

## NYSED 11th-12th Grade ELA Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
11-12R1	<p>RL: 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 <del>uncertain</del>.</p> <p>RI: 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 <del>uncertain</del>.</p> <p>a. Develop <del>factual, interpretive, and evaluative</del> questions for further exploration of the topic(s).</p>	<p>11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/ implicitly and make logical inferences, including determining where the text is <b>ambiguous</b>; develop questions for deeper understanding and for further exploration. (RI&amp;RL)</p>
11-12R2	<p>RL: Determine two or more themes or central ideas of a text and analyze their development <del>over the course of the text</del>, including how they <del>interact and build on one another to produce a complex account</del>; provide an objective summary of the text.</p> <p>RI: Determine two or more central ideas of a text and analyze their <del>development over the course of the text</del>, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&amp;RL)</p>
11-12R3	<p>RL: Analyze the impact of the author's choices <del>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)</del>.</p> <p>RI: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop <del>over the course of the text</del>.</p>	<p>11-12R3: In literary texts, analyze the impact of author's choices. (RL)</p> <p>In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p>

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11-12R4	<p>RL: 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 <del>or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</del></p> <p>RI: 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 <i>faction</i> in <i>Federalist No. 10</i>).</p>	<p>11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, <b>and mood</b>, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&amp;RL)</p>
11-12R5	<p><del>RL: 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.</del></p> <p><del>RI: 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.</del></p>	<p>11-12R5: In literary texts, <b>analyze how varied aspects of structure create meaning and affect the reader.</b> (RL)</p> <p>In informational texts, <b>analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.</b> (RI)</p>
11-12R6	<p><del>RL: 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).</del></p> <p><del>RI: 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.</del></p>	<p>11-12R6: <b>Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</b> (RI&amp;RL)</p>

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11-12R7	<p>RL: 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.)</p> <p><del>a. Analyze multiple interpretation-length works by authors who represent diverse world cultures:</del></p> <p>RI: 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.</p>	<p>11-12R7: In literary texts, analyze multiple <b>adaptations of a source text as presented in different formats</b> (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)</p> <p>In informational texts, integrate and evaluate sources <b>on the same topic or argument</b> in order to address a question, or solve a problem. (RI)</p>
11-12R8	<p>RL: (Not applicable to literature)</p> <p>RI: 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).</p>	<p>11-12R8: Delineate and evaluate an argument in <b>applicable texts</b>, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&amp;RL)</p>
11-12R9	<p><del>RL: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics:</del></p> <p><del>RI: 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:</del></p> <p><del>a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints:</del></p>	<p><b>This standard was omitted; however, students should still make connections between texts. For example, see 9-10R9 (2017 standard).</b> 9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&amp;RL)</p>

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11-12R10	<p>RL: 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.</p> <p>RI: 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.</p>	<p><b>Please see the “Range of Student Reading Experiences for 11th-12th Grade” section included in the introduction to the 11th-12th Grade Standards.</b></p>
11-12R11	<p><del>RL: Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</del></p> <p><del>a. Self-select text to respond and develop innovative perspectives.</del></p> <p><del>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</del></p> <p>RI: Not applicable to Reading for Information Standards</p>	<p><b>11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&amp;RL)</b></p>

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Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
11-12W1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <del>Explore and inquire into areas of interest to formulate an argument.</del></p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from <del>alternate or opposing claims</del>, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p> <p>c. <del>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.</del></p> <p>d. <del>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</del></p> <p>e. <del>Provide a concluding statement or section that follows from and supports the argument presented.</del></p>	<p>11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from <b>counterclaim(s)</b>, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>11-12W1b: Develop claim(s) and counterclaim(s) thoroughly <b>and in a balanced manner</b>, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.</p> <p>11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.</p> <p>11-12W1d: <b>Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.</b></p> <p>11-12W1f: Maintain a style and tone <b>appropriate to the writing task.</b></p> <p>11-12W1e: Provide a concluding statement or section <b>that explains the significance of the argument presented.</b></p>

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11-12W2	<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> <p>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; <del>include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</del></p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, <del>extended</del> definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to <del>link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</del></p> <p>d. Use precise language, <del>domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</del></p> <p>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.</p> <p>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).</p>	<p>11-12W2: 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> <p>11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. <b>Include formatting, graphics, and multimedia when useful to aid comprehension.</b></p> <p>11-12W2d: Use appropriate and varied transitions and syntax to <b>make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts</b></p> <p>11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.</p> <p>11-12W2f: Establish and maintain a style <b>appropriate to the writing task.</b></p> <p>11-12W2e: Provide a concluding statement or section <b>that explains the significance of the information presented.</b></p>

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11.12W3	<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; <del>create a smooth progression of experiences or events.</del></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> <p>f. <del>Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</del></p>	<p>11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12W3a: Engage the reader by <b>presenting</b> a problem, <b>conflict</b>, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.</p> <p>11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>11-12W3d: Use precise words and phrases, <b>explicit</b> details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

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11-12W4	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.)	<b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b>
11-12W5	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.)	
11-12W6	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.	
11-12W7	Conduct <del>short as well as more sustained</del> 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. <del>a. Explore topics dealing with different cultures and world viewpoints.</del>	<b>11-12W6:</b> Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
11-12W8	Gather relevant information from multiple <del>authoritative print and digital</del> 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.	<b>11-12W7:</b> Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.



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11-12W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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]”).</p>	<p><b>11-12W5:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>Apply grade 11/12 Reading standards to both literary and informational text, where applicable.</b></p>
11-12W10	<p>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.</p>	<p><b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b></p>

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11-12W11	<p>Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work:</p> <ul style="list-style-type: none"> <li>a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.</li> <li>b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.</li> <li>c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.</li> <li>d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</li> </ul>	<p><b>11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.</b></p> <p><b>Explain connections between the original and the created work.</b></p>

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Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
11-12SL1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <del>on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</del></p> <p>a. Come to discussions prepared, having read and researched material under study; <del>explicitly</del> 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 <del>to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</del></p> <p>c. <del>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.</del></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> <p>e. <del>Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</del></p>	<p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12LS1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>11-12SL1b: Work with peers <b>to set norms for collegial discussions</b> and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p>11-12SL1c: <b>Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</b></p> <p>11-12SL1d: 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> <p><b>See 11-12SL1 about working with diverse partners. Also see “Introduction and Practices” for guidance around the importance of different perspectives and cultural backgrounds.</b></p>

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11-12SL2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.
11-12SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the <del>stance</del> , premises, <del>links among ideas</del> , word choice, <del>points of emphasis</del> , and tone used.	11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and <b>connections</b> among ideas, diction, and tone.
11-12SL4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, <del>such that listeners can follow the line of reasoning</del> ; alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to <del>purpose, audience, and a range of formal and informal tasks</del> .	11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to <b>task, purpose, and audience</b> .
11-12SL5	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.	11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add <b>elements of interest to engage the audience</b> .
11-12SL6	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.)	11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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11-12L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p><b>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 9-12, the student is expected to know and be able to use these skills by the end of 12th grade.</b></p>
11-12L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	
11-12L3	<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>11-12L3: 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.</p> <p>11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

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11-12L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <del>grades 11-12 reading and content</del>, 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>	<p>11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>11-12L4a: 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>11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>11-12L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) 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>11-12L4d: 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>
11-12L5	<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>	<p>11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>11-12L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.</p> <p>11-12L5b: Analyze nuances in the meaning of words with similar denotations.</p>

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11-12L6	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.	11-12L6: Acquire and accurately use general academic and <b>content</b> -specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New York Standard-to-Lesson Correlation

Standard Code	New York State Learning Standards for English Language Arts & Literacy	NY York ELA Lessons
11-12R1	<p>RL: 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.</p> <p>RI: 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.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	<p>Info: <b>Lesson 1-Analyzing Explicit Details and Implicit Meanings</b></p> <p>Info: <b>Lesson 2-Citing Strong and Thorough Textual Evidence</b></p> <p>Lit: <b>Lesson 13-Analyzing Explicit Details and Implicit Meanings</b></p> <p>Lit: <b>Lesson 14-Citing Strong and Thorough Textual Evidence</b></p>
11-12R2	<p>RL: 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.</p> <p>RI: 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.</p>	<p>Info: <b>Lesson 3-Identifying Central Ideas</b></p> <p>Info: <b>Lesson 4-Providing an Objective Summary</b></p> <p>Lit: <b>Lesson 15-Identifying Themes</b></p> <p>Lit: <b>Lesson 16-Providing an Objective Summary</b></p>
11-12R3	<p>RL: 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).</p> <p>RI: 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.</p>	<p>Info: <b>Lesson 5-Analyzing a Complex Set of Ideas and Sequence of Events</b></p> <p>Info: <b>Lesson 6-Explaining How Idea and Events Interact and Develop</b></p> <p>Lit: <b>Lesson 17 - Analyzing Plot and Character Development</b></p>



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Standard Code	New York State Learning Standards for English Language Arts & Literacy	NY York ELA Lessons
11-12R4	<p>RL: 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.)</p> <p>RI: 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 <i>faction</i> in <i>Federalist No. 10</i>).</p>	<p>Info: <b>Lesson 7-Analyzing Figurative Language</b></p> <p>Info: <b>Lesson 8-Analyzing the Connotation of Words</b></p> <p>Info: <b>Lesson 9-Analyzing Technical Language</b></p> <p>Lit: <b>Lesson 18-Figurative Language</b></p> <p>Lit: <b>Lesson 19-Word Choice</b></p> <p>Lit: <b>Lesson 20-Tone</b></p>
11-12R5	<p>RL: 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.</p> <p>RI: 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.</p>	<p>Info: <b>Lesson 11-Analyzing Style and Content</b></p> <p>Info: <b>Lesson 12-Analyzing the Structure of Informational Texts</b></p> <p>Lit: <b>Lesson 17 - Analyzing Plot and Character Development</b></p> <p>Lit: <b>Lesson 21 - Literary Structure</b></p> <p>Lit: <b>Lesson 22 - Climaxes and Resolution</b></p>
11-12R6	<p>RL: 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).</p> <p>RI: 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.</p>	<p>Info: <b>Lesson 10-Determining Point of View and Purpose</b></p> <p>Lit: <b>Lesson 23 - Irony and Sarcasm</b></p> <p>Lit: <b>Lesson 24 - Satire and Understatement</b></p>

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Standard Code	New York State Learning Standards for English Language Arts & Literacy	NY York ELA Lessons
11-12R7	<p>RL: 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.)</p> <p>a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</p> <p>RL: 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.</p>	Covered by the instruction, practice, sources, and text variety throughout the Reading and Writing lessons.
11-12R8	<p>RL: (Not applicable to literature)</p> <p>RI: 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., <i>The Federalist</i>, presidential addresses).</p>	<p>Info: <b>Lesson 5- Analyzing a Complex Set of Ideas of Sequence of Events</b></p> <p>Info: <b>Lesson 11 - Analyzing Style and Content</b></p>
11-12R9	<p>RL: 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.</p> <p>RI: 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.</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</p>	<p>Info: <b>Lesson 5- Analyzing a Complex Set of Ideas of Sequence of Events</b></p> <p>Info: <b>Lesson 11 - Analyzing Style and Content</b></p> <p>Lit: <b>Lessons 15, 17, 18, 21, 23, 24, and Unit Tests Three and Four contain excerpts from “foundational works of American literature.”</b></p>

## New York Standard-to-Lesson Correlation

Standard Code	New York State Learning Standards for English Language Arts & Literacy	NY York ELA Lessons
11-12R10	<p>RL: 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.</p> <p>RI: 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.</p>	Covered throughout the Reading and Writing lessons.
11-12R11	<p>RL: Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p> <p>RI: Not applicable to Reading for Information Standards</p>	Lit: <b>Lesson 13-Analyzing Explicit Details and Implicit Meanings</b>

## New York Standard-to-Lesson Correlation

Standard Code	New York State Learning Standards for English Language Arts & Literacy	NY York ELA Lessons
11-12W1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>Five Steps to Writing</b>  <b>Success:</b> Development; Organization; Evidence; Language and Style; Conventions</p> <p><b>Writing Arguments:</b>  Write a Claim; Support a Claim; Use Counterclaims; Use Evidence from Sources; Write an Argumentative Essay</p>

## New York Standard-to-Lesson Correlation

Standard Code	New York State Learning Standards for English Language Arts & Literacy	NY York ELA Lessons
11-12W2	<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> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	<p><b>Five Steps to Writing Success:</b> Development; Organization; Evidence; Language and Style; Conventions</p> <p><b>Writing Informative Texts:</b> Thesis Statement; Support a Thesis Statement; Use and Cite Sources; Draft Your Essay</p> <p><b>Writing a Text Analysis of Literature:</b> Elements of Literary Analysis; Use Evidence from Sources; Write a Literary Analysis</p>
11-12W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Not tested.
11-12W4	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.)	Covered in all Writing lessons.
11-12W5	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.)	Covered in all Writing lessons.

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Standard Code	New York State Learning Standards for English Language Arts & Literacy	NY York ELA Lessons
11-12W6	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.	Not tested.
11-12W7	<p>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.</p> <p>a. Explore topics dealing with different cultures and world viewpoints.</p>	<p><b>Writing Informative Texts:</b> Thesis Statement; Support a Thesis Statement; Use and Cite Sources; Draft Your Essay</p> <p><b>Writing a Text Analysis of Literature:</b> Elements of Literary Analysis; Use Evidence from Sources; Write a Literary Analysis</p>
11-12W8	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.	Covered in all Writing lessons.
11-12W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> 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").</p> <p>b. Apply <i>grades 11-12 Reading standards</i> 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]").</p>	Covered in all Writing lessons.
11-12W10	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.	Covered in all Writing lessons

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Standard Code	New York State Learning Standards for English Language Arts & Literacy	NY York ELA Lessons
11-12W11	<p>Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.</p> <p>a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.</p> <p>b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.</p> <p>c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.</p> <p>d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p><b>Writing a Text Analysis of Literature:</b> Elements of Literary Analysis; Use Evidence from Sources; Write a Literary Analysis</p>
11-12L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>Editing for grammar covered in Writing lessons.</p>
11-12L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>Editing for capitalization, punctuation, and spelling covered in Writing lessons.</p>
11-12L3	<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Lit: <b>Lesson 19 - Word Choice</b></p> <p>Info: <b>Lesson 11 - Analyzing Style and Content</b></p>

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Standard Code	New York State Learning Standards for English Language Arts & Literacy	NY York ELA Lessons
11-12L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>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.</li> <li>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).</li> </ul>	<p>Info: <b>Lesson 8 - Analyzing the Connotation of Words</b></p> <p>Info: <b>Lesson 9 - Analyzing Technical Language</b></p> <p>Lit: <b>Lesson 19 - Word Choice</b></p>
11-12L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>	<p>Info: <b>Lesson 7 - Analyzing Figurative Language</b></p> <p>Info: <b>Lesson 8 - Analyzing the Connotation of Words</b></p> <p>Info: <b>Lesson 18 - Figurative Language</b></p> <p>Lit: <b>Lesson 19 - Word Choice</b></p>
11-12L6	<p>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.</p>	<p>Info: <b>Lesson 9 - Analyzing Technical Language</b></p>