

# Indiana, Grades 11–12

Indiana Strand/Standard	Focus of Indiana Standard	For More Information
<b>Reading Literature</b>		
RL.1	Read and comprehend a range of literature from a variety of cultures	R10 pp. 60–65
RL.2.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RL.2.2	Determine two or more themes or central ideas and analyze their development; restate and summarize main ideas or events	R2 pp. 12–17
RL.2.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story	R3 pp. 18–23
RL.3.1	Analyze how an author's choices regarding structure, the order of events, and manipulating time create such effects as mystery, tension, or surprise	R5 pp. 30–35
RL.3.2	Analyze a work in which grasping point of view requires distinguishing what is directly stated from what is really meant	R6 pp. 36–41
RL.4.1	Analyze multiple interpretations of a text, evaluating how each interprets the source	R7 pp. 42–47
RL.4.2	Analyze how works of literary or cultural significance use archetypes drawn from myths, traditional stories, or religious works	R9 pp. 54–59
<b>Reading Nonfiction</b>		
RN.1	Read a variety of nonfiction within an appropriate range of complexity	R10 pp. 60–65
RN.2.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RN.2.2	Compare and contrast the development of similar central ideas across two or more texts	R2 pp. 12–17
RN.2.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop	R3 pp. 18–23
RN.3.2	Analyze and evaluate the effectiveness of the structure in an exposition or argument	R5 pp. 30–35
RN.3.3	Analyze how an author's style and content contribute to the power, persuasiveness, or impact of the text	R6 pp. 36–41
RN.4.1	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, and the premises, purposes, and arguments in works of public advocacy	R8 pp. 48–53
RN.4.2	Synthesize and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem	R7 pp. 42–47
RN.4.3	Analyze and synthesize U.S. and world documents of historical and literary significance, noting how they address related themes and concepts	R9 pp. 54–59
<b>Reading Vocabulary</b>		
RV.1	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213
RV.2.1	Use context to determine or clarify the meaning of words and phrases	L4 pp. 196–201
RV.2.3	Analyze nuances in the meaning of words	L5 pp. 202–207
RV.2.4	Identify and correctly use patterns of word changes	L4 pp. 196–201
RV.2.5	Select and use appropriate reference materials	L4 pp. 196–201
RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature	R4 pp. 24–29
RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text	R4 pp. 24–29
RV.3.3	Interpret figures of speech and analyze their role in the text	L5 pp. 202–207

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<b>Writing</b>		
W.1	Write routinely over short and extended time frames for a range of audiences, tasks, and purposes	W9 pp. 122–127 W10 pp. 128–133
W.3.1	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence	W1 pp. 70–77
W.3.2	Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information	W2 pp. 78–85
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 pp. 86–91 W4 pp. 92–97
W.4	Apply the writing process to develop, draft, revise, rewrite, try a new approach, and edit to produce writing that is clear and coherent; use technology to produce, publish, and update writing	W5 pp. 98–103 W6 pp. 104–109
W.5	Conduct research assignments to build knowledge about the process and the topics	W7 pp. 110–115 W8 pp. 116–121
W.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 178–183
W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 184–189
<b>Speaking and Listening</b>		
SL.1	Listen actively and adjust the use of spoken language to communicate effectively	SL6 pp. 168–173
SL.2.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 pp. 138–143
SL.2.2	Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence	SL1 pp. 138–143
SL.2.3	Work with peers to promote collegial discussions and decision-making	SL1 pp. 138–143
SL.2.4	Pose and respond to questions that probe reasoning and evidence; clarify, verify, or challenge ideas; promote divergent and creative perspectives	SL1 pp. 138–143
SL.2.5	Conduct debate and discussion to allow all views to be presented	SL1 pp. 138–143
SL.3.1	Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and noting discrepancies	SL2 pp. 144–149
SL.3.2	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, points of emphasis, and tone	SL3 pp. 150–155
SL.4.1	Present information, conveying a clear and distinct perspective, address alternative viewpoints; presentation is appropriate to purpose, audience, and task	SL4 pp. 156–161
SL.4.2	Make strategic use of digital media in presentations to enhance understanding and to add interest	SL5 pp. 162–167
<b>History/Social Studies</b>		
LH.1.1	Read and comprehend history/social studies texts of appropriate complexity	R10 pp. 60–65
LH.1.2	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 128–133
LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources	R1 pp. 6–11
LH.2.2	Determine central ideas or information of a primary or secondary source; summarize how they develop	R2 pp. 12–17
LH.2.3	Evaluate explanations for actions or events and determine which best accords with textual evidence	R3 pp. 18–23
LH.3.1	Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of specific word choices	R4 pp. 24–29
LH.3.2	Analyze in detail how a complex primary source is structured	R5 pp. 30–35
LH.3.3	Evaluate authors' differing points of view on the same historical event	R6 pp. 36–41
LH.4.1	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem	R7 pp. 42–47

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<b>History/Social Studies</b>		
LH.4.2	Evaluate an author's premises, claims, and evidence by corroborating or challenging them	R8 pp. 48–53
LH.4.3	Integrate information from diverse sources into a coherent understanding of an idea or event	R9 pp. 54–59
LH.5.1	Write arguments focused on discipline-specific content	W1 pp. 70–77
LH.5.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes	W2 pp. 78–85
LH.6.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W4 pp. 92–97 W5 pp. 98–103
LH.6.2	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
LH.7.1	Conduct research projects to answer a question or solve a problem; synthesize multiple sources, demonstrating understanding of the subject	W7 pp. 110–115
LH.7.2	Gather relevant information from multiple print and digital sources; assess the usefulness of each source; integrate information, avoiding plagiarism and overreliance on any one source	W8 pp. 116–121
LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 122–127
<b>Science/Technical Subjects</b>		
LST.1.1	Read and comprehend science/technical texts of appropriate complexity	R10 pp. 60–65
LST.1.2	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 128–133
LST.2.1	Cite specific textual evidence to support analysis of science and technical texts	R1 pp. 6–11
LST.2.2	Determine central ideas or conclusions; summarize complex concepts by paraphrasing into simpler but accurate terms	R2 pp. 12–17
LST.2.3	Follow precisely a complex multistep procedure; analyze the results based on explanations in the text	R3 pp. 18–23
LST.3.1	Determine the meaning of domain-specific words and phrases as they are used in a special scientific or technical context	R4 pp. 24–29
LST.3.2	Analyze how the text structures information into categories or hierarchies, demonstrating understanding	R5 pp. 30–35
LST.3.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 36–41
LST.4.1	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem	R7 pp. 42–47
LST.4.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, corroborating or challenging conclusions	R8 pp. 48–53
LST.4.3	Synthesize information from a range of sources into a coherent understanding, resolving conflicting information when possible	R9 pp. 54–59
LST.5.1	Write arguments focused on discipline-specific content	W1 pp. 70–77
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