

## 9-12 Next Generation ELA Standards at a Glance

### 9-12 Reading Standards (Literary and Informational Text)

Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

#### Key Ideas and Details

9-10	11-12
<b>9-10R1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.	<b>11-12R1:</b> 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 ambiguous; develop questions for deeper understanding and for further exploration.
<b>RH1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.	<b>RH1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
<b>RST1:</b> Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.	<b>RST1:</b> Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
<b>9-10R2:</b> Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.	<b>11-12R2:</b> 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.
<b>RH2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.	<b>RH2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>RST2:</b> Determine the key ideas or conclusions of a source; trace the source’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.	<b>RST2:</b> Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
<b>9-10R3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.	<b>11-12R3:</b> In literary texts, analyze the impact of author’s choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
<b>RH3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<b>RH3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>RST3:</b> Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	<b>RST3:</b> Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

## 9-12 Reading Standards (Literary and Informational Text, *continued*)

*Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.*

### Craft and Structure

9-10	11-12
<b>9-10R4:</b> 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, and mood. Examine technical or key terms and how language differs across genres.	<b>11-12R4:</b> 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, and mood, 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.
<b>RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.	<b>RH4:</b> Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>RST4:</b> Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).	<b>RST4:</b> Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
<b>9-10R5:</b> In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author’s intent influences particular sentences, paragraphs, or sections.	<b>11-12R5:</b> In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.
<b>RH5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	<b>RH5:</b> Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
<b>RST5:</b> Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.	<b>RST5:</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<b>9-10R6:</b> Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).	<b>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>RH6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<b>RH6:</b> Evaluate authors’ points of view on the same historical events or issue by assessing the authors’ claims, reasoning, and evidence.
<b>RST6:</b> Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.	<b>RST6:</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

## 9-12 Reading Standards (Literary and Informational Text, *continued*)

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### **Integration of Knowledge and Ideas**

9-10	11-12
<b>9-10R7:</b> Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).	<b>11-12R7:</b> In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.
<b>RH7:</b> Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>RH7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>RST7:</b> Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.	<b>RST7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>9-10R8:</b> Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.	<b>11-12R8:</b> Delineate and evaluate an argument in applicable texts, 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.
<b>RH8:</b> Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>RH8:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
<b>RST8:</b> Assess the extent to which the reasoning and evidence in a source support the author’s claim or a recommendation for solving a scientific or technical problem.	<b>RST8:</b> Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>9-10R9:</b> Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	<b>11-12R9:</b> Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
<b>RH9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	<b>RH9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>RST9:</b> Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	<b>RST9:</b> Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

## 9-12 Writing Standards

*Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.*

*Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade writing introductions for information regarding production and range of writing.*

### Text Types and Purposes

9-10	11-12
<p><b>9-10W1:</b> Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>9-10W1a:</b> Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p><b>9-10W1b:</b> Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns.</p> <p><b>9-10W1c:</b> Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.</p> <p><b>9-10W1d:</b> Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10W1e:</b> Provide a concluding statement or section that explains the significance of the argument presented.</p> <p><b>9-10W1f:</b> Maintain a style and tone appropriate to the writing task.</p>	<p><b>11-12W1:</b> Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>11-12W1a:</b> Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p><b>11-12W1b:</b> Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, 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><b>11-12W1c:</b> Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.</p> <p><b>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.</p> <p><b>11-12W1e:</b> Provide a concluding statement or section that explains the significance of the argument presented.</p> <p><b>11-12W1f:</b> Maintain a style and tone appropriate to the writing task.</p>
<p><b>WHST1:</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST1a:</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST1b:</b> Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p><b>WHST1c:</b> Use words, phrases, and clauses 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><b>WHST1d:</b> Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p><b>WHST1e:</b> Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>WHST1:</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST1a:</b> 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 the claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST1b:</b> Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>WHST1c:</b> 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><b>WHST1d:</b> Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p><b>WHST1e:</b> Provide a concluding statement or section that follows from or supports the argument presented.</p>

## 9-12 Writing Standards (continued)

Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade writing introductions for information regarding production and range of writing.

### Text Types and Purposes (continued)

9-10	11-12
<p><b>9-10W2:</b> 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><b>9-10W2a:</b> Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p><b>9-10W2b:</b> Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience’s knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><b>9-10W2c:</b> Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.</p> <p><b>9-10W2d:</b> Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p><b>9-10W2e:</b> Provide a concluding statement or section that explains the significance of the information presented.</p> <p><b>9-10W2f:</b> Establish and maintain a style appropriate to the writing task.</p>	<p><b>11-12W2:</b> 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><b>11-12W2a:</b> 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><b>11-12W2b:</b> 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. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><b>11-12W2c:</b> Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.</p> <p><b>11-12W2d:</b> Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p><b>11-12We:</b> Provide a concluding statement or section that explains the significance of the information presented.</p> <p><b>11-12W2f:</b> Establish and maintain a style appropriate to the writing task.</p>
<p><b>WHST2:</b> Write informative/explanatory text focused on discipline-specific content.</p> <p><b>WHST2a:</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.</p> <p><b>WHST2b:</b> Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>WHST2c:</b> Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>WHST2d:</b> Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p><b>WHST2e:</b> Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p>	<p><b>WHST2:</b> Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.</p> <p><b>WHST2a:</b> Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.</p> <p><b>WHST2b:</b> Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>WHST2c:</b> Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST2d:</b> Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p><b>WHST2e:</b> Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p>

## 9-12 Writing Standards (continued)

Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade writing introductions for information regarding production and range of writing.

### Text Types and Purposes (continued)

9-10	11-12
<p><b>9-10W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>9-10W3a:</b> Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p><b>9-10W3b:</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.</p> <p><b>9-10W3c:</b> Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.</p> <p><b>9-10W3d:</b> Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>9-10W3e:</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>11-12W3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>11-12W3a:</b> Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p><b>11-12W3b:</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.</p> <p><b>11-12W3c:</b> 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><b>11-12W3d:</b> Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p><b>11-12W3e:</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p><b>WHST3:</b> Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p>	<p><b>WHST3:</b> Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p>
<p><b>9-10W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p>	<p><b>11-12W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</p>
<p><b>WHST4:</b> Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>	<p><b>WHST4:</b> Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>
<p><b>9-10W5:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.</p>	<p><b>11-12W5:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.</p>
<p><b>WHST5:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, 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><b>WHST5:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, 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>

### 9-12 Writing Standards (continued)

Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

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#### Research to Build and Present Knowledge

9-10	11-12
<b>9-10W6:</b> Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.	<b>11-12W6:</b> Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
<b>WHST6:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b>WHST6:</b> 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 specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; 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>9-10W7:</b> Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow 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.
<b>WHST7:</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b>WHST7:</b> Draw evidence from informational texts to support analysis, reflection, and research.

## 9-12 Speaking and Listening Standards

Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

### Comprehension and Collaboration

9-10	11-12
<p><b>9-10SL1:</b> 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><b>9-10SL1a:</b> 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><b>9-10SL1b:</b> Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p><b>9-10SL1c:</b> Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.</p> <p><b>9-10SL1d:</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><b>11-12SL1:</b> 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><b>11-12SL1a:</b> 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><b>11-12SL1b:</b> Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p><b>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.</p> <p><b>11-12SL1d:</b> 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>9-10SL2:</b> Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.</p>	<p><b>11-12SL2:</b> 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.</p>
<p><b>9-10SL3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>11-12SL3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p>

### Presentation of Knowledge and Ideas

9-10	11-12
<p><b>9-10SL4:</b> Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p><b>11-12SL4:</b> 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 task, purpose, and audience.</p>
<p><b>9-10SL5:</b> Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>	<p><b>11-12SL5:</b> Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>
<p><b>9-10SL6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>11-12SL6:</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>



## 9-12 Language Standards

Review the [9<sup>th</sup>-10<sup>th</sup>](#) and [11<sup>th</sup>-12<sup>th</sup>](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

**Conventions of Academic English/Language for Learning** (Students are expected to know and be able to use these skills by the end of 12<sup>th</sup> grade.)

<p><b>Anchor Standard 1 (9-12L1):</b> Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*</p>	<p><b>Anchor Standard 2 (9-12L2):</b> Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*</p>
<p><b>CORE CONVENTION SKILLS (Grades 9-12)</b></p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types or phrases and clauses to add variety and interest to writing or presentations.</li> <li>• Understand that usage is a matter of convention that can change over time.</li> <li>• Resolve issues of complex or contested usage, consulting references as needed.</li> </ul>	<p><b>CORE PUNCTUATION and SPELLING SKILLS (Grades 9-12)</b></p> <ul style="list-style-type: none"> <li>• Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</li> <li>• Use a semicolon to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> </ul>

\* While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.

### Knowledge of Language

9-10	11-12
<p><b>9-10L3:</b> 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><b>9-10L3a:</b> Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.</p>	<p><b>11-12L3:</b> 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><b>11-12L3a:</b> Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

### Vocabulary Acquisition and Use

9-10	11-12
<p><b>9-10L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p><b>9-10L4a:</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>9-10L4b:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p><b>9-10L4c:</b> 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, or its etymology.</p> <p><b>9-10L4d:</b> 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><b>11-12L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p><b>11-12L4a:</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>11-12L4b:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p><b>11-12L4c:</b> 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><b>11-12L4d:</b> 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><b>9-10L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>9-10L5a:</b> Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.</p> <p><b>9-10L5b:</b> Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>11-12L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>11-12L5a:</b> Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.</p> <p><b>11-12L5b:</b> Analyze nuances in the meaning of words with similar denotations.</p>
<p><b>9-10L6:</b> Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>11-12L6:</b> Acquire and accurately use general academic and content-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.</p>