



# OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS

## Grades 11-12 Crosswalk

### How to read this document:

This page serves as a key for reading the Oregon English Language Arts and Literacy Standards.

The left column is the Instructional Focus. The second column is the Standard Code. The third column is the 2019 Oregon English Language Arts and Literacy Standard. The final column is the original Common Core State Standard.

If there is a proposed change, the CCSS Standard will be bolded. If there is a revision to delete particular language, it will be struck.

If there is no change to the 2019 Oregon English Language Arts and Literacy Standard, the CCSS standard was simply copied over to the 2019 Oregon English Language Arts and Literacy Standard column. If a revision was made, the text in the 2019 Oregon English Language Arts and Literacy Standard column is bolded and italicized. If there is new language proposed, it will be underlined in that column, as well.

In cases where there is a standard written in the 2019 Oregon English Language Arts and Literacy Standard column, but the Original CCSS column is blank, this indicates that a standard has been added that did not previously exist.

This document serves as a crosswalk document to easily identify what revisions have been made, and how that alters the original standard.

Examples have been removed from the original standard statement, and they will be collated into a hyperlinked supplemental support document.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard	Anchor Standard
<b>Reading Literature</b>				
Key Ideas and Details	11-12.RL.1	<i>Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</i>	<del>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.</del>	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.
Key Ideas and Details	11-12.RL.2	<i>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 evidence-based summary of the text that includes analysis.</i>	<i>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.</i>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<del>Key Ideas and Details</del>	<del>11-12.RL.2a</del>	<del>Provide an evidence-based summary of the text that includes analysis.</del>	-	-
Key Ideas and Details	11-12.RL.3	<i>Analyze the impact of the author's choices regarding how to develop and relate elements of a <u>literary</u> text.</i>	<i>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).</i>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	11-12.RL.4	<i>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and <u>technical</u> meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.</i>	<i>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,</i>	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.

			<del>or beautiful. (Include Shakespeare as well as other authors.)</del>	
Craft and Structure	11-12.RL.5	<i>Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</i>	Analyze how an author's choices concerning how to structure specific parts of a text ( <del>e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution</del> ) contribute to its overall structure and meaning as well as its aesthetic impact.	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.
Craft and Structure	11-12.RL.6	<i>Analyze a case in which grasping point of view, <u>or understanding a perspective or cultural experience</u> requires distinguishing what is directly stated in a text from what is really meant.</i>	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant ( <del>e.g., satire, sarcasm, irony, or understatement</del> ).	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	11-12.RL.7	<i>Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</i>	Analyze multiple interpretations of a story, drama, or poem ( <del>e.g., recorded or live production of a play or recorded novel or poetry</del> ), evaluating how each version interprets the source text. ( <del>Include at least one play by Shakespeare and one play by an American dramatist.</del> )	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Integration of Knowledge and Ideas	11-12.RL.8	(Not applicable to literature)	(Not applicable to literature)	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.
Integration of Knowledge and Ideas	11-12.RL.9	<i><u>Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.</u></i>	<del>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.</del>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity	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. 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.	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.	<b>Read and comprehend complex literary</b> and informational texts independently and proficiently.
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**Reading Informational Text**

Key Ideas and Details	11-12.RI.1	<b><u>Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</u></b>	<del><b>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.</b></del>	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.
Key Ideas and Details	11-12.RI.2	<b><u>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, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.</u></b>	<b>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; <del>provide an objective summary of the text.</del></b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Key Ideas and Details</b>	<del><b>11-12.RI.2</b></del>	<del><b>Provide an evidence-based summary of the text that includes analysis.</b></del>	-	-
Key Ideas and Details	11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.	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.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure	11-12.RI.4	<b><i>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.</i></b>	<b>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).</b>	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.
Craft and Structure	11-12.RI.5	<b><i>Analyze or evaluate the effectiveness of the structure an author uses in <u>their exposition or argument</u>, including the purpose of the <u>structure</u>.</i></b>	<b>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including <del>whether the structure makes points clear, convincing, and engaging.</del></b>	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.
Craft and Structure	11-12.RI.6	<b><i>Determine an author's <u>perspective or purpose</u> in a text in which the rhetoric is particularly effective, analyzing how <u>the rhetoric contributes of the text</u>.</i></b>	<b>Determine an author's <u>point of view</u> or purpose in a text in which the rhetoric is particularly effective, analyzing how <del>style and content contribute to the power, persuasiveness, or beauty of the text.</del></b>	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	11-12.RI.7	<b><i>Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.</i></b>	<b>Integrate and evaluate multiple sources of information presented in different media or formats (<del>e.g., visually, quantitatively</del>) as well as in words in order to address a question or solve a problem.</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Integration of Knowledge and Ideas	11-12.RI.8	<b><i><u>Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments.</u></i></b>	<b>Delineate and evaluate the reasoning <del>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).</del></b>	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.

Integration of Knowledge and Ideas	11-12.RI.9	<b>Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features.</b>	<del>Analyze seventeenth-, eighteenth-, and nineteenth-century</del> <b>foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	11-12.RI.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.	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.	<b>Read and comprehend complex</b> literary and informational texts independently and proficiently.
Text Types and Purposes	11-12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.W.1a	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.	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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Writing**

Text Types and Purposes	11-12.W.1b	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.	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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.W.1c	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.	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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.W.1d	<b><u>Establish a style and tone relevant to the discipline in which they are writing</u></b>	<b><del>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</del></b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.W.1e	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.W.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.	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.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.W.2a	<b><i>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting,</i></b>	<b>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

		<i>graphics, and multimedia when useful in aiding comprehension.</i>	<del>(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</del>	
Text Types and Purposes	11-12.W.2b	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.	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.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.W.2c	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.	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.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.W.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.W.2e	<b><i><u>Establish a style and tone relevant to the discipline in which they are writing.</u></i></b>	<del><b>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b></del>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.W.2f	<b><i>Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></b>	<del><b>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</b></del>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Text Types and Purposes	11-12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Text Types and Purposes	11-12.W.3a	<b><i>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</i></b>	<b>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 or events.</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Text Types and Purposes	11-12.W.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Text Types and Purposes	11-12.W.3c	<b><i>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.</i></b>	<b>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).</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Text Types and Purposes	11-12.W.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Text Types and Purposes	11-12.W.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing	11-12.W.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 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Production and Distribution of Writing	11-12.W.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.)	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.)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Production and Distribution of Writing	11-12.W.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.	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.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	11-12.W.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.	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.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Research to Build and Present Knowledge	11-12.W.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	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	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

		plagiarism and overreliance on any one source and following a standard format for citation.	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.	
Research to Build and Present Knowledge	11-12.W.9	<b><i>Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.</i></b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b><i>Research to Build and Present Knowledge</i></b>	<b><i>11-12.W.9a</i></b>	<b><i>Deleted standard (embedded in W.9 standard statement).</i></b>	<b><i>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”).</i></b>	<b><i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></b>
<b><i>Research to Build and Present Knowledge</i></b>	<b><i>11-12.W.9b</i></b>	<b><i>Deleted standard (embedded in W.9 standard statement).</i></b>	<b><i>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]”).</i></b>	<b><i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></b>
Range of Writing	11-12.W.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.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write 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.

Language

Conventions of Standard English	11-12.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	11-12.L.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	11-12.L.1b	<b><i>Resolve issues of complex or contested usage, consulting references as needed.</i></b>	<b>Resolve issues of complex or contested usage, consulting references (e.g., <del>Merriam-Webster's Dictionary of English Usage</del>, <del>Garner's Modern American Usage</del>) as needed.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	11-12.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	11-12.L.2a	Observe hyphenation conventions.	Observe hyphenation conventions.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	11-12.L.2b	Spell correctly.	Spell correctly.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	11-12.L.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.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to

			style, and to comprehend more fully when reading or listening.	comprehend more fully when reading or listening.
Knowledge of Language	11-12.L.3a	<b><i>Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</i></b>	<b>Vary syntax for effect, consulting references (<del>e.g., Tufte's Artful Sentences</del>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</b>	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.
Vocabulary Acquisition and Use	11-12.L.4	<b><i>Determine <u>and/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, including context clues, word parts, word relationships, and reference materials.</u></i></b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content, choosing flexibly from a range of strategies.</i></b>	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.
Vocabulary Acquisition and Use	11-12.L.4a	<b><i>Use context as a clue to the meaning of a word or phrase.</i></b>	<b>Use context (<del>e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence</del>) as a clue to the meaning of a word or phrase.</b>	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.
Vocabulary Acquisition and Use	11-12.L.4b	<b><i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</i></b>	<b>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (<del>e.g., conceive, conception, conceivable</del>).</b>	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.
Vocabulary Acquisition and Use	11-12.L.4c	<b><i>Consult <u>dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</u></i></b>	<b>Consult general and specialized reference materials (<del>e.g., dictionaries, glossaries, thesauruses</del>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</b>	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.

Vocabulary Acquisition and Use	11-12.L.4d	<b>Verify the preliminary determination of the meaning of a word or phrase.</b>	<b>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).</b>	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.
Vocabulary Acquisition and Use	11-12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Vocabulary Acquisition and Use	11-12.L.5a	<b>Interpret figures of speech in context and analyze their role in the text.</b>	<b>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</b>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Vocabulary Acquisition and Use	11-12.L.5b	Analyze nuances in the meaning of words with similar denotations.	Analyze nuances in the meaning of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Vocabulary Acquisition and Use	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.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use 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 encountering an unknown term important to comprehension or expression.
<b>Speaking and Listening</b>				
Comprehension and Collaboration	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 <i>grades 11–12 topics, texts, and</i>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues,</i>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and

		<i>issues</i> , building on others' ideas and expressing their own clearly and persuasively.	building on others' ideas and expressing their own clearly and persuasively.	expressing their own clearly and persuasively.
Comprehension and Collaboration	11-12.SL.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.	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.	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.
Comprehension and Collaboration	11-12.SL.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	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.
Comprehension and Collaboration	11-12.SL.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.	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.	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.
Comprehension and Collaboration	11-12.SL.1d	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.	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.	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.

Comprehension and Collaboration	11-12.SL.2	<b><i>Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</i></b>	<b>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.</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Comprehension and Collaboration	11-12.SL.3	<b><i>Evaluate a speaker's point of view, perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</i></b>	<b>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.</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	11-12.SL.4	<b><i>Present information, findings, and supporting evidence, conveying a clear and distinct perspective; ensure 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.</i></b>	<b>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.</b>	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.
Presentation of Knowledge and Ideas	11-12.SL.5	<b><i>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</i></b>	<b>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.</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Presentation of Knowledge and Ideas	11-12.SL.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.)	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.)	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Reading History / Social Studies

Key Ideas and Details	11-12.RH.1	<b><i>Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support primary and secondary source analysis, connecting insights gained from specific details to an understanding of the text as a whole.</i></b>	<del>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</del>	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.
Key Ideas and Details	11-12.RH.2	<b><i>Determine the central ideas or information of a primary or secondary source; provide an accurate and evidence-based summary that makes clear the relationships among the key details and ideas.</i></b>	<b>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Key Ideas and Details	11-12.RH.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	11-12.RH.4	<b><i>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</i></b>	<b>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</b>	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.
Craft and Structure	11-12.RH.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	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.
Craft and Structure	11-12.RH.6	<b><i>Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</i></b>	<b>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</b>	Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas	11-12.RH.7	<b><i>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</i></b>	<b>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Integration of Knowledge and Ideas	11-12.RH.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	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.
Integration of Knowledge and Ideas	11-12.RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	11-12.RH.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	Read and comprehend complex literary and informational texts independently and proficiently.

**Writing History / Social Studies and Science and Technical Subjects**

Text Types and Purposes	11-12.WHST.1	Write arguments focused on <i>discipline-specific content</i> .	Write arguments focused on <i>discipline-specific content</i> .	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.WHST.1a	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.	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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Text Types and Purposes	11-12.WHST.1b	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.	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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.WHST.1c	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.	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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.WHST.1d	<b><u>Establish a style and tone relevant to the discipline in which they are writing.</u></b>	<b>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.WHST.1e	Provide a concluding statement or section that follows from or supports the argument presented.	Provide a concluding statement or section that follows from or supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	11-12.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.WHST.2a	<b><i>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, graphics, and multimedia when useful in aiding comprehension.</i></b>	<b>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,</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

			<b>tables), and multimedia when useful to aiding comprehension.</b>	
Text Types and Purposes	11-12.WHST.2b	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.	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.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.WHST.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.WHST.2d	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.	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.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.WHST.2e	<b><i>Provide a concluding statement or section that follows from and supports the information or explanation provided.</i></b>	<b>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).</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	11-12.WHST.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

		be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	
Production and Distribution of Writing	11-12.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Production and Distribution of Writing	11-12.WHST.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.	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.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Production and Distribution of Writing	11-12.WHST.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.	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.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	11-12.WHST.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.	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.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Research to Build and Present Knowledge	11-12.WHST.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	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,	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

		selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	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.	
Research to Build and Present Knowledge	11-12.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	11-12.WHST.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.	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.	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.
<b>Reading Science and Technical Subjects</b>				
Key Ideas and Details	11-12.RST.1	<b><u>Analyze what science and technical texts say explicitly as well as inferentially, citing evidence to support the analysis, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u></b>	<del>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</del>	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.
Key Ideas and Details	11-12.RST.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Key Ideas and Details	11-12.RST.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure	11-12.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .	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.
Craft and Structure	11-12.RST.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	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.
Craft and Structure	11-12.RST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	11-12.RST.7	<b><i>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</i></b>	<b>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Integration of Knowledge and Ideas	11-12.RST.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	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.
Integration of Knowledge and Ideas	11-12.RST.9	<b><i>Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</i></b>	<b><i>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</i></b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity	11-12.RST.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	Read and comprehend complex literary and informational texts independently and proficiently.
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