

Grade 12 ELA CA and CCSS (B197417)—Blueprint Summary

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					2013-2014 CA		2013-2014 CC		
Status					Draft		Draft		
# Standards Assessed					13		14		
Number of Items per Standard (max)					3		5		
Number of Items per Standard (min)					1		1		
Number of Items per Standard (avg)					1.6		1.9		
Standard	Description	CST #	CST %	Yr #	Yr %	#	%	#	%
Total		75	100%	47	100%	21	100%	26	100%
California Item Bank									
ELA.11-12.R	Reading								
ELA.11-12.RW.1.0	Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.								
ELA.11-12.RW.1.1	Trace the etymology of significant terms used in political science and history.	2	2.7%						
ELA.11-12.RW.1.2	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.	2	2.7%						
ELA.11-12.RW.1.3	Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	4	5.3%						

ELA.11-12.RC.2.0	Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.								
ELA.11-12.RC.2.1	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.	4	5.3%						
ELA.11-12.RC.2.2	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.	3	4.0%						
ELA.11-12.RC.2.3	Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	2	2.7%						
ELA.11-12.RC.2.4	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.	2	2.7%						
ELA.11-12.RC.2.5	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	2	2.7%						

<p>ELA.11-12.RC.2.6</p>	<p>Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).</p>	<p>6</p>	<p>8.0%</p>						
<p>ELA.11-12.RL.3.0</p>	<p>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.</p>								
<p>ELA.11-12.RL.3.1</p>	<p>Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p>	<p>3</p>	<p>4.0%</p>						
<p>ELA.11-12.RL.3.2</p>	<p>Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p>	<p>1</p>	<p>1.3%</p>						
<p>ELA.11-12.RL.3.3</p>	<p>Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.</p>	<p>2</p>	<p>2.7%</p>						
<p>ELA.11-12.RL.3.4</p>	<p>Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.</p>	<p>1</p>	<p>1.3%</p>						

ELA.11-12.RL.3.5	Analyze recognized works of American literature representing a variety of genres and traditions:								
ELA.11-12.RL.3.5.	Trace the development of American literature from the colonial period forward.	1	1.3%						
ELA.11-12.RL.3.5.	Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.	1	1.3%						
ELA.11-12.RL.3.5.	Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	1	1.3%						
ELA.11-12.RL.3.6	Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).	1	1.3%						
ELA.11-12.RL.3.7	Analyze recognized works of world literature from a variety of authors:								
ELA.11-12.RL.3.7.	Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).								
ELA.11-12.RL.3.7.	Relate literary works and authors to the major themes and issues of their eras.								
ELA.11-12.RL.3.7.	Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.								

ELA.11-12.RL.3.8	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)	3	4.0%						
ELA.11-12.RL.3.9	Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)	3	4.0%						
ELA.11-12.WA	Writing								
ELA.11-12.WS.1.0	Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.								
ELA.11-12.WS.1.1	Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.	4	5.3%						
ELA.11-12.WS.1.2	Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.	2	2.7%						
ELA.11-12.WS.1.3	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	4	5.3%						

ELA.11-12.WS.1.4	Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.	4	5.3%						
ELA.11-12.WS.1.5	Use language in natural, fresh, and vivid ways to establish a specific tone.	2	2.7%						
ELA.11-12.WS.1.6	Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).								
ELA.11-12.WS.1.7	Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).	2	2.7%						
ELA.11-12.WS.1.8	Integrate databases, graphics, and spreadsheets into word-processed documents.								
ELA.11-12.WS.1.9	Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	4	5.3%						
ELA.11-12.WA.2.0	Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.								
ELA.11-12.WA.2.1	Write fictional, autobiographical, or biographical narratives:								

ELA.11-12.WA.2.1	Narrate a sequence of events and communicate their significance to the audience.								
ELA.11-12.WA.2.1	Locate scenes and incidents in specific places.								
ELA.11-12.WA.2.1	Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.								
ELA.11-12.WA.2.1	Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.								
ELA.11-12.WA.2.1	Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.								
ELA.11-12.WA.2.2	Write responses to literature:								
ELA.11-12.WA.2.2	Demonstrate a comprehensive understanding of the significant ideas in works or passages.								
ELA.11-12.WA.2.2	Analyze the use of imagery, language, universal themes, and unique aspects of the text.								
ELA.11-12.WA.2.2	Support important ideas and viewpoints through accurate and detailed references to the text and to other works.								
ELA.11-12.WA.2.2	Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.								
ELA.11-12.WA.2.2	Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.								
ELA.11-12.WA.2.3	Write reflective compositions:								

ELA.11-12.WA.2.3	Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).								
ELA.11-12.WA.2.3	Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.								
ELA.11-12.WA.2.3	Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.								
ELA.11-12.WA.2.4	Write historical investigation reports:								
ELA.11-12.WA.2.4	Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.								
ELA.11-12.WA.2.4	Analyze several historical records of a single event, examining critical relationships between elements of the research topic.								
ELA.11-12.WA.2.4	Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.								
ELA.11-12.WA.2.4	Include information from all relevant perspectives and take into consideration the validity and reliability of sources.								
ELA.11-12.WA.2.4	Include a formal bibliography.								
ELA.11-12.WA.2.5	Write job applications and résumés:								
ELA.11-12.WA.2.5	Provide clear and purposeful information and address the intended audience appropriately.								

ELA.11-12.WA.2.5	Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.								
ELA.11-12.WA.2.5	Modify the tone to fit the purpose and audience.								
ELA.11-12.WA.2.5	Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.								
ELA.11-12.WA.2.6	Deliver multimedia presentations:								
ELA.11-12.WA.2.6	Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).								
ELA.11-12.WA.2.6	Select an appropriate medium for each element of the presentation.								
ELA.11-12.WA.2.6	Use the selected media skillfully, editing appropriately and monitoring for quality.								
ELA.11-12.WA.2.6	Test the audience's response and revise the presentation accordingly.								
ELA.11-12.WC	Written and Oral English Language Conventions								
ELA.11-12.WC.1.0	Students write and speak with a command of standard English conventions.								
ELA.11-12.WC.1.1	Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.	7	9.3%	5	10.6%			5	19.2%
ELA.11-12.WC.1.2	Produce legible work that shows accurate spelling and correct punctuation and capitalization.	2	2.7%						
ELA.11-12.WC.1.3	Reflect appropriate manuscript requirements in writing.								
ELA.11-12.LS	Listening and Speaking								

ELA.11-12.LS.1.0	Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.								
ELA.11-12.LS.1.1	Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).								
ELA.11-12.LS.1.2	Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.								
ELA.11-12.LS.1.3	Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).								
ELA.11-12.LS.1.4	Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.								
ELA.11-12.LS.1.5	Distinguish between and use various forms of classical and contemporary logical arguments, including:								
ELA.11-12.LS.1.5.	Inductive and deductive reasoning								
ELA.11-12.LS.1.5.	Syllogisms and analogies								
ELA.11-12.LS.1.6	Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.								

ELA.11-12.LS.1.7	Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.								
ELA.11-12.LS.1.8	Use effective and interesting language, including:								
ELA.11-12.LS.1.8.1	Informal expressions for effect								
ELA.11-12.LS.1.8.2	Standard American English for clarity								
ELA.11-12.LS.1.8.3	Technical language for specificity								
ELA.11-12.LS.1.9	Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.								
ELA.11-12.LS.1.10	Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.								
ELA.11-12.LS.1.11	Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.								
ELA.11-12.LS.1.12	Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).								
ELA.11-12.LS.1.13	Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.								
ELA.11-12.LS.1.14	Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").								

ELA.11-12.LS.2.0	Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.								
ELA.11-12.LS.2.1	Deliver reflective presentations:								
ELA.11-12.LS.2.1.1	Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).								
ELA.11-12.LS.2.1.2	Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.								
ELA.11-12.LS.2.1.3	Maintain a balance between describing the incident and relating it to more general, abstract ideas.								
ELA.11-12.LS.2.2	Deliver oral reports on historical investigations:								
ELA.11-12.LS.2.2.1	Use exposition, narration, description, persuasion, or some combination of those to support the thesis.								
ELA.11-12.LS.2.2.2	Analyze several historical records of a single event, examining critical relationships between elements of the research topic.								
ELA.11-12.LS.2.2.3	Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.								

ELA.11-12.LS.2.2.	Include information on all relevant perspectives and consider the validity and reliability of sources.								
ELA.11-12.LS.2.3	Deliver oral responses to literature:								
ELA.11-12.LS.2.3.	Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).								
ELA.11-12.LS.2.3.	Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).								
ELA.11-12.LS.2.3.	Support important ideas and viewpoints through accurate and detailed references to the text or to other works.								
ELA.11-12.LS.2.3.	Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.								
ELA.11-12.LS.2.3.	Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.								
ELA.11-12.LS.2.4	Deliver multimedia presentations:								
ELA.11-12.LS.2.4.	Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.								
ELA.11-12.LS.2.4.	Select an appropriate medium for each element of the presentation.								
ELA.11-12.LS.2.4.	Use the selected media skillfully, editing appropriately and monitoring for quality.								
ELA.11-12.LS.2.4.	Test the audience's response and revise the presentation accordingly.								

ELA.11-12.LS.2.5	Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").								
Common Core Item Bank									
LA.11-12.RL	Literature								
Key Ideas and Details	Key Ideas and Details								
LA.11-12.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			4	8.5%	2	9.5%	2	7.7%
LA.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.			2	4.3%	1	4.8%	1	3.8%
LA.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).								
Craft and Structure	Craft and Structure								
LA.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 that is particularly fresh, engaging, or beautiful.			2	4.3%	1	4.8%	1	3.8%

LA.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.								
LA.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).								
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas								
LA.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), evaluating how each version interprets the source text.								
LA.11-12.RL.9	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.			6	12.8%	3	14.3%	3	11.5%
Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity								
LA.11-12.RL.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.								
LA.11-12.RL.10b	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.								

LA.11-12.RI	Informational Text								
Key Ideas and Details									
LA.11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			2	4.3%	1	4.8%	1	3.8%
LA.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.			2	4.3%	1	4.8%	1	3.8%
LA.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.			2	4.3%	1	4.8%	1	3.8%
Craft and Structure									
LA.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).			6	12.8%	3	14.3%	3	11.5%
LA.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.			6	12.8%	3	14.3%	3	11.5%
LA.11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.			4	8.5%	2	9.5%	2	7.7%

Integration of Knowledge and Ideas	Integration of Knowledge and Ideas								
LA.11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.								
LA.11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).								
LA.11-12.RI.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.								
Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity								
LA.11-12.RI.10a	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.								
LA.11-12.RI.10b	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.								
LA.11-12.W	Writing								

Text Types and Purposes	Text Types and Purposes								
LA.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.								
LA.11-12.W.1.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.								
LA.11-12.W.1.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.								
LA.11-12.W.1.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.								
LA.11-12.W.1.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.								
LA.11-12.W.1.e	Provide a concluding statement or section that follows from and supports the argument presented.								

LA.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.								
LA.11-12.W.2.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.								
LA.11-12.W.2.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.								
LA.11-12.W.2.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.								
LA.11-12.W.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.								
LA.11-12.W.2.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.								

LA.11-12.W.2.f	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).								
LA.11-12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.								
LA.11-12.W.3.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.								
LA.11-12.W.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.								
LA.11-12.W.3.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).								
LA.11-12.W.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.								
LA.11-12.W.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.								
Production and Dis	Production and Distribution of Writing								

LA.11-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.								
LA.11-12.W.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.								
LA.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.								
Research to Build a	Research to Build and Present Knowledge								
LA.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.								
LA.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 over reliance on any one source and following a standard format for citation.								

LA.11-12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.								
LA.11-12.W.9.a	Apply grades 11–12 Reading standards to literature (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”).								
LA.11-12.W.9.b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of 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]”).								
Range of Writing	Range of Writing								
LA.11-12.W.10	Write routinely over extended time frames (time 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.								
LA.11-12.SL	Speaking and Listening								
Comprehension and Collaboration	Comprehension and Collaboration								
LA.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.								

LA.11-12.SL.1.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.								
LA.11-12.SL.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.								
LA.11-12.SL.1.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.								
LA.11-12.SL.1.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.								
LA.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.								

LA.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.								
Presentation of Knowledge and Ideas									
LA.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.								
LA.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.								
LA.11-12.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.								
LA.11-12.L Language									
Conventions of Standard English									
LA.11-12.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
LA.11-12.L.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.								

LA.11-12.L.1.b	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.								
LA.11-12.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								
LA.11-12.L.2.a	Observe hyphenation conventions.								
LA.11-12.L.2.b	Spell correctly.								
Knowledge of Language	Knowledge of Language								
LA.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.								
LA.11-12.L.3.a	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.								
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use								
LA.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.								
LA.11-12.L.4.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.			2	4.3%	1	4.8%	1	3.8%
LA.11-12.L.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).			2	4.3%	1	4.8%	1	3.8%

LA.11-12.L.4.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.								
LA.11-12.L.4.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).								
LA.11-12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.								
LA.11-12.L.5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.								
LA.11-12.L.5.b	Analyze nuances in the meaning of words with similar denotations.								
LA.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.			2	4.3%	1	4.8%	1	3.8%

Key:

Orange: This standard has 6 or more items on the assessment.

Purple: This standard has 26 or more items on the blueprint.