



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards English Language Arts: Grades 11-12 Crosswalk

2014 Standard Language	2020 Standard Language	Suggested Changes
Reading: Literature		
<p>Learning Outcome</p> <p>11-12.RL.1: Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.</p>	<p>Learning Outcome</p> <p>11-12.RL.1: Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.</p>	<p>No change</p>
<p>11-12.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>11-12.RL.2.1: Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.</p>	<p>Language change</p>
<p>11-12.RL.2.2: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details</p>	<p>11-12.RL.2.2: Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.</p>	<p>Omit the term “central idea” to place emphasis that “theme” is the preferred term related to fictional texts.</p>
<p>11-12.RL.2.3 Analyze the impact of the author's choices regarding how to develop and</p>	<p>11-12.RL.2.3: Analyze how the author's choices impact character development over</p>	<p>Focused the standard on character development specifically</p>

<p>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>the course of a text (e.g. how the characters are introduced and developed).</p>	
<p>11-12.RL.2.4: Students are expected to build upon and continue applying concepts learned previously</p>	<p>11-12.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade mastery should have occurred: 2 Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why and be able to utilize and continue the skills.</p>	<p>Added in the language of the standard being referenced</p>
<p>11-12.RL.3.1: Analyze and evaluate how an author’s choices concerning how to structure specific parts of a work of literature (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>11-12.RL.3.1: Analyze and evaluate how an author’s choices concerning how to structure specific parts of a work of literature (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 meaning and effect of a work.</p>	<p>Language change</p>
<p>11-12.RL.3.2: Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.</p>	<p>11-12.RL.3.2: Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended in order to understand the perspectives (e.g., satire, sarcasm, irony, or understatement).</p>	<p>“Point of view” to be replaced by “perspective” Moved e.g. end of standard</p>

<p>11-12.RL.4.1:Analyze multiple interpretation of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.</p>	<p>11-12.RL.4.1:Analyze multiple interpretations or adaptations of a story and evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script and analyze the impact of the interpretations on the audience.</p>	<p>Language change</p>
<p>11-12.RL.4.2:Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories,or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.</p>	<p>11-12.RL.4.2:Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories,or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.</p>	<p>Language change</p>
<p>Reading: Nonfiction</p>		
<p>Learning Outcome</p> <p>11-12.RN.1:Read a variety of nonfiction within a range of complexity appropriate for grades11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.</p>	<p>Learning Outcome</p> <p>11-12.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.</p>	<p>No change</p>

<p>11-12.RN.2.1:Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>11-12.RN.2.1: Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.</p>	<p>Language change</p>
<p>11-12.RN.2.2: Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.</p>	<p>11-12.RN.2.2: Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.</p>	<p>Compare/contrast changed to analyze Language change</p>
<p>11-12.RN.2.3: 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.</p>	<p>11-12.RN.2.3: Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, or individuals develop throughout the text.</p>	<p>Language change</p>
<p>11-12.RN.3.1: Students are expected to build upon and continue applying concepts learned previously.</p>	<p>11-12.RN.3.1: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</p>	<p>Added in the language of the standard being referenced</p>
<p>11-12.RN.3.2:Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether</p>	<p>11-12.RN.3.2:Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that</p>	<p>Language change</p>

the structure makes points clear, convincing, and engaging.	are clear and convincing.	
11-12.RN.3.3: Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	11-12.RN.3.3: Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.	Eliminated “beauty”
11-12.RN.4.1: Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11-12.RN.4.1: Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.	Eliminated “seminal” Changed “identify” to “analyze the impact of...”
11-12.RN.4.2: Synthesize and evaluate multiple sources of information presented in different media or forms as well as in words in order to address a question or solve a problem.	11-12.RN.4.2: Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.	Eliminated “or forms as well as in words”
11-12.RN.4.3: Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	11-12.RN.4.3: Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	No change

Reading: Vocabulary		
<p>Learning Outcome</p> <p>11-12.RV.1: Acquire and use accurately general academic and content-specific words and phrases 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>Learning Outcome</p> <p>11-12.RV.1: Acquire and accurately use academic and content-specific words and phrases 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>Language change</p>
<p>11-12.RV.2.1: Use context to determine or clarify the meaning of words and phrases.</p>	<p>11-12.RV.2.1: Use context to determine or clarify the meaning of words and phrases.</p>	<p>No change</p>
<p>11-12.RV.2.2: Students are expected to build upon and continue applying concepts learned previously.</p>	<p>11-12.RV.2.2: Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 7 Use the relationship between particular words to better understand each of the words (e.g. synonym/antonym, analogy).</p>	<p>Added in the language from the standard being referenced</p>
<p>11-12RV.2.3: Analyze nuances in the meaning of words with similar denotations.</p>	<p>11-12.RV.2.3: Analyze nuances in the meaning of words with similar denotations.</p>	<p>No change</p>
<p>11-12.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception,</p>	<p>11-12.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception,</p>	<p>No change</p>

conceivable).	conceivable).	
11-12.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	11-12.RV.2.5: Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	Eliminated “both print and digital”
11-12.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices(e.g.,imagery, allegory, and symbolism) on meaning and tone(e.g.,how the language evokes a sense of time and place; how it sets a formal or informal tone).	11-12.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices(e.g.,imagery, allegory, and symbolism) on meaning and tone(e.g.,how the language evokes a sense of time and place; how it sets a formal or informal tone).	Added “denotative meanings”
11-12.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.	11-12.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.	Added “denotative meaning”
11-12.RV.3.3: Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.	11-12.RV.3.3: Interpret figures of speech in context and analyze their role in the text.	Eliminated the e.g.

Writing		
<p>Learning Outcome</p> <p>11-12.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<p>Learning Outcome</p> <p>11-12.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<p>No change</p>
<p>11-12.W.2: Students are expected to build upon and continue applying concepts learned previously</p>	<p>11-12.W.2: Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4 Write legibly in print or cursive, forming letters and words that can be read by others.</p>	<p>Added the language of the standard being referenced</p>
<p>11-12.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • 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. • 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 	<p>11-12.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce precise, 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. • Use rhetorical strategies to enhance the effectiveness of the claim. • Develop claim(s) and counterclaims fairly and 	<p>Eliminated “knowledgeable”</p> <p>Added “use rhetorical strategies to enhance the effectiveness of the claim”</p> <p>Added “varied transitions”</p>

<p>manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <ul style="list-style-type: none"> • Use effective transitions 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. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>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> <ul style="list-style-type: none"> • Use effective and varied transitions 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. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	
<p>11-12.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • 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., 	<p>11-12.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to 	<p>Language Change</p> <p>Added “utilizing credible sources”</p> <p>Removed the examples of “metaphor, simile, and analogy”</p>

<p>headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> ● 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. ● 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. ● Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● 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>create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> ● Utilizing credible sources, 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 ● 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. ● Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and 	
---	--	--

	<p>supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
<p>11-12.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ●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. ●Create a smooth progression of experiences or events. ●Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines,to develop experiences, events, and/or characters. ●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). ●Use precise words and phrases,telling details,and sensory language to convey a vivid picture of the 	<p>11-12.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● 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. ● Create a smooth progression of experiences or events. ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines,to develop experiences, events, and/or characters. ● 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>No change</p>

<p>experiences, events, setting, and /or characters.</p> <ul style="list-style-type: none"> ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	
<p>11-12.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. ● Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia). 	<p>11-12.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ul style="list-style-type: none"> ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. ● Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● Utilize a standard style guide framework for 	<p>Added the direction to apply the writing process to all styles of formal writing</p> <p>Added “using a style guide for citations...”</p>

	<p>in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</p>	
<p>11-12.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.</p> <ul style="list-style-type: none"> ●Formulate an inquiry question, and refine and narrow the focus as research evolves. ●Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. ●Assess the strengths and limitations of each source in terms of the task,purpose,and audience. ●Synthesize and integrate information into the text selectively to maintain the flow of ideas. ●Avoid plagiarism and over reliance on any one source and follow a standard format (e.g.,MLA,APA)for citation. ●Present information, 	<p>11-12.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.</p> <ul style="list-style-type: none"> ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the strengths and limitations of each source in terms of the task,purpose,and audience. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and over reliance on any one source and follow a standard format (e.g.,MLA, APA)for citation. 	<p>No change</p>

<p>choosing from a variety of formats.</p>	<ul style="list-style-type: none"> Present information, choosing from a variety of formats. 	
<p>11-12.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p> <p>A. Pronouns– Students are expected to build upon and continue applying conventions learned previously.</p> <p>B. Verbs - Students are expected to build upon and continue applying conventions learned previously.</p> <p>C. Adjectives and Adverbs– Students are expected to build upon and continue applying Conventions learned previously.</p> <p>D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p> <p>E. Usage Students are expected to build upon and continue applying conventions learned previously.</p>	<p>11-12.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p> <p>A. Pronouns– Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 4</p> <ul style="list-style-type: none"> Writing sentences that include relative pronouns (e.g. who, which) and reflexive pronouns (e.g. myself, ourselves) and explaining their functions in a sentence. <p>B. Verbs - Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 10</p> <ul style="list-style-type: none"> Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. <p>C. Adjectives and Adverbs– Students are expected to build upon and continue applying conventions learned previously</p> <p>Grade of Mastery: 4</p> <ul style="list-style-type: none"> Writing sentences using relative adverbs (e.g. where, when) and explaining their functions in a sentence. <p>D. Phrases and Clauses –</p>	<p>Listed out standards being referenced</p>

	<p>Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 7</p> <ul style="list-style-type: none"> Recognizing and correcting misplaced and dangling modifiers. <p>E. Usage- Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 10</p> <ul style="list-style-type: none"> Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. 	
<p>11-12.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <ol style="list-style-type: none"> Capitalization—Students are expected to build upon and continue applying Conventions learned previously. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Spelling –Students are expected to build upon and continue applying conventions learned previously 	<p>11-12.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization—Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> Applying correct usage of capitalization in writing <p>B. Punctuation –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 10</p> <ul style="list-style-type: none"> Using a semicolon and a conjunctive adverb to link two or more closely 	<p>Listed out standards being referenced</p>

	<p>related independent clauses</p> <p>C. Spelling –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> Applying correct spelling patterns and generalizations in writing. 	
Speaking and Listening		
<p>Learning Outcome</p> <p>11-12.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>Learning Outcome</p> <p>11-12.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	No Change
<p>11-12.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.</p>	<p>11-12.SL.2.1: Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.</p>	<p>Changed “participate effectively” to “engage”</p> <p>Eliminated “one-on-one, in groups, and teacher-led”</p>
<p>11-12.SL.2.2: Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.</p>	<p>11-12.SL.2.2: Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.</p>	<p>Language change</p> <p>Eliminated, “from materials under study and additional research and resources”</p>

<p>11-12.SL.2.3: Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>11-12.SL.2.3: Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>No change</p>
<p>11-12.SL.2.4: 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.</p>	<p>11-12.SL.2.4:Expand 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.</p>	<p>Language change</p>
<p>11-12.SL.2.5: Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>11-12.SL.2.5: Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>No change</p>
<p>11-12.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (e.g.,visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and not in any discrepancies among the data.</p>	<p>11-12.SL.3.1: Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.</p>	<p>Language change Eliminated e.g.</p>

<p>11-12.SL.3.2: 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.</p>	<p>11-12.SL.3.2: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.</p>	<p>“Point of view” replaced with “perspective” Language Change</p>
<p>11-12.SL.4.1: 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.</p>	<p>11-12.SL.4.1: Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.</p>	<p>Language change</p>
<p>11-12.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence</p>	<p>11-12.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence</p>	<p>No change</p>
<p>11-12.SL.4.3: Students are expected to build upon and continue applying concepts learned previously.</p>	<p>11-12.SL.4.3: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions.</p>	<p>Added language from the standard referenced</p>

Media Literacy		
<p>Learning Outcome</p> <p>11-12.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>	<p>Learning Outcome</p> <p>11-12.ML.1: Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.</p>	<p>Eliminated “inform and persuade”</p>
<p>11-12.ML.2.1: Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.</p>	<p>9-10.ML.2.1: Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.</p>	<p>No change</p>
<p>11-12.ML.2.2: Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.</p>	<p>11-12.ML.2.2: Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.</p>	<p>No change</p>