		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	**Key Ideas and Details**	11-12.R.1		Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferentially, including determining where the text is open to interpretation (e.g. may examine purposeful ambiguity, unreliable narrator, unconventional structure, unresolved conflict, etc.); develop factual, interpretive, and evaluative questions for further exploration.	New recommended Standard that combines Reading for Information and Reading for Literature.
		11-12.R.2		Determine two or more themes or central/main ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively summarize a complex text	New recommended Standard that combines Reading for Information and Reading for Literature.
		11-12.R.3		Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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 over the course of a text.	New recommended Standard that combines Reading for Information and Reading for Literature.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	**Craft and Structure**	11-12.R.4		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 and tone/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.	New recommended Standard that combines Reading for Information and Reading for Literature.
		11-12.R.5		Analyze and evaluate how the author's choices concerning structure impact overall meaning and clarity. In literary texts, analyze how structure (e.g., where to begin or end a story or provide a comedic or tragic resolution) impacts aesthetics. 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.	New recommended Standard that combines Reading for Information and Reading for Literature.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	Craft and Structure	11-12.R.6		Determine and analyze how authors employ point of view, purpose, rhetorical strategies and literary elements to shape explicit and implicit messages regarding content, perspective, and style in a wide range of global and diverse texts. (e.g., examine persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	New recommended Standard that combines Reading for Information and Reading for Literature.
	Integration of Knowledge and Ideas	11-12.R.7		Integrate and evaluate content presented in diverse media and formats. In literary texts, analyze multiple adaptations of a source text as presented in different mediums, specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic in order to address a question, or solve a problem.	New recommended Standard that combines Reading for Information and Reading for Literature.
		11-12.7.a		Analyze multiple interpretations of full-length works by authors who represent diverse global cultures.	New recommended Standard that combines Reading for Information and Reading for Literature.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	Integration of Knowledge and Ideas	11-12.R.8		Delineate and evaluate the application of guiding principles and use of legal reasoning in works of public advocacy and in official documents by assessing the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.	New recommended Standard that combines Reading for Information and Reading for Literature.
		11-12.R.9		Demonstrate an understanding and ability to analyze foundational U.S. and global texts, emphasizing those of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Reading and Level of Text Complex	11-12.R.10		Text complexity standard to be moved to guidance.	Text complexity standard to be moved to guidance.
	Responding to Literature	11-12.R.11		Interpret, analyze, and evaluate text, aesthetically and ethically by making connections to: other text, ideas, cultural perspectives, eras, personal events and situations. (e.g.; use literary language to respond to a variety of genres.)	New recommended Standard that combines Reading for Information and Reading for Literature.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	**Responding to Literature**	11-12.R.11.a		Develop an original perspective based on a self-selected text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		11-12.R.11.b		Identify and use criteria to classify, select, and evaluate texts to make informed judgments about quality.	New recommended Standard that combines Reading for Information and Reading for Literature.
WRITING STANDARDS	**Production, Range, and Distribution of Writing**	11-12.W.1		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	New recommended Standard for Writing.
		11-12.W1a		Demonstrate awareness of audience; adapt voice and use of language to suit a variety of cultural contexts.	New recommended Standard for Writing.
		11-12.W.1b		Use precise language, domain-specific vocabulary and literary techniques to express the appropriate complexity of the topic. Where appropriate, use sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	New recommended Standard for Writing.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	Production, Range, and Distribution of Writing	11-12.W.1c		Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion and clarify relationships among complex ideas and concepts.	New recommended Standard for Writing.
		11-12.W.1d		Maintain a formal style and objective tone while attending to the norms and conventions of the discipline as appropriate to the writing task.	New recommended Standard for Writing.
		11-12.W.1e		Provide a concluding statement or section that supports the information or explanations presented, and that may address the impact of the discussion on a larger scale (e.g., community, cultural, national, global, etc.), and where appropriate, reflects on what is experienced, observed, or resolved.	New recommended Standard for Writing.
		11-12.W.2		Develop and strengthen writing as needed by planning, drafting, revising, editing and rewriting based on feedback, with a focus on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards.)	New recommended Standard for Writing.
		11-12.W.3		Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.	New recommended Standard for Writing.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Production, Range, and Distribution of Writing**	11-12.W.4		Use appropriate and available technology to collaborate, produce, publish, and update individual or shared writing products, including new arguments or information.	New recommended Standard for Writing.
	Research to Build Knowledge	11-12.W.5		Conduct research to answer questions, including 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.	New recommended Standard for Writing.
		11-12.W.5a		Explore topics dealing with diverse and global viewpoints.	New recommended Standard for Writing.
		11-12.W.6		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.	New recommended Standard for Writing.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	Research to Build Knowledge	11-12.W.7		Draw evidence from literary or informational texts to support analysis, reflection, and research.	New recommended Standard for Writing.
	Text Types and Purposes	11-12.W.8		Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore areas of inquiry to formulate an argument.	New recommended Standard for Writing.
		11-12.W.8a		Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaims, and organize logically sequential claim(s), counterclaims, reasons, and evidence	New recommended Standard for Writing.
		11-12.W.8b		Develop claim(s) and counterclaims 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.	New recommended Standard for Writing.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Text Types and Purposes**	11-12.W.9		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.	New recommended Standard for Writing.
		11-12.W.9a		Select and organize complex ideas, concepts, and information on a specific topic. Introduce topic in a clear, concise and compelling manner.	New recommended Standard for Writing.
		11-12.W.10		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	New recommended Standard for Writing.
		11-12.W.10a		Engage and orient 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.	New recommended Standard for Writing.
		11-12.W.10b		Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.	New recommended Standard for Writing.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Text Types and Purposes**	11-12.W.10c		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).	New recommended Standard for Writing.
		11-12.W.10d		Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	New recommended Standard for Writing.
		11-12.W.10e		Provide a resolution that follows from the narrated experiences or events.	New recommended Standard for Writing.
		11-12.W.11		Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.	New recommended Standard for Writing.
		11-12.W.11a		Engage in using a wide range of prewriting strategies to express personal, social and cultural connections and insights.	New recommended Standard for Writing.
		11-12.W.11b		Identify, analyze, and use elements and techniques of various genres of literature (e.g. allegory, stream of consciousness, irony, and ambiguity) to affect meaning.	New recommended Standard for Writing.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	11-12.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Changed to clarify language and stay consistent with other grades.
		11-12.SL.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions prepared, having read and researched material under study; 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.	Changed to clarify language; deleted "explicitly" as per other revisions.
		11-12.SL.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	Work with peers to set rules for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	Changed for clarity of language and to stay consistent with previous grades.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	11-12.SL.1c	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.	Propel conversations by posing and responding to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote diverse and creative perspectives.	Changed to clarify language and reduce redundancies. Changed "divergent" to "diverse."
		11-12.SL.1d	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.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.	Changed to clarify language (deleted "and" – unnecessary).
		11-12.SL.1e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from diverse backgrounds.	Changed to clarify language (changed “varied” to “diverse”).

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	11-12.SL.2	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.	Integrate multiple sources of information presented in diverse formats (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Changed to clarify language and omit unnecessary words.
		11-12.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	No change	
	Presentation of Knowledge and Ideas	11-12.SL.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Changed language for clarity and omit redundancies ("information" changed to "claims" for consistency).

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Presentation of Knowledge and Ideas**	11-12.SL.5	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.	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add elements of interest to engage the audience.	Changed to take out example. Added "elements of interest" and "engage audience" to parallel 8th grade. Committee recommends a separate section with examples/guidance.
		11-12.SL.6	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.)	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Changed to remove reference to Language Standards.
LANGUAGE STANDADRDS	**Conventions of Standard English**	11-12.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change	
		11-12.L.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	No change	
		11-12.L.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	Address issues of complex or contested usage, consulting references as needed.	Changed to clarify and remove example. Committee recommends a separate section with examples/guidance.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE STANDARDS	Conventions of Standard English	11-12.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No change	
		11-12.L.2a	Observe hyphenation conventions.	Use hyphens.	Changed to clarify and simplify language.
		11-12.L.2b	Spell correctly.	Delete	
	Knowledge of Language	11-12.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	No change	
		11-12.L.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Changed to clarify and omit reference title.
	Vocabulary Acquisition and Use	11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Changed to omit reference to grade-level text (put note in introduction that all standard should be based on grade-appropriate texts)

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LEARNING STANDARDS	**Vocabulary Acquisition and Use**	11-12.L.4a	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.	No change	
		11-12.L.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	No change	
		11-12.L.4c	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.	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.	Changed to clarify language (deleted reference to both "print and digital).
		11-12.L.4d	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).	No change	
		11-12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	No change	

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LEARNING STANDARDS	Vocabulary Acquisition and Use	11-12.L.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.	Changed to simplify and clarify; example included as part of the standard.
		11-12.L.5b	Analyze nuances in the meaning of words with similar denotations.	No change	
		11-12.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and accurately use 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 and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Changed to clarify language.