

# Grades 11, 12

Adopted 2019

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

1. 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. [11-12.CCR.R.1](#)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [11-12.CCR.R.2](#)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [11-12.CCR.R.3](#)

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### Craft and Structure

4. 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. [11-12.CCR.R.4](#)
5. 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. [11-12.CCR.R.5](#)
6. Assess how point of view or purpose shapes the content and style of a text. [11-12.CCR.R.6](#)

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### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [11-12.CCR.R.7](#)
8. 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. [11-12.CCR.R.8](#)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [11-12.CCR.R.9](#)

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### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. [11-12.CCR.R.10](#)
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## Reading Standards: Literature

### Key Ideas and Details

1. 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. [11-12.RL.1](#)
  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 evidence-based summary of the text that includes analysis. [11-12.RL.2](#)
  3. Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text. [11-12.RL.3](#)
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### Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings. [11-12.RL.4](#)
  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.5](#)
  6. Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant. [11-12.RL.6](#)
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### Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. [11-12.RL.7](#)
  8. Not applicable to literature. [11-12.RL.8](#)
  9. 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. [11-12.RL.9](#)
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### Range of Reading and Level of Text Complexity

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. [11-12.RL.10](#)
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## Reading Informational Text

### Key Ideas and Details

1. 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. [11-12.RI.1](#)
  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, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis. [11-12.RI.2](#)
  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. [11-12.RI.3](#)
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### Craft and Structure

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.4](#)
  5. Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure. [11-12.RI.5](#)
  6. Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text. [11-12.RI.6](#)
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### Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem. [11-12.RI.7](#)
  8. 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. [11-12.RI.8](#)
  9. Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features. [11-12.RI.9](#)
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### Range of Reading and Level of Text Complexity

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. [11-12.RI.10](#)
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**College and Career  
Readiness Anchor  
Standards for Writing**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [11-12.CCR.W.1](#)
  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [11-12.CCR.W.2](#)
  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [11-12.CCR.W.3](#)
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**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [11-12.CCR.W.4](#)
  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [11-12.CCR.W.5](#)
  6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. [11-12.CCR.W.6](#)
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**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. [11-12.CCR.W.7](#)
  8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. [11-12.CCR.W.8](#)
  9. Draw evidence from literary or informational texts to support analysis, reflection, and research. [11-12.CCR.W.9](#)
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**Range of Writing**

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. [11-12.CCR.W.10](#)
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## Writing Standards

### Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **11-12.W.1**
  - 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. **11-12.W.1.A**
  - 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. **11-12.W.1.B**
  - 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. **11-12.W.1.C**
  - d. Establish a style and tone relevant to the discipline in which they are writing. **11-12.W.1.D**
  - e. Provide a concluding statement or section that follows from and supports the argument presented. **11-12.W.1.E**
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. **11-12.W.2**
  - 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 in aiding comprehension. **11-12.W.2.A**
  - 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. **11-12.W.2.B**
  - 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. **11-12.W.2.C**
  - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **11-12.W.2.D**
  - e. Establish a style and tone relevant to the discipline in which they are writing. **11-12.W.2.E**
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **11-12.W.2.F**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **11-12.W.3**
  - 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 or perspectives,

and introducing a narrator and/or characters; create a smooth progression of experiences or events. [11-12.W.3.A](#)

- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [11-12.W.3.B](#)
- 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. [11-12.W.3.C](#)
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [11-12.W.3.D](#)
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [11-12.W.3.E](#)

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### **Production and Distribution of Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [11-12.W.4](#)
- 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. [11-12.W.5](#)
- 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. [11-12.W.6](#)

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### **Research to Build and Present Knowledge**

- 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.7](#)
- 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.8](#)
- 9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. [11-12.W.9](#)

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### **Range of Writing**

- 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. [11-12.W.10](#)
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**College and Career  
Readiness Anchor  
Standards for Language**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [11-12.CCR.L.1](#)
  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [11-12.CCR.L.2](#)
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**Knowledge of Language**

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. [11-12.CCR.L.3](#)
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**Vocabulary Acquisition and Use**

4. 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. [11-12.CCR.L.4](#)
  5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [11-12.CCR.L.5](#)
  6. 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. [11-12.CCR.L.6](#)
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**Language Standards**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [11-12.L.1](#)
    - a. Apply the understanding that usage is a matter of convention, can change overtime, and is sometimes contested. [11-12.L.1.A](#)
    - b. Resolve issues of complex or contested usage, consulting references as needed. [11-12.L.1.B](#)
  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [11-12.L.2](#)
    - a. Observe hyphenation conventions. [11-12.L.2.A](#)
    - b. Spell correctly. [11-12.L.2.B](#)
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**Knowledge of Language**

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. [11-12.L.3](#)
  - a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [11-12.L.3.A](#)

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## Vocabulary Acquisition and Use

4. Determine 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. **11-12.L.4**
  - a. Use context as a clue to the meaning of a word or phrase. **11-12.L.4.A**
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. **11-12.L.4.B**
  - c. Consult 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. **11-12.L.4.C**
  - d. Verify the preliminary determination of the meaning of a word or phrase. **11-12.L.4.D**
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **11-12.L.5**
  - a. Interpret figures of speech in context and analyze their role in the text. **11-12.L.5.A**
  - b. Analyze nuances in the meaning of words with similar denotations. **11-12.L.5.B**
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**

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## College and Career Readiness Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

1. 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. **11-12.CCR.SL.1**
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **11-12.CCR.SL.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **11-12.CCR.SL.3**

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### Presentation of Knowledge and Ideas

4. 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. **11-12.CCR.SL.4**
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **11-12.CCR.SL.5**
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **11-12.CCR.SL.6**

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## Speaking and Listening Standards

### Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. [11-12.SL.1](#)
  - 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. [11-12.SL.1.A](#)
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [11-12.SL.1.B](#)
  - 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. [11-12.SL.1.C](#)
  - 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. [11-12.SL.1.D](#)
2. 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. [11-12.SL.2](#)
3. 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. [11-12.SL.3](#)

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### Presentation of Knowledge and Ideas

4. 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. [11-12.SL.4](#)
5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [11-12.SL.5](#)
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. [11-12.SL.6](#)