



Indiana Department of Education

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Indiana Academic Standards 2020 Grades 11 and 12 English/Language Arts Standards Correlation Guidance Document

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE's [Literacy Framework](#) provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading: Literature		
LEARNING OUTCOME FOR READING LITERATURE		
<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>RL.11-12.10 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.</p> <p>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.</p>	<p><i>No content differences identified.</i></p>
KEY IDEAS AND TEXTUAL SUPPORT		
<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>RL.11-12.1 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.</p>	<p>IAS emphasizes students analyzing what a text says and supporting it with textual evidence.</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>RL.11-12.2 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.</p>	<p><i>No content differences identified.</i></p>

<p>11-12.RL.2.3 Analyze how the author's choices impact character development over the course of a text (e.g. how the characters are introduced and developed).</p>	<p>RL.11-12.3 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).</p>	<p><i>No content differences identified.</i></p>
<p>11-12.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of mastery: 2</p> <p>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>STRUCTURAL ELEMENTS AND ORGANIZATION</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>RL.11-12.5 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.</p>	<p>IAS asks students to analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature contributes to its overall meaning and effect of a work.</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 perspectives.</p>	<p>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p><i>No content differences identified.</i></p>

SYNTHESIS AND CONNECTION OF IDEAS

<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>RL.11-12.7 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. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p><i>No content differences identified.</i></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>RL.11-12.9 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.</p>	<p>IAS requires students to analyze and evaluate works of literary or cultural significance in history rather than to demonstrate the knowledge of works from specific periods in time.</p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading: Nonfiction		
LEARNING OUTCOME FOR NONFICTION		
<p>11-12.RN.1 Read a variety of nonfiction 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>RI.11-12.10 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.</p> <p>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.</p>	<p><i>No content difference identified.</i></p>
KEY IDEAS AND TEXTUAL SUPPORT		
<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>RI.11-12.1 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.</p>	<p>IAS emphasizes students analyzing what a text says and supporting it with textual evidence.</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>RI.11-12.2 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.</p>	<p>IAS asks students to 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>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>RI.11-12.3 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.</p>	<p><i>No content differences identified.</i></p>

STRUCTURAL ELEMENTS AND ORGANIZATION

<p>11-12.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>Grade of Mastery: 5</i></p> <p><i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i></p>	<p><i>No CCSS equivalent.</i></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 are clear and convincing.</p>	<p>RI.11-12.5 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.</p>	<p><i>No content differences identified.</i></p>
<p>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.</p>	<p>RI.11-12.6 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.</p>	<p><i>No content differences identified.</i></p>
<h2>SYNTHESIS AND CONNECTION OF IDEAS</h2>		
<p>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.</p>	<p>RI.11-12.8 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., <i>The Federalist</i>, presidential addresses).</p>	<p>IAS removes the need for applying constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works or public advocacy.</p>
<p>11-12.RN.4.2 Synthesize and evaluate multiple sources of information presented in</p>	<p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different</p>	<p><i>No content differences identified.</i></p>

different mediums in order to address a question or solve a problem.	media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
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.	RI.11-12.9 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.	IAS removes the time period restrictions for which documents can be reviewed.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading: Vocabulary		
LEARNING OUTCOME FOR READING VOCABULARY		
<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>L.11-12.6 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.</p>	<p><i>No content differences identified.</i></p>
VOCABULARY BUILDING		
<p>11-12.RV.2.1 Use context to determine or clarify the meaning of words and phrases.</p>	<p>L.11-12.4.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.</p>	<p><i>No content differences identified.</i></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</p> <p>Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>11-12.RV.2.3 Analyze nuances in the meaning of words with similar denotations.</p>	<p>L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.</p>	<p><i>No content differences identified.</i></p>
<p>11-12.RV.2.4 Identify and correctly use patterns of word changes that indicate</p>	<p>L.11-12.4.B Identify and correctly use patterns of word changes that indicate</p>	<p><i>No content differences identified.</i></p>

different meanings or parts of speech (e.g., conceive, conception, conceivable).	different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).	
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.	L.11-12.4.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.	<i>No content differences identified.</i>
VOCABULARY IN LITERATURE AND NONFICTION TEXTS		
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).	RL.11-12.4 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. (Include Shakespeare as well as other authors.)	IAS requires students to analyze the meaning of words and phrases as they are used in works of literature. IAS includes the denotative meaning of words.
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.	RI.11-12.4 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).	IAS includes the denotative meaning of words.
11-12.RV.3.3 Interpret figures of speech in context and analyze their role in the text.	L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<i>No content differences identified.</i>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Writing		
LEARNING OUTCOME FOR WRITING		
<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>W.11-12.10 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.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><i>No content differences identified.</i></p>
HANDWRITING		
<p>11-12.W.2 Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4</p> <p>Write legibly in print or cursive, forming letters and words that can be read by others.</p>	<p><i>No CCSS equivalent.</i></p>	
WRITING GENRES: ARGUMENTATIVE, INFORMATIVE, AND NARRATIVE		
<p>11-12.W.3.1 Write arguments in a variety of forms that –</p> <p>a. 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.</p> <p>b. Use rhetorical strategies to enhance the effectiveness of the claim.</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1.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</p>	<p>IAS requires students to use rhetorical strategies to enhance the effectiveness of the claim.</p> <p>IAS opens the style of writing to be both formal and informal.</p>

<p>c. 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>d. 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.</p> <p>e. Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1.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.</p> <p>11-12.1.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.</p> <p>11-12.1.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.</p> <p>W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<p>11-12.W.3.2 Write informative compositions on a variety of topics that –</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>W.11-12.2 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>W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to</p>	<p>IAS opens the style of writing to be both formal and informal.</p>

<p>b. 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.</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. Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style appropriate to the purpose and audience.</p> <p>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).</p>	<p>create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2.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.</p> <p>W.11-12.2.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.</p> <p>W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.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.</p> <p>W.11-12.2.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).</p>	
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<p>11-12.W.3.3 Write narrative compositions in a variety of forms that –</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.</p> <p>b. Create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</p> <p>d. 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>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3.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.</p> <p>W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3.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).</p> <p>W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>11-12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>IAS requires students to include an ending rather than conclusion as narrative writing does not always have a conclusion.</p>
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THE WRITING PROCESS

11-12.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –

- a. 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.
- b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

W.11-12.6 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.

IAS requires students to utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

THE RESEARCH PROCESS: FINDING, ASSESSING, SYNTHESIZING, AND REPORTING 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 under study.</p> <p>a. Formulate an inquiry question, and refine and narrow the focus as research evolves.</p> <p>b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.</p> <p>c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.</p> <p>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</p> <p>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</p> <p>f. Present information, choosing from a variety of formats.</p>	<p>W.11-12.7 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.</p> <p>W.11-12.8 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.</p>	<p><i>No content differences identified.</i></p>
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CONVENTIONS OF STANDARD ENGLISH: GRAMMAR AND USAGE / CAPITALIZATION, PUNCTUATION, AND SPELLING

<p>11-12.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	<p>L.11.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>No content differences identified.</i></p>
<p>a. Pronouns– Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 6</p>	<p><i>No CCSS equivalent.</i></p>	

<p>Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>		
<p>b. Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>c. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>d. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 7 Recognizing and correcting misplaced and dangling modifiers.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>e. Usage- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10</p>	<p>L.11-12.1.A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>IAS is addressed in grades 9 and 10 and asks students to identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis.</p>

Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.		
11-12.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>No content differences identified.</i>
a. Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 ● Applying correct usage of capitalization in writing.	<i>No CCSS equivalent.</i>	
b. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 ● Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	<i>No CCSS equivalent.</i>	
c. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 ● Applying correct spelling patterns and generalizations in writing.	L.11-12.2.B Spell correctly.	<i>No content differences identified.</i>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Speaking and Listening		
LEARNING OUTCOME FOR SPEAKING AND LISTENING		
<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>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>	<p>IAS requires students to listen actively.</p>
DISCUSSION AND COLLABORATION		
<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>SL.11-12.1 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.</p>	<p><i>No content differences identified.</i></p>
<p>11-12.SL.2.2 Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.</p>	<p>SL.11-12.1.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.</p>	<p><i>No content differences identified.</i></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>SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p><i>No content differences identified.</i></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>SL.11-12.1.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.</p>	<p><i>No content differences identified.</i></p>
<p>11-12.SL.2.5 Conduct, debate, and discuss 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>SL.11-12.1.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.</p>	<p>IAS requires students to conduct, debate, and discuss to allow all views to be presented.</p>
<p>COMPREHENSION</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>SL.11-12.2 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.</p>	<p><i>No content differences identified.</i></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>SL.11-12.3 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.</p>	<p><i>No content differences identified.</i></p>

PRESENTATION OF KNOWLEDGE AND IDEAS

<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 and audience.</p>	<p>SL.11-12.4 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.</p>	<p><i>No content differences identified.</i></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>SL.11-12.5 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.</p>	<p>IAS requires students to create engaging presentations that make strategic and creative use of digital media.</p>
<p>11-12.SL.4.3 Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Give and follow multi-step directions.</i></p>	<p><i>No CCSS equivalent.</i></p>	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Media Literacy		
LEARNING OUTCOME FOR MEDIA LITERACY		
11-12.ML.1 Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.	<i>No CCSS equivalent.</i>	
MEDIA LITERACY		
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.	<i>No CCSS equivalent.</i>	
11-12.ML.2.2 Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.	<i>No CCSS equivalent.</i>	

Unaligned CCSS

The following CCSS are not aligned to IAS in grades 11 or 12.

L.11-12.2.A Observe hyphenation conventions.

L.11-12.3 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.

L.11-12.3.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.

L.11-12.4.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).

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.