New York English Language Arts - Next Generation

Grades 11, 12

Adopted 2017

Reading Standards

Literary and Informational Text

Key Ideas and Details

11-12R1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. 11-12R1

11-12R2. Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. 11-12R2

11-12R3. In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. 11-12R3

Craft and Structure

11-12R4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. 11-12R4

11-12R5. In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. 11-12R5

11-12R6. Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). 11-12R6

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Integration of Knowledge and Ideas

11-12R7. In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. 11-12R7

11-12R8. Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. 11-12R8

11-12R9. Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. 11-12R9

Writing Standards

Text Types and Purposes

11-12W1. Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 11-12W1

a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence. 11-12W1.A

b. Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases. 11-12W1.B

c. Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic. 11-12W1.C

d. Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts. 11-12W1.D

e. Provide a concluding statement or section that explains the significance of the argument presented. 11-12W1.E

f. Maintain a style and tone appropriate to the writing task. 11-12W1.F

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11-12W2. 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. 11-12W2

a. Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. 11-12W2.A

b. Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. 11-12W2.B

c. Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic. 11-12W2.C

d. Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. 11-12W2.D

e. Provide a concluding statement or section that explains the significance of the information presented. 11-12W2.E

f. Establish and maintain a style appropriate to the writing task. 11-12W2.F

11-12W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 11-12W3

a. Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. 11-12W3.A

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters. 11-12W3.B

c. Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 11-12W3.C

d. Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 11-12W3.D

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 11-12W3.E

11-12W4. Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work. 11-12W4

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11-12W5. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable. 11-12W5

Research to Build and Present Knowledge

11-12W6. Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation. 11-12W6

11-12W7. Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation. 11-12W7

Speaking and Listening

Comprehension and Collaboration

11-12SL1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 11-12SL1

a. Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas. 11-12LS1.A

b. Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed. 11-12SL1.B

c. Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 11-12SL1.C

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. 11-12SL1.D

11-12SL2. Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems. 11-12SL2

11-12SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. 11-12SL3

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11-12SL4. Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience. 11-12SL4

11-12SL5. Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. 11-12SL5

11-12SL6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 11-12SL6

Language Standards

Knowledge of Language

11-12L3. 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. 11-12L3

a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 11-12L3.A

Vocabulary Acquisition and Use

11-12L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 11-12L4

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. 11-12L4.A

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 11-12L4.B

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. 11-12L4.C

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). 11-12L4.D

11-12L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 11-12L5

a. Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text. 11-12L5.A

b. Analyze nuances in the meaning of words with similar denotations. 11-12L5.B

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11-12L6. Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. 11-12L6

Conventions of Academic English/Language for Learning

Core Conventions

1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. L.1
   42. Use parallel structure. L.1.42
   43. Use various types of phrases and clauses to add variety and interest to writing or presentations. L.1.43
   44. Understand that usage is a matter of convention that can change over time. L.1.44
   45. Resolve issues of complex or contested usage, consulting references as needed. L.1.45

Core Punctuation and Spelling

2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. L.2
   23. Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. L.2.23
   24. Use a semicolon to link two or more closely related independent clauses. L.2.24
   25. Use a colon to introduce a list or quotation. L.2.25