ELA Standards Revision Crosswalk: Grades 11 & 12 INFORMAL

NEW	REVISIONS	OLD
W.11-12.1	None	W.11-12.1
Write arguments to support		Write arguments to support
claims in an analysis of		claims in an analysis of
substantive topics or texts,		substantive topics or texts,
using valid reasoning and		using valid reasoning and
relevant and sufficient		relevant and sufficient
evidence.		evidence.
W.11-12.1a	None	W.11-12.1a
Introduce precise,		Introduce precise,
knowledgeable claim(s),		knowledgeable claim(s),
establish the significance of the		establish the significance of the
claim(s), distinguish the claim(s)		claim(s), distinguish the claim(s)
from alternate or opposing		from alternate or opposing
claims, and create an		claims, and create an
organization that logically		organization that logically
sequences claim(s),		sequences claim(s),
counterclaims, reasons, and		counterclaims, reasons, and
evidence.		evidence.
W.11-12.1b	None	W.11-12.1b
Develop claim(s) and		Develop claim(s) and
counterclaims fairly and		counterclaims fairly and
thoroughly, supplying the most		thoroughly, supplying the most
relevant evidence for each		relevant evidence for each
while pointing out the strengths		while pointing out the strengths
and limitations of both in a		and limitations of both in a
manner that anticipates the		manner that anticipates the
audience's knowledge level,		audience's knowledge level,
concerns, values, and possible		concerns, values, and possible
biases.		biases.
W.11-12.1c	None	W.11-12.1c
Use words, phrases, and clauses		Use words, phrases, and clauses
as well as varied syntax to link		as well as varied syntax to link
the major sections of the text,		the major sections of the text,
create cohesion, and clarify the		create cohesion, and clarify the
relationships between claim(s)		relationships between claim(s)
and reasons, between reasons		and reasons, between reasons
and evidence, and between		and evidence, and between
claim(s) and counterclaims.		claim(s) and counterclaims.
W.11-12.1d	None	W.11-12.1d
Establish and maintain a formal		Establish and maintain a formal
style and objective tone while		style and objective tone while
attending to the norms and		attending to the norms and
conventions of the discipline in		conventions of the discipline in
which they are writing.		which they are writing.

W.11-12.1e	None	W.11-12.1e
Provide a concluding statement		Provide a concluding statement
or section that follows from and		or section that follows from and
supports the argument		supports the argument
presented.		presented.
W.11-12.2	None	W.11-12.2
Write informative/explanatory		Write informative/explanatory
texts to examine and convey		texts to examine and convey
complex ideas, concepts, and		complex ideas, concepts, and
information clearly and		information clearly and
accurately through the effective		accurately through the effective
selection, organization, and		selection, organization, and
analysis of content.		analysis of content.
W.11-12.2a	Introduce a topic; organize	W.11-12.2a
Introduce a topic; organize	complex ideas, concepts, and	Introduce a topic; organize
complex ideas, concepts, and	information so that each new	complex ideas, concepts, and
information so that each new	element builds on that which	information so that each new
element builds on that which	precedes it to create a unified	element builds on that which
precedes it to create a unified	whole; include formatting <del>(e.g.,</del>	precedes it to create a unified
whole; include formatting,	headings), graphics (e.g.,	whole; include formatting (e.g.,
graphics, and multimedia when	figures, tables), and multimedia	headings), graphics (e.g.,
useful to aiding comprehension.	when useful to aiding	figures, tables), and multimedia
	comprehension.	when useful to aiding
		comprehension.
W. 11-12.2b	None	W.11-12.2b
Develop the topic thoroughly by		Develop the topic thoroughly by
selecting the most significant		selecting the most significant
and relevant facts, extended		and relevant facts, extended
definitions, concrete details,		definitions, concrete details,
quotations, or other		quotations, or other
information and examples		information and examples
appropriate to the audience's		appropriate to the audience's
knowledge of the topic.	None	knowledge of the topic.
W.11-12.2c	None	W.11-12.2c
Use appropriate and varied transitions and syntax to link		Use appropriate and varied transitions and syntax to link
the major sections of the text,		the major sections of the text,
create cohesion, and clarify the		create cohesion, and clarify the
relationships among complex		relationships among complex
ideas and concepts.		ideas and concepts.
W.11-12.2d	None	W.11-12.2d
Use precise language, domain-	, None	Use precise language, domain-
specific vocabulary, and		specific vocabulary, and
techniques such as metaphor,		techniques such as metaphor,
simile, and analogy to manage		simile, and analogy to manage
the complexity of the topic.		the complexity of the topic.
W.11-12.2e	None	W.11-12.2e
	110110	

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	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).	W.11-12.2f 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).
W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	None	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c 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.	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).	W.11-12.3c 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).
W.11-12.3d Use precise words and phrases, telling details, and sensory	None	W.11-12.3d Use precise words and phrases, telling details, and sensory

language to convey a vivid picture of the experiences, events, setting, and/or characters.  W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of	None	language to convey a vivid picture of the experiences, events, setting, and/or characters.  W.11-12.3e  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of
the narrative.  W.11-12.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in Writing standards 1–3.)	None	the narrative.  W.11-12.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5  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. (Editing for conventions should demonstrate command of Language standards 1-2 up to and including grades 11-12 on page 54 [of the CCSS].)	W.11-12.5  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 1-2 up to and including grades 11-12 on page 54 [of the CCSS].)
W.11-12.6 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.		W.11-12.6 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.
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple		W.11-12.7 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

and the subject		
sources on the subject,		sources on the subject,
demonstrating understanding of		demonstrating understanding of
the subject under investigation.		the subject under investigation.
W.11-12.8		W.11-12.8
Gather relevant information		Gather relevant information
from multiple authoritative		from multiple authoritative
print and digital sources, using		print and digital sources, using
advanced searches effectively;		advanced searches effectively;
assess the strengths and		assess the strengths and
limitations of each source in		limitations of each source in
terms of the task, purpose, and		terms of the task, purpose, and
audience; integrate information		audience; integrate information
into the text selectively to		into the text selectively to
maintain the flow of ideas,		maintain the flow of ideas,
avoiding plagiarism and		avoiding plagiarism and
overreliance on any one source		overreliance on any one source
and following a standard format		and following a standard format
for citation.		for citation.
W.11-12.9	Draw evidence from literary or	W.11-12.9
Draw evidence from grades 11-	informational texts to support	Draw evidence from literary or
12 literary or informational	analysis, reflection, and	informational texts to support
texts, to support analysis,	research.	analysis, reflection, and
reflection, and research.		research.
	Apply grades 11–12 Reading	W.11-12.9a
	standards to literature (e.g.,	Apply grades 11–12 Reading
	"Demonstrate knowledge of	standards to literature (e.g.,
	eighteenth-, nineteenth- and	"Demonstrate knowledge of
	early-twentieth-century	eighteenth-, nineteenth- and
	foundational works of American	early-twentieth-century
	literature, including how two or	foundational works of American
	more texts from the same	literature, including how two or
	period treat similar themes or	more texts from the same
	topics").	period treat similar themes or
		topics").
	Apply grades 11–12 Reading	W.11-12.9b
	standards to literary nonfiction	Apply grades 11–12 Reading
	<del>(e.g., "Delineate and</del>	standards to literary nonfiction
	evaluate the reasoning in	(e.g., "Delineate and
	seminal U.S. texts, including the	evaluate the reasoning in
	application of constitutional	seminal U.S. texts, including the
	principles and use of legal	application of constitutional
	reasoning [e.g., in U.S. Supreme	principles and use of legal
	Court Case majority opinions	reasoning [e.g., in U.S. Supreme
	and dissents] and the premises,	Court Case majority opinions
	purposes, and arguments in	and dissents] and the premises,
	works of public advocacy [e.g.,	purposes, and arguments in
	The Federalist, presidential	works of public advocacy [e.g.,
	addresses]").	

		The Federalist, presidential
		addresses]").
W.11-12.10	Demonstrate command of the	L.11-12.1
Demonstrate command of the	conventions of standard English	Demonstrate command of the
conventions of standard English	grammar and usage when	conventions of standard English
grammar and usage when	writing <del>or speaking.</del>	grammar and usage when
writing.		writing or speaking.
a. Vary syntax for effect,	Vary syntax for effect,	L.11-12.3a
consulting references for	consulting references <del>(e.g.,</del>	Vary syntax for effect,
guidance as needed.	<del>Tufte's <i>Artful Sentences</i>)</del> for	consulting references (e.g.,
b. Apply the understanding that	guidance as needed; apply an	Tufte's Artful Sentences) for
usage is a matter of convention,	understanding of syntax to the	guidance as needed; apply an
can change over time, and is	study of complex texts when	understanding of syntax to the
sometimes contested.	reading.	study of complex texts when
c. Resolve issues of complex or		reading.
contested usage, consulting	Apply the understanding that	L.11-12.1a
references (e.g., Merriam-	usage is a matter of convention,	Apply the understanding that
Webster's Dictionary of English	can change over time, and is	usage is a matter of
Usage, Garner's Modern	sometimes contested.	convention, can change over
American Usage) as needed.		time, and is sometimes
	Resolve issues of complex or	contested.
	contested usage, consulting	L.11-12.1b
	references (e.g.,	Resolve issues of complex or
	Merriam-Webster's Dictionary	contested usage, consulting
	of English Usage, Garner's	references (e.g.,
	Modern American Usage) as	Merriam-Webster's
	needed.	Dictionary of English Usage,
		Garner's Modern American
		Usage) as needed.
W.11-12.11	None	L.11-12.2
Demonstrate command of the		Demonstrate command of the
conventions of standard English		conventions of standard English
capitalization, punctuation, and		capitalization, punctuation, and
spelling when writing.		spelling when writing.
a. Observe hyphenation		L.11-12.2a
conventions.		Observe hyphenation
b. Spell correctly.		conventions.
		L.11-12.2b
W 44 42 42	Nana	Spell correctly.
W.11-12-12	None	W.11-12.10
Write routinely over extended		Write routinely over extended
time frames (time for research,		time frames (time for research, reflection, and revision) and
reflection, and revision) and		·
shorter time frames (a single		shorter time frames (a single
sitting or a day or two) for a		sitting or a day or two) for a
range of tasks, purposes.		range of tasks, purposes.

New	Revisions	Old
RL.11-12.1	None	RL.11-12.1
Cite strong and thorough		Cite strong and thorough
textual evidence to support		textual evidence to support
analysis of what the text says		analysis of what the text says
explicitly as well as inferences		explicitly as well as inferences
drawn from the text, including		drawn from the text, including
determining where the text		determining where the text
leaves matters uncertain.		leaves matters uncertain.
RL.11-12.2	Determine two or more themes	RL.11-12.2
Determine two or more themes	or central ideas of a text and	Determine two or more themes
or central ideas of a text and	analyze their development <del>over</del>	or central ideas of a text and
analyze their development,	the course of the text, including	analyze their development over
including how they interact and	how they interact and build on	the course of the text, including
build on one another to	one another to produce a	how they interact and build on
produce a complex account;	complex account; provide an	one another to produce a
provide an objective summary	objective summary of the text.	complex account; provide an
of the text.		objective summary of the text.
RL.11-12.3	Analyze the impact of the	RL.11-12.3
Analyze the impact of the	author's choices regarding how	Analyze the impact of the
author's choices regarding how	to develop and relate elements	author's choices regarding how
to develop and relate elements	of a story or drama <del>(e.g., where</del>	to develop and relate elements
of a story or drama.	a story is set, how the action is	of a story or drama (e.g., where
	ordered, how the characters are	a story is set, how the action is
	introduced and developed).	ordered, how the characters are
		introduced and developed).
RL.11-12.4	Determine the meaning of	RL.11-12.4
Determine the meaning of	words and phrases as they are	Determine the meaning of
words and phrases as they are	used in the text, including	words and phrases as they are
used in the text, including	figurative and connotative	used in the text, including
figurative and connotative	meanings; analyze the impact of	figurative and connotative
meanings; analyze the impact of	specific word choices on	meanings; analyze the impact of
specific word choices on	meaning and tone, including	specific word choices on
meaning and tone, including	words with multiple meanings	meaning and tone, including
words with multiple meanings	or language that is particularly	words with multiple meanings
or language that is particularly	fresh, engaging, or beautiful.	or language that is particularly
fresh, engaging, or beautiful.	(Include Shakespeare as well as	fresh, engaging, or beautiful.
	other authors.)	(Include Shakespeare as well as
DI 44 42 5	Analysis have seen the 2	other authors.)
RL.11-12.5	Analyze how an author's	RL.11-12.5
Analyze how an author's	choices concerning how to	Analyze how an author's
choices concerning how to	structure specific parts of a text	choices concerning how to
structure specific parts of a text	(e.g., the choice of where to	structure specific parts of a text
contribute to its overall	begin or end a story, the choice	(e.g., the choice of where to
structure and meaning as well	to provide a comedic or tragic	begin or end a story, the choice
as its aesthetic impact.	resolution) contribute to its	to provide a comedic or tragic
		resolution) contribute to its

	overall structure and meaning	overall structure and meaning
	as well as its aesthetic impact.	as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping	RL.11-12.6
Analyze a case in which grasping	a point of view requires	Analyze a case in which grasping
a point of view requires	distinguishing what is directly	a point of view requires
	stated in a text from what is	· ·
distinguishing what is directly stated in a text from what is		distinguishing what is directly stated in a text from what is
	really meant <del>(e.g., satire,</del>	
really meant.	sarcasm, irony, or	really meant (e.g., satire,
	<del>understatement).</del>	sarcasm, irony, or
RL.11-12.7	Analyse seviltinia interpretations	understatement).
	Analyze multiple interpretations	RL.11-12.7
Analyze multiple interpretations	of a story, drama, or poem <del>(e.g.,</del>	Analyze multiple interpretations
of a story, drama, or poem,	recorded or live production of a	of a story, drama, or poem (e.g.,
evaluating how each version	play or recorded novel or	recorded or live production of a
interprets the source text.	poetry), evaluating how each	play or recorded novel or
	version interprets the source	poetry), evaluating how each
	text. (Include at least one play	version interprets the source
	by Shakespeare and one play by	text. (Include at least one play
	an American dramatist.)	by Shakespeare and one play by
		an American dramatist.)
RL.11-12.8	None	RL.11-12.8
(Not applicable for literature)		(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of	RL.11-12.9
Demonstrate knowledge of	eighteenth-, nineteenth- and	Demonstrate knowledge of
foundational works of American	early-twentieth-century	eighteenth-, nineteenth- and
and world literature, including	foundational works of American	early-twentieth-century
how two or more texts from the	and world literature, including	foundational works of American
same period treat similar	how two or more texts from the	literature, including how two or
themes or topics.	same period treat similar	more texts from the same
	themes or topics.	period treat similar themes or
		topics.
RL.11-12.10	Apply knowledge of language to	L.11-12.3
Apply knowledge of language to	understand how language	Apply knowledge of language to
understand how language	functions in different contexts,	understand how language
functions in different contexts,	to make effective choices for	functions in different contexts,
to make effective choices for	meaning or style, and to	to make effective choices for
meaning or style, and to	comprehend more fully when	meaning or style, and to
comprehend more fully when	reading <del>or listening.</del>	comprehend more fully when
reading.		reading or listening.
RL.11-12.11	Determine or clarify the	L.11-12.4
Determine or clarify the	meaning of unknown and	Determine or clarify the
meaning of unknown and	multiple-meaning words and	meaning of unknown and
multiple-meaning words and	phrases based on <i>grades 11–12</i>	multiple-meaning words and
phrases based on grades 11–12	reading and content, choosing	phrases based on <i>grades 11</i> –
reading and content, choosing	flexibly from a range of	12 reading and content,
flexibly from a range of	strategies.	choosing flexibly from a
strategies.		range of strategies.

a. Use context as a clue to the	Use context (e.g., the overall	L.11-12.4a
meaning of a word or phrase.	meaning of a sentence,	Use context (e.g., the overall
b. Identify and correctly use	paragraph, or text; a word's	meaning of a sentence,
patterns of word changes that	position or function in a	paragraph, or text; a word's
indicate different meanings or	sentence) as a clue to the	position or function in a
parts of speech (e.g., conceive,	meaning of a word or phrase.	sentence) as a clue to the
conception, conceivable).		meaning of a word or phrase.
c. Consult general and	Identify and correctly use	L.11-12.4b
specialized reference materials	patterns of word changes that	Identify and correctly use
(e.g., dictionaries, glossaries,	indicate different meanings or	patterns of word changes
thesauruses), both print and	parts of speech (e.g., conceive,	that indicate different
digital, to find the	conception, conceivable).	meanings or parts of speech
pronunciation of a word or		(e.g., conceive, conception,
determine or clarify its precise	Consult general and specialized	conceivable).
meaning, its part of speech, its	reference materials (e.g.,	L.11-12.4c
etymology, or its standard	dictionaries, glossaries,	Consult general and
usage.	thesauruses), both print and	specialized reference
d. Verify the preliminary	digital, to find the pronunciation	materials (e.g., dictionaries,
determination of the meaning	of a word or determine or	glossaries, thesauruses), both
of a word or phrase.	clarify its precise meaning, its	print and digital, to find the
or a word or prinase.	part of speech, its etymology, or	pronunciation of a word or
	its standard usage."	determine or clarify its
	its standard dsage.	precise meaning, its part of
	Verify the preliminary	
		speech, its etymology, or its
	determination of the meaning	standard usage. <b>L.11-12.4d</b>
	of a word or phrase (e.g., by	
	checking the inferred meaning	Verify the preliminary
	in context or in a dictionary).	determination of the
		meaning of a word or phrase
		(e.g., by checking the inferred
		meaning in context or in a
		dictionary).
RL.11-12.12	None	L.11-12.5
Demonstrate understanding of		Demonstrate understanding
figurative language, word		of figurative language, word
relationships, and nuances in		relationships, and nuances in
word meanings.		word meanings.
a. Interpret figures of speech		L.11-12.5a
(e.g., hyperbole, paradox) in		Interpret figures of speech
context and analyze their role in		(e.g., hyperbole, paradox) in
the text.		context and analyze their role
b. Analyze nuances in the		in the text.
meaning of words with similar		L.11-12.5b
denotations.		Analyze nuances in the
		meaning of words with
		similar denotations.
RL.11-12.13	By the end of grade 11, read	RL.11-12.10
	and comprehend literature,	
	and comprehend literature,	

Read and comprehend		
literature, including stories,		
dramas, and poems.		

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 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 grades 11-CCR text complexity band independently and proficiently.

NEW	REVISION	OLD
RI.11-12.1	None	RI.11-12.1
Cite strong and thorough		Cite strong and thorough
textual evidence to support		textual evidence to support
analysis of what the text says		analysis of what the text says
explicitly as well as inferences		explicitly as well as inferences
drawn from the text, including		drawn from the text, including
determining where the text		determining where the text
leaves matters uncertain.		leaves matters uncertain.
RI.11-12.2	None	RI.11-12.2
Determine two or more central		Determine two or more central
ideas of a text and analyze their		ideas of a text and analyze their
development over the course of		development over the course of
the text, including how they		the text, including how they
interact and build on one		interact and build on one
another to provide a complex		another to provide a complex
analysis; provide an objective		analysis; provide an objective
summary of the text.		summary of the text.
RI.11-12.3	None	RI.11-12.3
Analyze a complex set of ideas		Analyze a complex set of ideas
or sequence of events and		or sequence of events and
explain how specific individuals,		explain how specific individuals,
ideas, or events interact and		ideas, or events interact and
develop over the course of the		develop over the course of the
text.		text.
RI.11-12.4	Determine the meaning of	RI.11-12.4
Determine the meaning of	words and phrases as they are	Determine the meaning of
words and phrases as they are	used in a text, including	words and phrases as they are
used in a text, including	figurative, connotative, and	used in a text, including
figurative, connotative, and	technical meanings; analyze	figurative, connotative, and
technical meanings; analyze	how an author uses and refines	technical meanings; analyze
how an author uses and refines	the meaning of a key term or	how an author uses and refines
the meaning of a key term or	terms <del>over the course of a text</del>	the meaning of a key term or
terms.	(e.g., how Madison defines	terms over the course of a text
	faction in Federalist No. 10).	(e.g., how Madison defines
DI 44 42 5	News	faction in Federalist No. 10).
RI.11-12.5	None	RI.11-12.5
Analyze and evaluate the		Analyze and evaluate the
effectiveness of the structure an author uses in his or her		effectiveness of the structure an author uses in his or her
exposition or argument,		exposition or argument,
including whether the structure		including whether the structure
makes points clear, convincing, and engaging.		makes points clear, convincing,
RI.11-12.6	None	and engaging.  RI.11-12.6
Determine an author's point of	INOTIC	Determine an author's point of
view or purpose in a text in		view or purpose in a text in
view or purpose in a text in		view or purpose in a text iii

which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7 Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.	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.	which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7 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.
RI.11-12.8  Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.	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).	RI.11-12.8  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).
RI.11-12.9  Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.	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.	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.
RI.11-12.10 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.	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.	L.11-12.3 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.

#### RI.11-12.11

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.

- a. Use context as a clue to the meaning of a word or phrase.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- c. Consult 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.
- d. Verify the preliminary determination of the meaning of a word or phrase.

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.

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.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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."

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).

## RI.11-12.12

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech in context and analyze their role in the text.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

## L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

## L.11-12.4a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

## L.11-12.4b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

#### L.11-12.4c

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.

### L.11-12.4d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

# L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### L.11-12.5a

Interpret figures of speech (e.g., hyperbole, paradox) in

b. Analyze nuances in the		context and analyze their role
meaning of words with similar		in the text.
denotations.		L.11-12.5b
		Analyze nuances in the
		meaning of words with
		similar denotations.
RI.11-12.13	By the end of grade 11, read	RI.11-12.10
Read and comprehend grade-	and comprehend <i>grade-level</i>	By the end of grade 11, read
level appropriate nonfiction	appropriate literary nonfiction	and comprehend literary
literature.	literature in the grades 11—CCR	nonfiction in the grades 11–
	text complexity band	CCR text complexity band
	proficiently, with scaffolding as	proficiently, with scaffolding as
	needed at the high end of the	needed at the high end of the
	range. By the end of grade 12,	range. By the end of grade 12,
	read and comprehend literary	read and comprehend literary
	nonfiction at the high end of the	nonfiction at the high end of the
	grades 11-CCR text complexity	grades 11-CCR text complexity
	band independently and	band independently and
	<del>proficiently.</del>	proficiently.

NEW	REVISION	OLD
SL.11-12.1	Initiate and participate	SL.11-12.1
Initiate and participate	effectively in a range of	Initiate and participate
effectively in a range of	collaborative discussions (one-	effectively in a range of
collaborative discussion (one-	on- one, in groups, and teacher-	collaborative discussions
on-one, in groups, and teacher-	led) with diverse partners on	(one-on- one, in groups, and
led) with diverse partners on	grades 11–12 topics, texts, and	teacher-led) with diverse
grades 11-12 topics, texts, and	issues, building on others' ideas	partners on grades 11–12
issues, building on others' ideas	and expressing their own clearly	topics, texts, and issues,
and expressing their own clearly	and persuasively.	building on others' ideas and
and persuasively.		expressing their own clearly
	Come to discussions prepared,	and persuasively.
	having read and researched	SL.11-12.1a
	material under study; explicitly	Come to discussions
	draw on that preparation by	prepared, having read and
	referring to evidence from texts	researched material under
	and other research on the topic	study; explicitly draw on that
	or issue to stimulate a	preparation by referring to
	thoughtful, well-reasoned	evidence from texts and
	exchange of ideas.	other research on the topic or
		issue to stimulate a
	Work with peers to promote	thoughtful, well-reasoned
	civil, democratic discussions and	exchange of ideas.
	decision-making, set clear goals	SL.11-12.1b
	and deadlines, and establish	Work with peers to promote
	individual roles as needed.	civil, democratic discussions
	Draval conversations by posing	and decision-making, set
	Propel conversations by posing and responding to questions	clear goals and deadlines, and establish individual roles as
	that probe reasoning and	needed.
	evidence; ensure a hearing for a	SL.11-12.1c
	full range of positions on a topic	Propel conversations by
	or issue; clarify, verify, or	posing and responding to
	challenge ideas and	questions that probe
	conclusions; and promote	reasoning and evidence;
	divergent and creative	ensure a hearing for a full
	<del>perspectives.</del>	range of positions on a topic
		or issue; clarify, verify, or
	Respond thoughtfully to diverse	challenge ideas and
	perspectives; synthesize	conclusions; and promote
	comments, claims, and	divergent and creative
	evidence made on all sides of an	perspectives.
	issue; resolve contradictions	SL.11-12.1d
	when possible; and determine	Respond thoughtfully to
	what additional.	diverse perspectives;
		synthesize comments, claims,
		and evidence made on all

sides of an issue; resolve

SL.11-12.6	None	SL.11-12.6
	evidence and to add interest.	findings, reasoning, and evidence and to add interest.
evidence and to add interest.	findings, reasoning, and	enhance understanding of
findings, reasoning, and	enhance understanding of	elements) in presentations to
enhance understanding of	elements) in presentations to	audio, visual, and interactive
media in presentations to	audio, visual, and interactive	media (e.g., textual, graphical,
Make strategic use of digital	media ( <del>e.g., textual, graphical,</del>	Make strategic use of digital
SL.11-12.5	Make strategic use of digital	SL.11-12.5
	audience, and a range of formal and informal tasks.	
	<del>appropriate to</del> purpose,	
	substance, and style are	and informal tasks.
	organization, development,	audience, and a range of formal
	addressed, and the	appropriate to purpose,
	specific perspectives are	substance, and style are
	support evidence, clearly, concisely, and logically for a	perspectives are addressed, and the organization, development,
task.	opposing viewpoints and using	alternative or opposing
specific purpose, audience, and	alternative or addressing	can follow the line of reasoning,
concisely, and logically for a	can follow the line of reasoning,	perspective, such that listeners
supporting evidence, clearly,	<del>perspective, such that listeners</del>	conveying a clear and distinct
opposing viewpoints and using	conveying a clear and distinct	and supporting evidence,
Present information addressing	and supporting evidence,	Present information, findings,
SL.11-12.4	Present information, findings,	SL.11-12.4
used.		used.
points of emphasis, and tone		points of emphasis, and tone
among ideas, word choice,		among ideas, word choice,
evidence and rhetoric, assessing the stance, premises, links		evidence and rhetoric, assessing the stance, premises, links
view, reasoning, and use of		view, reasoning, and use of
Evaluate a speaker's point of		Evaluate a speaker's point of
SL.11-12.3	None	SL.11-12.3
		discrepancies among the data.
the data.	discrepancies among the data.	source and noting any
noting any discrepancies among	source and noting any	credibility and accuracy of each
accuracy of each source and	credibility and accuracy of each	problems, evaluating the
evaluating the credibility and	problems, evaluating the	informed decisions and solve
decisions and solve problems,	informed decisions and solve	orally) in order to make
order to make informed	<del>orally)</del> in order to make	(e.g., visually, quantitatively,
diverse formats and media in	(e.g., visually, quantitatively,	diverse formats and media
information presented in	diverse formats and media	information presented in
Integrate multiple sources of	information presented in	Integrate multiple sources of
SL.11-12.2	Integrate multiple sources of	SL.11-12.2
		and determine what additional.
		contradictions when possible; and determine what

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## SL.11-12.7

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Vary syntax for effect, consulting references for guidance as needed.
- b. 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.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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.

#### L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## L.11-12.1a

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

#### L.11-12.3a

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.

## SL.11-12.8

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for 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.

## L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.