

Standard Code	Standard Code and Standard	Keep or Propose Change	Type of Change	Quality Standards Rule #	Reason for Proposed Change
11-12.RL.1	11-12.RL.1 <b>Accurately</b> cite strong, <b>relevant</b> , and thorough textual evidence to support analysis of what the text says explicitly as well as <b>inferentially</b> drawn from the text, including determining where the text leaves matters uncertain.	Propose change	re-written	3	clarify sentence structure, match up with other standards
11-12.RL.2	11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text <b>to support thematic analysis</b> .	propose change	re-written	3	clarify language and intent
11-12.RL.3	11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Keep			
11-12.RL.4	11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language. <del>that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</del>	Propose change	re-written	1, 3	vague, ambiguous language; directing teacher action

11-12.RL.5	11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Keep			
11-12.RL.6	11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied.</b>	Propose change	re-written	1, 3	remove language dictating teacher action
11-12.RL.7	11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry) <b>in different artistic mediums</b> , evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Propose change	re-written	1	remove language dictating teacher action
11-12.RL.8	11-12.RL.8 (Not applicable to literature)				
11-12.RL.9	11-12.RL.9 Demonstrate knowledge of seventeenth-, eighteenth-, nineteenth- and early twentieth-century foundational works of American <b>or world</b> literature, including how two or more texts from the same period treat similar themes or topics.	Propose change	re-written	1, 3	Connecting learning within/across grade levels

11-12.RL.10	<p>11-12.RL.10 <del>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 11–12 text complexity band <b>independently</b> and proficiently, with scaffolding <b>guidance and support</b> as needed at the high end of the range.</del></p> <p><b>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</b></p> <p><b>a. Read and comprehend grade level texts for academic tasks.</b></p> <p><b>b. Self-select texts for personal enjoyment, interest, and academic tasks.</b></p> <p><b>c. Read widely to understand multiple perspectives and diverse viewpoints.</b></p>	Propose Change	re-written	1, 3	Connecting learning within/across grade levels
11-12.RI.1	11-12.RI.1 <b>Accurately</b> cite strong, <b>relevant</b> , and thorough textual evidence to support analysis of what the text says explicitly as well as <b>inferentially</b> inferences drawn from the text, including determining where the text leaves matters uncertain.	Propose Change	re-written	3	clarify sentence structure; match with other standards
11-12.RI.2	11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text <b>to support analysis.</b>	propose change	re-written	3	clarify language and intent
11-12.RI.3	11-12.RI.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 the text.	Keep			

11-12.RI.4	11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Propose change	remove language	3	remove specific example; if you don't know it, it doesn't help clarify.
11-12.RI.5	11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Keep			
11-12.RI.6	11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, <del>analyzing how style and content contribute to the power, persuasiveness, or beauty of the text</del> <b>analyzing how style and content contribute to its overall rhetorical effectiveness</b> the power, persuasiveness or beauty of the text.	Propose change	re-written	1, 3	Clarify language; focus on content and style rather than something subjective like beauty.
11-12.RI.7	11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, <b>verbally</b> , quantitatively) <del>as well as in words</del> in order to address a question or solve a problem.	Propose Change	re-written	3	simplify and reduce language

11-12.RI.8	11-12.RI.8 Delineate <b>(break down)</b> and evaluate the reasoning in seminal U.S. <b>and global</b> texts, including the application of <del>constitutional</del> founding principles and use of legal reasoning (e.g., in U.S. Supreme Court <del>majority opinions and dissents</del> ) and the premises, purposes, and arguments in works of public advocacy (e.g., <del>The Federalist, presidential addresses</del> ).	Propose change	re-written	1,3	remove specificity and allow for flexibility of teaching standards in 11th and 12th grade.
11-12.RI.9	11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance ( <del>including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address</del> ) for their themes, purposes, and rhetorical features.	propose change	re-written	3	clarify language; remove teacher action; move examples to disaggregated standards

11-12.RI.10	<p>11-12.RI.10 By the end of grade 11, read and comprehend literary nonfiction <b>and informational texts</b> in the grades 11-CCR text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction <b>and informational texts</b> at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>a. Read and comprehend grade level texts for academic tasks.</b></p> <p><b>b. Self-select texts for personal enjoyment, interest, and academic tasks.</b></p> <p><b>c. Read widely to understand multiple perspectives and diverse viewpoints.</b></p>	Propose change	add language	3	encourage student-centered learning; vertically align with 7, 8, and 9-10
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11-12.W.1	<p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use <b>transitional</b> 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><del>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</del> e. d. Provide a concluding statement or section that follows from and supports the argument presented.</p>	propose change	re-written	2	connect to other writing standards, using similar language
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11-12.W.2	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><del>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</del> <b>e.</b> 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>	propose change	re-written	3	clarify language
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11-12.W.3	<p>11-12.W.3 Write narratives <b>or other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use <b>literary</b> or narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, <b>figurative</b> and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion (<b>when appropriate to the genre</b>) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative <b>or creative text</b>.</p>	propose change	re-written	2,3	expand potential for teachers in classroom
11-12.W.4	<p>11-12.W.4 Produce clear and coherent writing in which the development, organization, and style, <b>and tone</b> are appropriate to grade-specific task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	propose change	re-written	1	add "tone" to clarify language; reduce length

11-12.W.5	11-12.W.5 <b>Use a writing process to</b> develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	propose change	re-written	3	add clarifying language
11-12.W.6	11-12.W.6 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.	keep			
11-12.W.7	11-12.W.7 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.	keep			
11-12.W.8	11-12.W.8 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.	keep			

11-12.W.9	<p>11-12.W.9 Draw <b>relevant</b> evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to <b>for literature to writing</b>. (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to <b>for</b> literary <b>fiction</b> and nonfiction <b>to writing</b>. (e.g., “Delineate and <del>reasoning in seminal U.S. texts, including the application of</del> evaluate the constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	Propose change	remove examples	3	clarify language
11-12.W.10	<p>11-12.W.10 Write routinely over extended time frames (time-<del>for</del> for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ; <b>independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</b></p>	Propose changes	remove	1, 3	improve clarity; add essential skills

11-12.SL.1	<p>11-12.SL.1 Initiate and participate effectively in a <b>range-variety</b> of collaborative discussions (one-on-one, in groups, and teacher-led) <del>with diverse partners</del> on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. 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.</p> <p>b. <b>Collaborate</b> <del>Work</del> with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. 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>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	propose change	re-written	1,3	remove teacher action, clarify meaning
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11-12.SL.2	11-12.SL.2 Integrate multiple sources of information presented in diverse <b>media or formats</b> 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.	propose change	re-written	1	align with other standards
11-12.SL.3	11-12.SL.3 Evaluate a speaker's point of view, reasoning, <b>intended audience</b> , and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	propose change	re-written	2	adding critical skill
11-12.SL.4	11-12.SL.4 Present information, findings, and supporting evidence <b>while respecting intellectual property</b> ; 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.	propose change	re-written	1, 2	add critical skill, change verbage to align with other standards
11-12.SL.5	11-12.SL.5 Make strategic use of <b>Integrate</b> 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.	propose change	re-written	2, 3	vertically align, clarify language

11-12.SL.6	11-12.SL.6 Adapt speech to a variety of contexts, <b>audiences</b> , and tasks, <b>using self-reflection and feedback from others</b> , demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	propose change	re-written	1,2,3	align content with other standards; add critical skill
11-12.L.1	11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <del>Merriam-Webster's Dictionary of English Usage</del> , <del>Garner's Modern American Usage</del> ) as needed.	propose change	remove	1, 3	get rid of examples
11-12.L.2	11-12.L.2 Demonstrate command of the conventions of standard English <del>capitalization, punctuation, and spelling</del> when writing <b>grammar; consult references as needed</b> . a. <del>Observe hyphenation conventions.</del> <b>Use hyphens and dashes correctly.</b> b. Spell correctly; <b>consult references as needed.</b>	propose change	reword	1, 3	align with other standards and clarify language
11-12.L.3	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. a. <del>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.</del>	propose change	reword	1, 3	align with other standards and clarify language

11-12.L.4	<p>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.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	keep			
11-12.L.5	<p>11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	keep			

11-12.L.6	11-12.L.6 Acquire and <b>accurately</b> use accurately general academic and domain <b>subject</b> -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.	propose change	re-written	1,3	change language to make more stakeholder friendly
11-12.RH.1	11-12.RH.1 <b>Accurately</b> 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.	Propose change	re-written	3	clarify sentence structure, match with other standards
11-12.RH.2	11-12.RH.2 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.	Keep			
11-12.RH.3	11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best <del>accords-</del> <b>connects</b> with textual evidence, acknowledging where the text leaves matters uncertain.	propose change	re-written	3	clarify language
11-12.RH.4	11-12.RH.4 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 faction in Federalist No. 10).	Propose Changes	re-written	1, 3	clarify meaning; move to unpacked standards
11-12.RH.5	11-12.RH.5 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.	Keep			

11-12.RH.6	11-12.RH.6 Evaluate <del>authors'</del> differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Propose changes	re-written	3	too verbose
11-12.RH.7	11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>and verbally</b> as well as in words) in order to address a question or solve a problem.	Propose changes	re-written	1, 3	align with ELA RI standards
11-12.RH.8	11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	Keep			
11-12.RH.9	11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Keep			
11-12.RH.10	11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	Keep			
11-12.RST.1	11-12.RST.1 <b>Accurately</b> 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.	Propose changes	rewrite	3	clarify sentence structure; align with other standards
11-12.RST.2	11-12.RST.2 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.	keep			

11-12.RST.3	11-12.RST.3 Follow precisely <b>Precisely follow</b> a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Propose changes	reword	3	clarify language
11-12.RST.4	11-12.RST.4 Determine the meaning of symbols, <b>equations, graphical and tabular representations</b> , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <b>grades-11–12-grade level</b> texts and topics.	propose changes	reword	3	clarify language; remove banding, adding critical content and skill
11-12.RST.5	11-12.RST.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	keep			
11-12.RST.6	11-12.RST.6 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.	keep			
11-12.RST.7	11-12.RST.7 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.	keep			
11-12.RST.8	11-12.RST.8 Evaluate the hypotheses, data, <b>analysis-analyses</b> , and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	propose changes	re-written	3	clarify language

11-12.RST.9	11-12.RST.9 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.	keep			
11-12.RST.10	11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	keep			
11-12.WHST.1	<p>11-12.WHST.1 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 <b>transitional</b> words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	Propose change	re-written	1, 3	clarify meaning

<p>11-12.WHST.2</p>	<p>11-12.WHST.2 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>keep</p>			
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11-12.WHST.3	11-12.WHST.3 Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	keep			
11-12.WHST.4	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style, and tone are appropriate to task, purpose, and audience.	propose change	re-written	2	add critical content and skill
11-12.WHST.5	11-12.WHST.5 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.	keep			
11-12.WHST.6	11-12.WHST.6 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.	keep			
11-12.WHST.7	11-12.WHST.7 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.	keep			

11-12.WHST.8	11-12.WHST.8 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.	keep			
11-12.WHST.9	11-12.WHST.9 Draw <b>relevant</b> evidence from informational <b>and/or literary fiction or non-fiction</b> texts to support written analysis, reflection, and research.	propose change	re-written	1,2	add clarity and critical content
11-12.WHST.10	11-12.WHST.10 Write routinely and <b>independently</b> over extended time frames (time for <b>research</b> , reflection, and revision) and shorter time frames ( <del>a single sitting or a day or two</del> ) for a range of discipline-specific tasks, purposes, and audiences.	propose change	re-written	1,3	add clarity and critical content, remove repetitive language