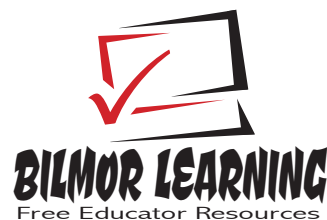


Disciplinary Literacy

Grades 11-12



*Successful implementation of disciplinary literacy means **all** core content teachers must apply specific sections of the ELA standards to their classes. This summary is designed to make that process easier.*

READING INFORMATIONAL TEXT

Key Ideas and Details:

- RI12.1 - Cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- RI12.2 - 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.
- RI12.3 - Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, or individuals interact and develop over the course of the text.

Craft and Structure:

- RI12.4 - 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).
- RI12.5 - 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.
- RI12.6 - 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.

Intergration of Knowledge and Ideas:

- RI12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (visually, quantitatively, etc.) as well as in words, in order to address a question or solve a problem.
- RI12.8 - Delineate and evaluate the reasoning in U.S. texts which influenced later events, including the application of constitutional principles and use of legal reasoning (e.g. - Supreme Court majority opinions and dissents). Analyze the premises, purposes, and arguments in works of public advocacy (*The Federalist*, presidential addresses, etc.).
- RI12.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century U.S. documents of historical and literary significance (The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address, etc.) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity:

- RI12.10 - By the end of grade 12, read and comprehend nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

WRITING (domain-specific)

Text Types and Purposes:

WHST12.1 - Write arguments focused on **discipline-specific** content.

- 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 the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

WHST12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and 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.
- 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.
- Use varied transitions and sentence structures to link the major sections of the text, cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing:

WHST12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST12.5 - 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.

WHST12.6 - 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.

Research to Build and Present Knowledge:

- WHST12.7 - 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.
- WHST12.8 - 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 specific 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.
- WHST12.9 - Draw evidence from informational texts to support analysis, reflection, and \ research.

Range of Writing:

- WHST12.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING/LISTENING**Comprehension and Collaboration:**

- SL12.1 - 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.
- 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 to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on an issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - 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.
- SL12.2 - 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.
- SL12.3 - 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.

Presentation of Knowledge and Ideas:

- SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL12.5 - 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.
- SL12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.