

Standard Code	2019 Oregon English Language Arts and Literacy Standard	Mirrors & Windows: Connecting with Literature, Grade 11 ©2021
Reading Literature		
Key Ideas and Details		
11-12.RL.1	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	SE/TE: 164, 349, 689
11-12.RL.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 evidence-based summary of the text that includes analysis.	SE/TE: 94, 100, 110, 164, 328, 389, 413, 666, 681, 769, 782
11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text.	SE/TE: 138, 164, 268, 283, 366, 531, 681
Craft and Structure		
11-12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.	SE/TE: 17, 61, 126, 366, 367, 384, 486

11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	SE/TE: 127, 138, 149, 164
11-12.RL.6	Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.	SE/TE: E42, E103, E149, 322, 666 TE: 247, 274
Integration of Knowledge and Ideas		
11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	SE/TE: 681 TE Only: 7, 626, 647
11-12.RL.8	(Not applicable to literature)	(Not applicable to literature)
11-12.RL.9	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.	SE/TE: 94, 100, 110, 138, 148, 164, 208, 227, 349, 366, 374, 382, 389, 429, 430, 435
Range of Reading and Level of Text Complexity		
11-12.RL.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. By the end of grade 12, read and comprehend	SE/TE: 70, 168, 446, 546

	literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	
Reading Informational Text		
Key Ideas and Details		
11-12.RI.1	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	SE/TE: 33, 862, 870
11-12.RI.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, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.	SE/TE: E30, E56, E247, 862
11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.	SE/TE: 61, 68, 110, 471, 501, 724, 747, 777

Craft and Structure		
11-12.RI.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.	SE/TE: 35, 40, E333
11-12.RI.5	Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.	SE/TE: 61, 69, 102, 110, 301, 309, 317
11-12.RI.6	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text.	SE/TE: 24, 33, 51, 55, 125, 290, 309, 317, 501, 821, 870 TE: 311
Integration of Knowledge and Ideas		
11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.	SE/TE: 61, 125, 217, 308, 389, 666, 787, 813
11-12.RI.8	Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments.	SE/TE: 57, 61, 317, 688
11-12.RI.9	Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features.	SE/TE: 63–66, 67–69, 192–193, 196–198, 738–743

Range of Reading and Level of Text Complexity		
11-12.RI.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. 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.	SE/TE: 70, 546, 700, 884
Writing		
Text Types and Purposes		
11-12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
11-12.W.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 claim(s), counterclaims, reasons, and evidence.	SE/TE: 99, 72–76, 80, 174, 230–232, 238, 330, 456, 710, 730, 792, 862, 887–890, 896
11-12.W.1b	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.	SE/TE: 99, 72–76, 80, 174, 230–232, 238, 330, 456, 710, 730, 792, 862, 887–890, 896
11-12.W.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.	SE/TE: 232, 330, 456, 889–890

11-12.W.1d	Establish a style and tone relevant to the discipline in which they are writing	SE/TE: 72–76, 80, 174, 230–234, 238, 330, 456, 552, 710, 791, 886–891, 896
11-12.W.1e	Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: 74, 76, 232, 238, 791, 890

11-12.W.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.	
11-12.W.2a	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,	SE/TE: 138, 308, 349, 445, 548-549, 571, 830
11-12.W.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.	SE/TE: 17, 33, 69, 110, 138, 322, 349, 398, 430, 445, 548-549, 666, 803, 854
11-12.W.2c	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.	SE/TE: 283, 308, 549
11-12.W.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	SE/TE: 472, 548-549, 737
11-12.W.2e	Establish a style and tone relevant to the discipline in which they are writing.	SE/TE: 170-171, 238, 548-549
11-12.W.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: 171, 548-549, 794

11-12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
11-12.W.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: 50, 164, 290, 448–450, 514, 544, 693, 839, 883
11-12.W.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE/TE: 50, 164, 290, 448–450, 514, 544, 693, 839, 883
11-12.W.3c	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.	SE/TE: 50, 164, 290, 448–450, 514, 544, 693, 839
11-12.W.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE/TE: 544, 693, 760, 883
11-12.W.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: 327, 450, 794
Production and Distribution of Writing		

11-12.W.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.)	SE/TE: 72–76, 80, 170–171, 198, 230–234, 308, 326–327, 448–452, 456, 548–549, 552, 702–706, 777, 790–791, 886–891
11-12.W.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.)	SE/TE: 72–76, 80, 170–171, 266, 230–234, 238, 326–327, 330, 448–420, 548–549, 702–706, 790–791, 886–891
11-12.W.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.	SE/TE: 72, 290, 548, 724, 747, 886
Research to Build and Present Knowledge		
11-12.W.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.	SE/TE: 61, 125, 308, 398, 471, 666, 886–891

11-12.W.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	SE/TE: 61, 125, 308, 471, 548, 666, 787, 872, 886–891
11-12.W.9	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: 23, 33, 61, 94, 283, 290, 317, 430, 460, 501, 581, 661, 830, 887
Range of Writing		
11-12.W.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.	SE/TE: 40, 72–76, 80, 170–171, 174, 230–234, 283, 326–326, 448–452, 456, 486, 548–549, 552, 702–706, 710, 747, 790–791, 886–891
Language		
Conventions of Standard English		
11-12.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
11-12.L.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	SE/TE: 375, 531, 664, 699, 778, 783
11-12.L.1b	Resolve issues of complex or contested usage, consulting references as needed.	SE/TE: 95, 126, 694, H3–H4

11-12.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
11-12.L.2a	Observe hyphenation conventions.	SE/TE: 587, 704, H23
11-12.L.2b	Spell correctly.	SE/TE: 81, 95, 126, 175, 209, 239, 331, 375, 457, 545, 694, 711, 783, 795, 840, 855, 897
Knowledge of Language		
11-12.L.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.	
11-12.L.3a	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	SE/TE: 55, 111, 198, 308, 693
Vocabulary Acquisition and Use		
11-12.L.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.	
11-12.L.4a	Use context as a clue to the meaning of a word or phrase.	SE/TE: 78, 126, 284
11-12.L.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	SE/TE: 56, 95, 209

11-12.L.4c	Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, 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.	SE/TE: 56, 95, 126, 166, 284, 436, 693, 699, 778, 783
11-12.L.4d	Verify the preliminary determination of the meaning of a word or phrase.	SE/TE: 95, 209, 284, 436, 699, 778, 783
11-12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
11-12.L.5a	Interpret figures of speech in context and analyze their role in the text.	SE/TE: 17, 227, 382, 792, 839
11-12.L.5b	Analyze nuances in the meaning of words with similar denotations.	SE/TE: 126, 284, 375, 436
11-12.L.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.	SE/TE: 56, 95, 126, 209, 284, 375, 436, 694, 699, 778, 783, 840

Speaking and Listening		
Comprehension and Collaboration		
11-12.SL.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	
11-12.SL.1a	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.	SE/TE: 325, 747, 870
11-12.SL.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SE/TE: 23, 50, 190, 325, 435, 747
11-12.SL.1c	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.	SE/TE: 23, 50, 190, 325, 435, 747
11-12.SL.1d	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.	SE/TE: 227, 234, 325, 586, 747, 870, 891

11-12.SL.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SE/TE: 55, 61, 69, 125, 217, 689, 787, 813
11-12.SL.3	Evaluate a speaker's point of view, perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SE/TE: 55, 198, 227, 290, 398, 789
Presentation of Knowledge and Ideas		
11-12.SL.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; ensure 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.	SE/TE: 12, 198, 290, 398, 547, 885
11-12.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE/TE: 164, 300, 308, 369, 445, 447, 496, 547, 548-549
11-12.SL.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 for specific expectations.)	SE/TE: 138, 198, 217, 227, 229, 283, 662, 693, 885

Reading History / Social Studies

Key Ideas and Details

11-12.RH.1	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support primary and secondary source analysis, connecting insights gained from specific details to an understanding of the text as a whole.	SE/TE: 33, 55, 61, 68, 317, 724, 746, 747
------------	--	---

11-12.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate and evidence-based summary that makes clear the relationships among the key details and ideas.	SE/TE: 33, 61, 69, 198, 309, 724, 747
------------	---	---------------------------------------

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.	SE/TE: 23, 61, 317 TE: 718
------------	--	-------------------------------

Craft and Structure

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.	SE/TE: 69, 189, 198, 308, 317, 724 TE: 311
------------	--	---

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.	SE/TE: 69, 195 TE: 721, 723
11-12.RH.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	SE/TE: 33, 290, 309, 317
Integration of Knowledge and Ideas		
11-12.RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	SE/TE: 55, 61, 72, 308, 349, 548
11-12.RH.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	SE/TE: 61, 307, 309, 317, 746, 747
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.	SE/TE: 61, 72, 308
Range of Reading and Level of Text Complexity		
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.	SE/TE: 18-22, 23, 24-29, 30-32, 33, 44-46, 51-54, 55, 57-58, 59-60, 61, 63-68, 69, 183-187, 189, 192-193, 196-197, 198, 285-286, 288-289, 290, 303-305, 306-307, 309-312, 313-314, 315-316, 317, 428-429, 442-444, 445, 483-485, 487-500, 663-665, 687-688, 719-723, 724, 738-743, 744-745, 746, 747

Writing History / Social Studies and Science and Technology		
Text Types and Purposes		
11-12.WHST.1	Write arguments focused on discipline-specific content.	SE/TE: 72-77, 230-235, 747, 886-893
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.	SE/TE: 72-77, 230-235, 747, 887-889
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.	SE/TE: 72-77, 230-235, 887-889
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.	SE/TE: 72-77, 230-235, 887-889 TE: 233

11-12.WHST.1d	Establish a style and tone relevant to the discipline in which they are writing.	SE/TE: 72-77, 230-235, 747, 887-889
11-12.WHST.1e	Provide a concluding statement or section that follows from or supports the argument presented.	SE/TE: 72-77, 230-235, 794, 889-891

11-12.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	SE/TE: 300, 430, 548-549, 724, 730, 813
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, graphics, and multimedia when useful in aiding comprehension.	SE/TE: 548-549, 730
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.	SE/TE: 33, 548-549, 724, 730
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.	SE/TE: 200, 548-549
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.	SE/TE: 548-549, 724

11-12.WHST.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided.	SE/TE: 548-549
---------------	---	----------------

11-12.WHST.3	(See note; not applicable as a separate requirement) Note: 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	SE/TE: 50, 164, 170-171, 229, 257, 290, 326-327, 448-453, 480, 693
Production and Distribution of Writing		
11-12.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/TE: 72-77, 230-235, 300, 308, 547, 548-549, 747, 887-889 TE: 828
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.	SE/TE: 74-76, 232-234, 549, 890-891
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.	SE/TE: 290, 308, 349, 435, 445, 447, 547, 548-549
Research to Build and Present Knowledge		

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.	SE/TE: 12, 100, 190, 198, 290, 300, 308, 349, 435, 445, 480, 486, 544, 666, 689, 759, 886-893
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	SE/TE: 72, 100, 217, 230, 308, 548-549, 689, 830, 886-890
11-12.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: 49, 68, 69, 100, 216, 282, 374, 421, 485, 665, 688, 746
Range of Writing		
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.	SE/TE: 72-77, 230-235, 300, 448-453, 547, 548-549, 747, 887-889
Reading Science and Technology		
Key Ideas and Details		

11-12.RST.1	Analyze what science and technical texts say explicitly as well as inferentially, citing evidence to support the analysis, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	SE/TE: 49, 282
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.	SE/TE: 49, 282
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.	SE/TE: 138, 283, 413, 544, 547
Craft and Structure		
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.	SE/TE: 282
11-12.RST.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	SE/TE: 281-282

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.	SE/TE: 49, 282
Integration of Knowledge and Ideas		
11-12.RST.7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	SE/TE: 72, 170, 447, 548, 702
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.	This objective falls outside the scope of this program.
11-12.RST.9	Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	SE/TE: 72, 170, 447, 548, 702
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.	SE/TE: 48-49, 281-282