

Grade 12 Citywide Instructional Expectations CCS Unpacked

Literacy Focus: Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 & 10, Writing Standard 1)

Common Core Reading Informational Text Standards 1 and 10 Grade 12	Necessary Skills Covered by IFC
<p>Key Ideas and Details RI.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.</p> <p>a) Develop factual, interpretive and evaluative questions for further exploration of the topic(s).</p>	<p>Key Ideas and Details Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.</p> <ul style="list-style-type: none"> • Explores problems or questions for which there are multiple answers or no “best” answer [Assessment available 12.1] • Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]
<p>Range of Reading and Level of Text Complexity RI.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.</p>	<p>Range of Reading and Level of Text Complexity</p>
Common Core Writing Standard 1 Grade 12	Necessary Skills Covered by IFC
<p>Text Types and Purposes W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> • Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources. • Maintains an open attitude about new areas of the subject that were previously unknown or overlooked. • Explores problems or questions for which there are multiple answers or no “best” answer [Assessment available 12.1] • Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2] • Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics. • Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. • Extends search beyond readily available sources to ensure accuracy and comprehensiveness. • Independently recognizes gaps in information (based on the complexity of the problem or question). • Develops own point of view and supports with evidence [Assessment available 12.4]

