

[Submit comments on the draft NYS Grades 11-12 Literacy Standards](#)

		<b>Standard Code</b>	<b>Current Standard</b>	<b>Revised Standard Recommendation</b>	<b>Additional Information/Notes</b>
<b>READING IN HISTORY/SOCIAL STUDIES</b>	<b>Key Ideas and Details</b>	11-12.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.	Changed language for clarity and consistency with other standards.
		11-12.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	No change	
		11-12.RH.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Evaluate various explanations for individuals, actions, events, or ideas and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain.	Changed to be aligned with wording of the anchor standard and grade-level standards.
	<b>Craft and Structure</b>	11-12.RH.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Interpret words and phrases as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Changed to align with wording of the anchor standard.
		11-12.RH.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the	Changed to clarify language (as written, "text" implies only written text and is too limiting in its view of source).

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				whole.	
<b>READING IN HISTORY/SOCIAL STUDIES</b>	<b>Craft and Structure</b>	11-12.RH.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Changed/omitted language (differing) to clarify.
	<b>Integration of Knowledge and Ideas</b>	11-12.RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	No change	
		11-12.RH.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	No change	
		11-12.RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	No change	
	<b>Range of Reading and Level of Text Complexity</b>	11-12.RH.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	No change	

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<b>READING IN SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Key Ideas and Details</b>	11-12.RST.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	Changed to include breadth of features in scientific domain and address developmental concern.
		11-12.RST.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.	Changed language to clarify and align with content area.
		11-12.RST.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the specific results based on explanations in the text.	Changed to align with anchor standard and address developmental concern.
	<b>Craft and Structure</b>	11-12.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical sources; analyze how the inclusion of charts, graphs, diagrams, data influence conclusion(s).	Changed to add more specificity to the standard.

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<b>READING IN SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Craft and Structure</b>	11-12.RST.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	No change	
		11-12.RST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	No change	
	<b>Integration of Knowledge and Ideas</b>	11-12.RST.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	No change	
		11-12.RST.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	Changed language to align with content. "Hypothesis" refers more accurately to a scientific practice than a literacy standard.
		11-12.RST.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	No change	

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	Range of Reading and Level of Text Complexity	11-12.RST.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	No change	
WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	Text Types and Purposes	11-12.WHST.1	Write arguments focused on discipline-specific content.	No change	
		11-12.WHST.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	No change	
		11-12.WHST.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	Changed to use more precise terms aligned with the discipline(s).

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		11-12.WHST.1c	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.	No change	
<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Text Types and Purposes</b>	11-12.WHST.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.	Changed language for clarity (added "develop" to reflect increased depth for grade band.
		11-12.WHST.1e	Provide a concluding statement or section that follows from or supports the argument presented.	No change	
		11-12.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory text focused on discipline-specific content.	Changed to remove examples (too limiting).
		11-12.WHST.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g.,	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.	Changed language to be more representative of various text types (inserted "progression" to be more representative of the various types of organizational structure across disciplines).

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			headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Text Types and Purposes</b>	11-12.WHST.2b	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.	Develop the topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.	Changed language to clarify (replaced "quotations" with "citations" and added "data" to reflect the practices of the disciplines).
		11-12.WHST.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Changed language to be consistent across grade levels.
		11-12.WHST.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	Use precise language, domain-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.	Changed language to reflect writing practices of HST literature(replaced "techniques such as metaphor, etc." with "discipline-specific writing practices").

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<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Text Types and Purposes</b>	11-12.WHST.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	Provide an evaluative concluding statement or section that supports and synthesizes the information or explanation provided (e.g., articulating implications or the significance of the topic).	Changed to maintain alignment to earlier grade bands.
		11-12.WHST.3	(See note; not applicable as a separate requirement)	Write narratives to develop real or imagined experiences or events appropriate to discipline-specific norms, conventions, and tasks.	Added new standard. Note from review committee: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
	<b>Production and Distribution of Writing</b>	11-12.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent discipline-specific writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Changed language to clarify (added "discipline specific" to acknowledge HST).
<b>HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL</b>	<b>Production and Distribution of Writing</b>	11-12.WHST.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Utilize a variety of resources to develop and strengthen writing by planning, editing, revising, rewriting, and/or using a different approach.	Changed language to clarify and reflect the progression of skill to independent mastery.



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		11-12.WHST.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Select and use technology, including the Internet, to produce, publish, and update individual and/or shared multimedia writing products in response to ongoing feedback, including new arguments or information and to demonstrate digital citizenship.	Changed for better alignment to 6-8 and 9-10 grade bands and anchor standard.
	<b>Research to Build and Present Knowledge</b>	11-12.WHST.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	No change	

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<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Research to Build and Present Knowledge</b>	11-12.WHST.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	No change	
		11-12.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.	No change	
	<b>Range of Writing</b>	11-12.WHST.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No change	