

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

		6 C6	C6	6 6h	6 6b
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READING IN HISO	KeyDB	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	

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				whole.	
READING IN HIST	6 6 h	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.
		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	

READING IN HIST

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		Id	Content	Change	Comments
		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	
		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.

EMING IN HISO
TECHNICAL SUBJECTS

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		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.
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		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
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READING IN HISTORY
TECHNICAL SUBJECTS

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		<p>6 C6</p>	<p>C6</p>	<p>6 6h</p>	<p>6 6h</p>
		<p>11-12.WHST.6</p>	<p>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.</p>	<p>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.</p>	<p>Changed for better alignment to 6-8 and 9-10 grade bands and anchor standard.</p>

KEY

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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 N for citation.	No change
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