

# Grades 11-12

## Reading Standards for Literature

### Key Ideas and Details

- 1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings. [EE.RL.11-12.1](#)
  - 2 Recount the main events of the text which are related to the theme or central idea. [EE.RL.11-12.2](#)
  - 3 Determine how characters, the setting or events change over the course of the story or drama. [EE.RL.11-12.3](#)
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### Craft and Structure

- 4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning. [EE.RL.11-12.4](#)
  - 5 Determine how the author's choice of where to end the story contributes to the meaning. [EE.RL.11-12.5](#)
  - 6 Determine the point of view when there is a difference between the author's actual language and intended meaning. [EE.RL.11-12.6](#)
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### Integration of Knowledge and Ideas

- 7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem. [EE.RL.11-12.7](#)
  - 9 Demonstrate explicit understanding of recounted versions of foundational works of American literature. [EE.RL.11-12.9](#)
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### Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems. [EE.RL.11-12.10](#)
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## Reading Standards for Informational Text

### Key Ideas and Details

- 1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding. [EE.RI.11-12.1](#)
- 2 Determine the central idea of a text; recount the text. [EE.RI.11-12.2](#)
- 3 Determine how individuals, ideas, or events change over the course of the text. [EE.RI.11-12.3](#)

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**Craft and Structure**

- 4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text. [EE.RI.11-12.4](#)
- 5 Determine whether the structure of a text enhances an author's claim. [EE.RI.11-12.5](#)
- 6 Determine author's point of view and compare and contrast it with own point of view. [EE.RI.11-12.6](#)

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**Integration of Knowledge and Ideas**

- 7 Analyze information presented in different media on related topics to answer questions or solve problems. [EE.RI.11-12.7](#)
- 8 Determine whether the claims and reasoning enhance the author's argument in an informational text. [EE.RI.11-12.8](#)
- 9 Compare and contrast arguments made by two different texts on the same topic. [EE.RI.11-12.9](#)

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**Range of Reading and Level of Text Complexity**

- 10 Demonstrate understanding while actively engaged in reading or listening to literary non-fiction. [EE.RI.11-12.10](#)
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## Writing

### Text Types and Purposes

- 1 Write arguments to support claims. [EE.W.11-12.1](#)
  - a Write an argument to support a claim that results from studying a topic or reading a text. [EE.W.11-12.1.A](#)
  - b Support claims with reasons and evidence drawn from text. [EE.W.11-12.1.B](#)
- 2 Write to share information supported by details. [EE.W.11-12.2](#)
  - a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. [EE.W.11-12.2.A](#)
  - b Develop the topic with relevant facts, details, or quotes. [EE.W.11-12.2.B](#)
  - c Use complete, simple sentences, as well as compound and other complex sentences as appropriate. [EE.W.11-12.2.C](#)
  - d Use domain specific vocabulary when writing claims related to a topic of study or text. [EE.W.11-12.2.D](#)
  - f Provide a closing or concluding statement. [EE.W.11-12.2.F](#)
- 3 Write about events or personal experiences. [EE.W.11-12.3](#)
  - a Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. [EE.W.11-12.3.A](#)
  - c Organize the events in the narrative using temporal words to signal order and add cohesion. [EE.W.11-12.3.C](#)
  - d Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. [EE.W.11-12.3.D](#)
  - e Provide a closing. [EE.W.11-12.3.E](#)

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### Production and Distribution of Writing

- 4 Produce writing that is appropriate to a particular task, purpose, and audience. [EE.W.11-12.4](#)
- 5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting. [EE.W.11-12.5](#)
- 6 Use technology, including the Internet, to produce publish and update an individual or shared writing project. [EE.W.11-12.6](#)

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### Research to Build and Present Knowledge

- 7 Conduct research projects to answer questions posed by self and others using multiple sources of information. [EE.W.11-12.7](#)
  - 8 Write answers to research questions by selecting relevant information from multiple resources. [EE.W.11-12.8](#)
  - 9 Cite evidence from literary or informational texts. [EE.W.11-12.9](#)
    - a Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”). [EE.W.11-12.9.A](#)
    - b Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (eg, “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”). [EE.W.11-12.9.B](#)
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### Range of Writing

- 10 Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences. [EE.W.11-12.10](#)
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## Speaking and Listening

### Comprehension and Collaboration

- 1 Engage in collaborative discussions. [EE.SL.11-12.1](#)
    - a Prepare for discussions by collecting information on the topic. [EE.SL.11-12.1.A](#)
    - b Work with peers to set rules and goals for discussions. [EE.SL.11-12.1.B](#)
    - c Ask and answer questions to verify or clarify own ideas and understandings during a discussion. [EE.SL.11-12.1.C](#)
    - d Respond to agreements and disagreements in a discussion. [EE.SL.11-12.1.D](#)
  - 2 Determine the credibility and accuracy of information presented across diverse media or formats. [EE.SL.11-12.2](#)
  - 3 Determine whether the claims and reasoning enhance the speaker’s argument on a topic. [EE.SL.11-12.3](#)
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### Presentation of Knowledge and Ideas

- 4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task. [EE.SL.11-12.4](#)
  - 5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest. [EE.SL.11-12.5](#)
  - 6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. [EE.SL.11-12.6](#)
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## Language

### Conventions of Standard English

- 1 Demonstrate standard English grammar and usage when communicating. [EE.L.11-12.1](#)
    - a Use conventions of standard English when needed. [EE.L.11-12.1.A](#)
    - b Use digital, electronic, and other resources and tools to improve uses of language as needed. [EE.L.11-12.1.B](#)
  - 2 Demonstrate understanding of conventions of standard English. [EE.L.11-12.2](#)
    - a Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. [EE.L.11-12.2.A](#)
    - b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. [EE.L.11-12.2.B](#)
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### Knowledge of Language

- 3 Use language to achieve desired outcomes when communicating. [EE.L.11-12.3](#)
    - a Vary sentence structure using a variety of simple and compound sentence structures [EE.L.11-12.3.A](#)
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### Vocabulary Acquisition and Use

- 4 Demonstrate knowledge of word meanings. [EE.L.11-12.4](#)
  - a Use context to determine the meaning of unknown words. [EE.L.11-12.4.A](#)
  - b Identify and use root words and the words that result when affixes are added or removed. [EE.L.11-12.4.B](#)
  - d Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. [EE.L.11-12.4.D](#)
- 5 Demonstrate understanding of word relationships and use. [EE.L.11-12.5](#)
  - a Interpret simple figures of speech encountered while reading or listening. [EE.L.11-12.5.A](#)
- 6 Use general academic and domain-specific words and phrases across contexts. [EE.L.11-12.6](#)