

Arizona English Language Arts Standards: Grades 11-12 Summary of Changes

Standards, Curriculum, and Instruction

Standards are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Curriculum refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.

Instruction refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.

Overarching Changes to the 2016 Arizona ELA Standards (Impact K-12)

- The required percentages for the use of literary and informational texts across the school day have been removed. There are still 10 Reading Informational Text and 9 Reading Literature standards at each grade level, so a balance of texts is necessary. However, that balance is now determined at the local level.
- The 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects have been removed. Grades 6-12 content area teachers will now integrate the new ELA Reading Informational Text, Writing, and Speaking & Listening standards in place of the Grades 6-12 Standards for Literacy in History, Science, and Technical Subjects.
- The two text complexity standards in grades 2-12 now require the use of quantitative and qualitative measures to determine the appropriateness of a text for a specific grade-level. Guidance on text complexity is found in the glossary.
- Examples in the standards that reference specific works or authors have been removed, as curricular items are adopted at the local level.
- A new K-5 Writing: Foundational Skills sub-strand was added to the standards to work with the K-5 Reading: Foundational Skills sub-strand and the Language strand to support early literacy skills.

Additions to the 2016 Arizona ELA 11-12th Grade Standards

Deletions from the 2016 Arizona ELA 11-12th grade Standards

No additions

- AZ.11-12.RI.10 (This standard is subsumed in 11-12.RI.10.)
- AZ.11-12.W.4 (This standard is subsumed in 11-12.W.4.)

Moves within the 2016 Arizona ELA 11th-12th Grade Standards	Parameter Changes/Clarifications to the 2016 Arizona 11th-12th Grade Standards
<ul style="list-style-type: none"> •11-12.L.4.a (2010) moved to 11-12.L.4.b (2016) •11-12.L.4.b (2010) moved to 11-12.L.4.a (2016) 	<ul style="list-style-type: none"> • 11-12.RL.3 - Removed the parenthetical examples. Changed "relate" <u>to</u> "connect." • 11-12.RL.4 - Removed the parenthetical examples. Changed "... analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful" <u>to</u> "... while analyzing the impact of specific choices on meaning and tone." • 11-12.RL.5 - Removed the parenthetical examples. • 11-12.RL.6 - Removed the parenthetical examples. Changed "Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant" <u>to</u> "Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text." • 11-12.RL.7 - Removed the parenthetical examples requiring specific texts. • 11-12.RL.9 - Changed "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" <u>to</u> "Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics." • 11-12.RL.10 - Added language about using qualitative and quantitative elements for determining text complexity. See glossary for guidance on text complexity. • 11-12.RI.2 - Changed "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" <u>to</u> "Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary." • 11-12.RI.4 - Removed the parenthetical examples. • 11-12.RI.5 - Changed "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" <u>to</u> "Analyze and evaluate the effectiveness of the author's choice of structural elements and text features." • 11-12.RI.6 - Changed "...contribute to the power, persuasiveness, or beauty of the text" <u>to</u> "...contribute to the effectiveness of the text." • 11-12.RI.8 - Removed text-specific parenthetical elements. Changed "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy" <u>to</u> "Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts." • 11-12.RI.9 - Removed references to specific time periods. Added "world documents." • 11-12.RI.10 --Added language about using qualitative and quantitative elements for determining text complexity. See glossary for guidance on text complexity. • 11-12.W.1.d - Changed "Establish and maintain a formal style and objective tone" <u>to</u> "Establish and maintain a style and tone appropriate to." • 11-12.W.2.a - Removed the parenthetical examples. 11-12.W.2.d - Changed " techniques such as metaphor, simile, and analogy" <u>to</u> "rhetorical techniques." 11-12.W.2.e - Changed "Establish and maintain a formal style and objective tone" to "Establish and maintain a style and tone appropriate to." • 11-12.W.3.b - Removed examples of narrative techniques. 11-12.W.3.c - Removed the parenthetical examples. 11-12.W.3.d - Changed "telling details" <u>to</u> "relevant descriptive details." • 11-12.W.9.a - Removed the parenthetical examples. 11-12.W.9.b - Changed "Apply grades 11-12 Reading standards to literary nonfiction" to "Apply grades 11-12 Reading standards to informational and nonfiction text." • 11-12.SL.2 - Removed the parenthetical examples. Removed "among the data." • 11-12.SL.3 - Changed "use of evidence and rhetoric" <u>to</u> "use of evidence, and use of rhetoric." • 11-12.SL.4 - Standard was rewritten for clarity. Added "Use appropriate eye contact, adequate volume, and clear pronunciation." • 11-12.SL.5 - Removed the parenthetical examples. Changed "to add interest" <u>to</u> "to keep the audience engaged." • 11-12.L.4.d - Removed parenthetical explanation.

Areas of Emphasis to Consider

- The standards are designed to integrate all areas of literacy and are not meant to be taught as stand alone skills.
- Functional text and functional writing fall under the larger umbrellas of informational text and expository writing, so the removal of the specific term from the standard does not remove the expectation that students will read and write functional texts.
- Several standards in the Reading strands removed the parenthetical examples that referred to specific works and authors, clarifying the need for a wide variety of texts.
- The standards call for deep analysis of the content of a variety of texts, both literary and nonfiction, by reading and writing over extended time for a variety of tasks, purposes, and audiences.
- The standards call for students to attend to academic vocabulary and to strategically utilize knowledge of standard English conventions in a variety of authentic reading, writing, and speaking tasks.
- The standards call for students to construct, delineate, and evaluate arguments and specific claims based on valid reasoning, relevant evidence, and the application of rhetorical elements in both written and oral formats.
- The standards call for students to conduct research to build knowledge.

2010 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
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.
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.
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).
Craft and Structure	
11-12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

2016 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
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.
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.
11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.
Craft and Structure	
11-12.RL.4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.
11-12.RL.5	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.

11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
11-12.RL.8	(Not applicable to literature)
11-12.RL.9	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
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. (11.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. (12.RL.10)
Reading Standards for Informational Text	
Key Ideas and Details	

11-12.RL.6	Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text
Integration of Knowledge and Ideas	
11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
11-12.RL.8	(Not applicable to literature)
11-12.RL.9	Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.
Range of Reading and Level of Text Complexity	
11-12.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.
Reading Standards for Informational Text	
Key Ideas and Details	

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.
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.
11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
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).
11-12.RI.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.
11-12.RI.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.
Integration of Knowledge and Ideas	

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.
11-12.RI.2	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
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.
11-12.RI.5	Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.
11-12.RI.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 effectiveness of the text.
Integration of Knowledge and Ideas	

11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
11-12.RI.9	Analyze seventeenth-, eighteenth-, and nineteenth-century 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.

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. (11-12.RI.10) a. By the end of grade 11, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 11– CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.11-12.RI.10)
-------------	---

11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
11-12.RI.8	Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.
11-12.RI.9	Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

11-12.RI.10	By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.
-------------	--

AZ.11-12.RI.10	<p>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. (11-12.RI.10.)</p> <p>a. By the end of grade 12, read and comprehend informational and functional text, including history/social studies, science, and technical texts, at the high end of the grades 11–CCR text complexity band independently and proficiently. (AZ.11-12.RI.10)</p>
Writing Standards	
Text Types and Purposes	

Writing Standards	
Text Types and Purposes	

11-12.W.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none">a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from and supports the argument presented.
-----------	--

11-12.W.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none">a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from and supports the argument presented.
-----------	---

11-12.W.2	<p>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.</p> <ol style="list-style-type: none">a. 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
-----------	--

11-12.W.2	<p>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.</p> <ol style="list-style-type: none">a. 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, graphics, and multimedia when useful for comprehension.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic.e. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
-----------	---

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

Production and Distribution of Writing

11-12.W.4	<p>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.)</p>
-----------	---

11-12.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
-----------	---

Production and Distribution of Writing

11-12.W.4	<p>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.)</p>
-----------	---

AZ.11-12.W.4	a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.
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.)
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.
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.

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.)
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.
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.

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 plagiarism and overreliance on any one source and following a standard format for citation.
11-12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
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.
Speaking and Listening Standards	
Comprehension and Collaboration	

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 plagiarism and overreliance on any one source and following a standard format for citation.
11-12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature. b. Apply grades 11-12 Reading standards to informational and nonfiction text.
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.
Speaking and Listening Standards	
Comprehension and Collaboration	

11-12.SL.1	<p>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.</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
11-12.SL.2	<p>Integrate multiple sources of information presented in diverse media and formats (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.</p>

11-12.SL.1	<p>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.</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
11-12.SL.2	<p>Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.</p>

11-12.SL.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	
11-12.SL.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.
11-12.SL.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.
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.)
Language Standards	
Conventions of Standard English	

11-12.SL.3	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
11-12.SL.4	Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives; use appropriate eye contact, adequate volume, and clear pronunciation.
11-12.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.
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.)
Language Standards	
Conventions of Standard English	

11-12.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
11-12.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
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. a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	

11-12.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.
11-12.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use hyphenation conventions. b. Use correct spelling.
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. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	

11-12.L.4	<p>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.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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.</p> <p>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).</p>
11-12.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

11-12.L.4	<p>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.</p> <p>a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).</p> <p>b. 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.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p>
11-12.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

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.
-----------	---

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.
-----------	---