

Eleventh/Twelfth Grade

Common Core State Standards for Literacy



Broward County Public Schools

Office of Instruction and Interventions

Department of Literacy

Common Core State Standards | **Eleventh/Twelfth Grade**

Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
LACC.1112.L.1.1	1112	Language Standards	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. 	Conventions of Standard English	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.L.1.2	1112	Language Standards	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. 	Conventions of Standard English	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.L.2.3	1112	Language Standards	<p>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.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 	Knowledge of Language	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.L.3.4	1112	Language Standards	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's 	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts

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			<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p> <p>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).</p>			
LACC.1112.L.3.5	1112	Language Standards	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.L.3.6	1112	Language Standards	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.	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.RH.1.1	1112	Reading Standards for Literacy in History/Social Studies 6–12	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.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.RH.1.2	1112	Reading Standards for Literacy in	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.	Key Ideas and Details	CCSS: English Language	Level 2: Basic Application of Skills &

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		History/Social Studies 6–12			Arts	Concepts
LACC.1112.RH.1.3	1112	Reading Standards for Literacy in History/Social Studies 6–12	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.RH.2.4	1112	Reading Standards for Literacy in History/Social Studies 6–12	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 <i>faction</i> in <i>Federalist</i> No. 10).	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.RH.2.5	1112	Reading Standards for Literacy in History/Social Studies 6–12	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.	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RH.2.6	1112	Reading Standards for Literacy in History/Social Studies 6–12	Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RH.3.7	1112	Reading Standards for Literacy in History/Social Studies 6–12	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.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RH.3.8	1112	Reading Standards for	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	Integration of Knowledge and	CCSS: English	Level 3: Strategic

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Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
		Literacy in History/Social Studies 6–12		Ideas	Language Arts	Thinking & Complex Reasoning
LACC.1112.RH.3.9	1112	Reading Standards for Literacy in History/Social Studies 6–12	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RH.4.10	1112	Reading Standards for Literacy in History/Social Studies 6–12	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.RI.1.1	1112	Reading Standards for Informational Text	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.	Key Ideas and Details	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RI.1.2	1112	Reading Standards for Informational Text	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.	Key Ideas and Details	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RI.1.3	1112	Reading Standards for Informational Text	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.	Key Ideas and Details	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RI.2.4	1112	Reading	Determine the meaning of words and phrases as they are used in a text, including	Craft and	CCSS:	Level 3:

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Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
		Standards for Informational Text	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).	Structure	English Language Arts	Strategic Thinking & Complex Reasoning
LACC.1112.RI.2.5	1112	Reading Standards for Informational Text	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.	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RI.2.6	1112	Reading Standards for Informational Text	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.	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RI.3.7	1112	Reading Standards for Informational Text	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.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RI.3.8	1112	Reading Standards for Informational Text	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).	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RI.3.9	1112	Reading Standards for Informational Text	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.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning

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Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
LACC.1112.RI.4.10	1112	Reading Standards for Informational Text	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. 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.	Range of Reading and Level of Text Complexity	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.RL.1.1	1112	Reading Standards for Literature	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.	Key Ideas and Details	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RL.1.2	1112	Reading Standards for Literature	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.	Key Ideas and Details	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RL.1.3	1112	Reading Standards for Literature	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).	Key Ideas and Details	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RL.2.4	1112	Reading Standards for Literature	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.)	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RL.2.5	1112	Reading Standards for Literature	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	Craft and Structure	CCSS: English Language	Level 3: Strategic Thinking &

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			impact.		Arts	Complex Reasoning
LACC.1112.RL.2.6	1112	Reading Standards for Literature	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).	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RL.3.7	1112	Reading Standards for Literature	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.)	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RL.3.9	1112	Reading Standards for Literature	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.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RL.4.10	1112	Reading Standards for Literature	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. 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.	Range of Reading and Level of Text Complexity	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.RST.1.1	1112	Reading Standards for Literacy in Science and Technical	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.	Key Ideas and Details	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning

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Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
		Subjects 6-12				
LACC.1112.RST.1.2	1112	Reading Standards for Literacy in Science and Technical Subjects 6-12	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.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.RST.1.3	1112	Reading Standards for Literacy in Science and Technical Subjects 6-12	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.	Key Ideas and Details	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RST.2.4	1112	Reading Standards for Literacy in Science and Technical Subjects 6-12	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.	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RST.2.5	1112	Reading Standards for Literacy in Science and Technical Subjects 6-12	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RST.2.6	1112	Reading Standards for Literacy in Science and	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.	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex

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Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
		Technical Subjects 6-12				Reasoning
LACC.1112.RST.3.7	1112	Reading Standards for Literacy in Science and Technical Subjects 6-12	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.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RST.3.8	1112	Reading Standards for Literacy in Science and Technical Subjects 6-12	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.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RST.3.9	1112	Reading Standards for Literacy in Science and Technical Subjects 6-12	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.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.RST.4.10	1112	Reading Standards for Literacy in Science and Technical Subjects 6-12	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.SL.1.1	1112	Standards for Speaking and Listening	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.	Comprehension and Collaboration	CCSS: English Language	Level 3: Strategic Thinking &

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			<ul style="list-style-type: none"> 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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. 		Arts	Complex Reasoning
LACC.1112.SL.1.2	1112	Standards for Speaking and Listening	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.	Comprehension and Collaboration	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.SL.1.3	1112	Standards for Speaking and Listening	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.	Comprehension and Collaboration	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.SL.2.4	1112	Standards for Speaking and Listening	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	Presentation of Knowledge and Ideas	CCSS: English Language	Level 3: Strategic Thinking &

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			appropriate to purpose, audience, and a range of formal and informal tasks.		Arts	Complex Reasoning
LACC.1112.SL.2.5	1112	Standards for Speaking and Listening	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.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.SL.2.6	1112	Standards for Speaking and Listening	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.W.1.1	1112	Writing Standards	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the 	Text Types and Purposes	CCSS: English Language Arts	Level 4: Extended Thinking & Complex Reasoning

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			argument presented.			
LACC.1112.W.1.2	1112	Writing Standards	<p>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> <ol style="list-style-type: none"> 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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). 	Text Types and Purposes	CCSS: English Language Arts	Level 4: Extended Thinking & Complex Reasoning
LACC.1112.W.1.3	1112	Writing Standards	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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 	Text Types and Purposes	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning

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			<p>introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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>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>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>			
LACC.1112.W.2.4	1112	Writing Standards	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.)	Production and Distribution of Writing	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.W.2.5	1112	Writing Standards	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.	Production and Distribution of Writing	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.W.2.6	1112	Writing Standards	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.	Production and Distribution of Writing	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.W.3.7	1112	Writing Standards	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	Research to Build and Present Knowledge	CCSS: English Language	Level 2: Basic Application of Skills &

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			understanding of the subject under investigation.		Arts	Concepts
LACC.1112.W.3.8	1112	Writing Standards	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.	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.W.3.9	1112	Writing Standards	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> 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”). 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]”). 	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.W.4.10	1112	Writing Standards	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.	Range of Writing	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1112.WHST.1.1	1112	Writing Standards for Literacy in History/Social Studies, Science, and	Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> 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 the claim(s), counterclaims, reasons, and evidence. 	Text Types and Purposes	CCSS: English Language Arts	Level 4: Extended Thinking & Complex Reasoning

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		Technical Subjects	<ul style="list-style-type: none"> b. 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. 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. 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. e. Provide a concluding statement or section that follows from or supports the argument presented. 			
LACC.1112.WHST.1.2	1112	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. 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., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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. c. 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. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a 	Text Types and Purposes	CCSS: English Language Arts	Level 4: Extended Thinking & Complex Reasoning

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Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
			<p>knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. 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).</p>			
LACC.1112.WHST.2.4	1112	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Production and Distribution of Writing	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.WHST.2.5	1112	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	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.	Production and Distribution of Writing	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.WHST.2.6	1112	Writing Standards for Literacy in History/Social Studies, Science, and Technical	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.	Production and Distribution of Writing	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts

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Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
		Subjects				
LACC.1112.WHST.3.7	1112	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	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.	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 4: Extended Thinking & Complex Reasoning
LACC.1112.WHST.3.8	1112	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	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.	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 4: Extended Thinking & Complex Reasoning
LACC.1112.WHST.3.9	1112	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	Draw evidence from informational texts to support analysis, reflection, and research.	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1112.WHST.4.10	1112	Writing Standards for Literacy in History/Social	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.	Range of Writing	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex

Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
		Studies, Science, and Technical Subjects				Reasoning