / DOMAIN | CCSS.EL A-Literacy.R I.11-12 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.EL A-Literacy.R I.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. |
| STANDARD | CCSS.EL A-Literacy.R I.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. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R I.11-12 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A-Literacy.R I.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). |
| STRAND / DOMAIN | CCSS.EL A-Literacy.S L.11-12 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.EL A-Literacy.S L.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. |
| EXPECTATION | CCSS.EL A-Literacy.S L.11-12.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | CCSS.EL A-Literacy.S L.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | CCSS.EL A-Literacy.S L.11-12.1c | 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. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L .11-12 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A-Literacy.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. |
| EXPECTATION | CCSS.EL A-Literacy.L .11-12.4a | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | CCSS.EL A-Literacy.L .11-12.4d | 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). |
| STRAND / DOMAIN | CCSS.EL A- | Language Standards |

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| | Literacy.L .11-12 | |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.EL A- Literacy.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. |

North Carolina Standard Course of Study

Language Arts

Grade 9 - Adopted: 2010

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| CONTENT AREA / STRAND | NC.CC.9- 10.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Key Ideas and Details |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9- 10.RL.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9- 10.RL.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9- 10.RL.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |

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| CONTENT AREA / STRAND | NC.CC.9- 10.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Craft and Structure |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9- 10.RL.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

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| CONTENT AREA / STRAND | NC.CC.9- 10.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Integration of Knowledge and Ideas |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9- 10.RL.7. | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). |

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| CONTENT AREA / STRAND | NC.CC.9- 10.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Range of Reading and Level of Text Complexity |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9- 10.RL.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| CONTENT AREA / STRAND | NC.CC.9- 10.RI. | Reading Standards for Informational Text |
| STRAND / ESSENTIAL STANDARD | | Key Ideas and Details |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9- 10.RI.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| ESSENTIAL | 9- | Determine a central idea of a text and analyze its development over the course of the |

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| STANDARD / CLARIFYING OBJECTIVE | 10.RI.2. | text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| CONTENT AREA / STRAND | NC.CC.9-10.RI. | Reading Standards for Informational Text |
| STRAND / ESSENTIAL STANDARD | | Craft and Structure |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RI.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| CONTENT AREA / STRAND | NC.CC.9-10.SL. | Speaking and Listening Standards |
| STRAND / ESSENTIAL STANDARD | | Comprehension and Collaboration |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.SL.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| CLARIFYING OBJECTIVE | 9-10.SL.1.a. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| CLARIFYING OBJECTIVE | 9-10.SL.1.c. | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| CLARIFYING OBJECTIVE | 9-10.SL.1.d. | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| CONTENT AREA / STRAND | NC.CC.9-10.L. | Language Standards |
| STRAND / ESSENTIAL STANDARD | | Vocabulary Acquisition and Use |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| CLARIFYING OBJECTIVE | 9-10.L.4.a. | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| CLARIFYING OBJECTIVE | 9-10.L.4.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). |
| CONTENT AREA / STRAND | NC.CC.9-10.L. | Language Standards |
| STRAND / ESSENTIAL STANDARD | | Vocabulary Acquisition and Use |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.L.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. |

North Carolina Standard Course of Study
Language Arts

Grade 10 - Adopted: 2010

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| CONTENT AREA / STRAND | NC.CC.9-10.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Key Ideas and Details |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RL.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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| OBJECTIVE | | |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RL.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RL.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| CONTENT AREA / STRAND | NC.CC.9-10.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Craft and Structure |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RL.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| CONTENT AREA / STRAND | NC.CC.9-10.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Integration of Knowledge and Ideas |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RL.7. | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). |
| CONTENT AREA / STRAND | NC.CC.9-10.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Range of Reading and Level of Text Complexity |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RL.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| CONTENT AREA / STRAND | NC.CC.9-10.RI. | Reading Standards for Informational Text |
| STRAND / ESSENTIAL STANDARD | | Key Ideas and Details |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RI.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RI.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| CONTENT AREA / STRAND | NC.CC.9-10.RI. | Reading Standards for Informational Text |
| STRAND / ESSENTIAL STANDARD | | Craft and Structure |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.RI.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| CONTENT AREA / STRAND | NC.CC.9-10.SL. | Speaking and Listening Standards |
| STRAND / ESSENTIAL STANDARD | | Comprehension and Collaboration |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.SL.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| CLARIFYING OBJECTIVE | 9-10.SL.1.a. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| CLARIFYING OBJECTIVE | 9-10.SL.1.c. | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| CLARIFYING OBJECTIVE | 9-10.SL.1.d. | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| CONTENT AREA / STRAND | NC.CC.9-10.L. | Language Standards |
| STRAND / ESSENTIAL STANDARD | | Vocabulary Acquisition and Use |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| CLARIFYING OBJECTIVE | 9-10.L.4.a. | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| CLARIFYING OBJECTIVE | 9-10.L.4.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). |
| CONTENT AREA / STRAND | NC.CC.9-10.L. | Language Standards |
| STRAND / ESSENTIAL STANDARD | | Vocabulary Acquisition and Use |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 9-10.L.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. |

**North Carolina Standard Course of Study
Language Arts**

Grade 11 - Adopted: 2010

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| CONTENT AREA / STRAND | NC.CC.11-12.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Key Ideas and Details |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.RL.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 STANDARD / CLARIFYING OBJECTIVE | 11-12.RL.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 STANDARD / CLARIFYING OBJECTIVE | 11-12.RL.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| CONTENT AREA / STRAND | NC.CC.11-12.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Range of Reading and Level of Text Complexity |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.RL.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. |
| CONTENT AREA / STRAND | NC.CC.11-12.RI. | Reading Standards for Informational Text |
| STRAND / | | Key Ideas and Details |

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| ESSENTIAL STANDARD | | |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.RI.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 STANDARD / CLARIFYING OBJECTIVE | 11-12.RI.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. |
| CONTENT AREA / STRAND | NC.CC.11-12.RI. | Reading Standards for Informational Text |
| STRAND / ESSENTIAL STANDARD | | Craft and Structure |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.RI.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). |
| CONTENT AREA / STRAND | NC.CC.11-12.SL. | Speaking and Listening Standards |
| STRAND / ESSENTIAL STANDARD | | Comprehension and Collaboration |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.SL.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. |
| CLARIFYING OBJECTIVE | 11-12.SL.1.a. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| CLARIFYING OBJECTIVE | 11-12.SL.1.b. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| CLARIFYING OBJECTIVE | 11-12.SL.1.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. |
| CONTENT AREA / STRAND | NC.CC.11-12.L. | Language Standards |
| STRAND / ESSENTIAL STANDARD | | Vocabulary Acquisition and Use |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.L.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. |
| CLARIFYING OBJECTIVE | 11-12.L.4.a. | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| CLARIFYING OBJECTIVE | 11-12.L.4.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). |
| CONTENT AREA / STRAND | NC.CC.11-12.L. | Language Standards |
| STRAND / ESSENTIAL STANDARD | | Vocabulary Acquisition and Use |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.L.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. |

**North Carolina Standard Course of Study
Language Arts**

Grade 12 - Adopted: 2010

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| CONTENT AREA / STRAND | NC.CC.11-12.RL. | Reading Standards for Literature |
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| STRAND / ESSENTIAL STANDARD | | Key Ideas and Details |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.RL.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 STANDARD / CLARIFYING OBJECTIVE | 11-12.RL.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 STANDARD / CLARIFYING OBJECTIVE | 11-12.RL.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| CONTENT AREA / STRAND | NC.CC.11-12.RL. | Reading Standards for Literature |
| STRAND / ESSENTIAL STANDARD | | Range of Reading and Level of Text Complexity |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.RL.10. | 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. |
| CONTENT AREA / STRAND | NC.CC.11-12.RI. | Reading Standards for Informational Text |
| STRAND / ESSENTIAL STANDARD | | Key Ideas and Details |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.RI.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 STANDARD / CLARIFYING OBJECTIVE | 11-12.RI.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. |
| CONTENT AREA / STRAND | NC.CC.11-12.RI. | Reading Standards for Informational Text |
| STRAND / ESSENTIAL STANDARD | | Craft and Structure |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.RI.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). |
| CONTENT AREA / STRAND | NC.CC.11-12.SL. | Speaking and Listening Standards |
| STRAND / ESSENTIAL STANDARD | | Comprehension and Collaboration |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.SL.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. |
| CLARIFYING OBJECTIVE | 11-12.SL.1.a. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| CLARIFYING OBJECTIVE | 11-12.SL.1.b. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| CLARIFYING OBJECTIVE | 11-12.SL.1.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. |
| CONTENT AREA / STRAND | NC.CC.11-12.L. | Language Standards |

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| STRAND / ESSENTIAL STANDARD | | Vocabulary Acquisition and Use |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.L.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. |
| CLARIFYING OBJECTIVE | 11-12.L.4.a. | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| CLARIFYING OBJECTIVE | 11-12.L.4.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). |
| CONTENT AREA / STRAND | NC.CC.11-12.L. | Language Standards |
| STRAND / ESSENTIAL STANDARD | | Vocabulary Acquisition and Use |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | 11-12.L.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. |