

NYSED Next Generation Literacy Grades 11-12 Crosswalk

Standard Code	2011 ELA Standard	2017 Revised ELA Standard
11-12RH1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	11-12 RH1: 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.
11-12RH2	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.	11-12 RH2: 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.
11-12RH3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	11-12 RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
11-12RH4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).	11-12 RH4: 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.
11-12RH5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	11-12 RH5: 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.
11-12RH6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	11-12 RH6: Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
11-12RH7	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.	11-12 RH7: 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.
11-12RH8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	11-12 RH8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
11-12RH9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	11-12 RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
11-12RH10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band	Please see the "Text Complexity Expectations for 6th-12th Grade" section in the introduction to the Literacy 6-12 Standards.

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	independently and proficiently.	
11-12RST1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	11-12 RST1: 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.
11-12RST2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms .	11-12 RST2: 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 .
11-12RST3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	See 11-12 RST1 (2017) for following a “detailed set of directions.”
11-12RST4	Determine the meaning of symbols, key terms, and other domain -specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics .	11-12 RST4: Determine the meaning of symbols, key terms, and other content -specific words and phrases as they are used in scientific or technical sources.
11-12RST5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	11-12 RST5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
11-12RST6	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.	11-12 RST6: 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.
11-12RST7	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.	11-12 RST7: 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
11-12RST8	Evaluate the hypotheses , data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions	11-12 RST8: Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with

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	with other sources of information.	other sources of information.
11-12RST9	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.	11-12 RST9: 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.
11-12RST10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	Please see the “Text Complexity Expectations for 6th-12th Grade” section in the introduction to the Literacy 6-12 Standards.
		New 11-12 RST3: 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.
11-12WHST1	<p>Write arguments focused on discipline-specific content.</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 the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly 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>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</p>	<p>11-12 WHST1: Write arguments focused on discipline-specific content.</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 the claim(s), counterclaims, reasons, and evidence.</p> <p>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>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, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience</p>

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	<p>the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>for which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
11-12WHST2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and 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 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>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>11-12 WHST2: 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>a. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.</p> <p>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>c. 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>d. 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>e. 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>
11-12WHST3	Not applicable as a separate requirement	New 11-12 WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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11-12WHST4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>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.</p>
11-12WHST5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
11-12WHST6	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.	
11-12WHST7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12 WHST5: 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.
11-12WHST8	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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	11-12 WHST6: 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.
11-12WHST9	Draw evidence from informational texts to support analysis, reflection, and research.	11-12 WHST7: Draw evidence from informational texts to support analysis, reflection, and research.
11-12WHST10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>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.</p>

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		<i>New 11-12 WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</i>