



Grades 11-12 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards (IAS) and the Common Core State Standards (CCSS) for easy reference. This correlation guide is intended to help support conversations regarding state and national standards and may be used as one of many tools to help inform a variety of local decisions (e.g., selection of high-quality curricular materials, curriculum maps).

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code (IC) 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) for student mastery by the end of the grade level are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Reading Comprehension				
Number	Text	Number	Text	Description
11-12.RC.1	Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)	RL.11-12.1	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.	<i>No content differences identified.</i>
		RI.11-12.1	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.	

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<p>11-12.RC.2</p>	<p>Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.</p>	<p>RL.11-12.2</p>	<p>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.</p>	<p>IAS specifies comparing and contrasting similar themes across two or more works of literature and analyzing how these themes emerge, are shaped, and refined by specific details. Providing an objective summary of the text is unique to CCSS.</p>
<p>11-12.RC.3</p>	<p>Analyze and evaluate how an author’s choices concerning how to structure specific parts of a work of literature (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 meaning and effect of a work. (E)</p>	<p>RL.11-12.5</p>	<p>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 impact.</p>	<p><i>No content differences identified.</i></p>
<p>11-12.RC.4</p>	<p>Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.</p>	<p>RL.11-12.9</p>	<p>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.</p>	<p>IAS specifies evaluating works of literary or cultural significance in history for how these works have used archetypes drawn from myths, traditional stories, or religious works, and analyze how these works maintain relevance for current audiences.</p>

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11-12.RC.5	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. (E)	RI.11-12.2	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 to provide a complex analysis; provide an objective summary of the text.	IAS emphasizes analysis of the development of similar central ideas across multiple texts and determining how specific details shape and refine the central idea. Providing an objective summary of the text is unique to CCSS.
11-12.RC.6	Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.	RI.11-12.3	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.	<i>No content differences identified.</i>
11-12.RC.7	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text. (E)	RI.11-12.6	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.	IAS specifies determining the author’s perspective in a text.
11-12.RC.8	Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious	RI.11-12.8	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,	IAS specifies delineating and evaluating arguments and specific claims in U.S. and world texts and adds the requirement to analyze the impact of false statements and fallacious reasoning.

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	reasoning.		purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		
11-12.RC.9	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.	RI.11-12.7	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.	<i>No content differences identified.</i>	
11-12.RC.10	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	RI.11-12.9	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.		
11-12.RC.11	Use context to determine or clarify the meaning of words and phrases.	L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
11-12.RC.12	Analyze nuances in the meaning of words with similar denotations.	L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.		
11-12.RC.13	Analyze the meaning of words and phrases as they are used in works	RL.11-12.4	Determine the meaning of words and phrases as they are used in		IAS specifies the analysis of literature.

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	of literature, including figurative, connotative, and denotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		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.)	
11-12.RC.14	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)	RI.11-12.4	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 (e.g., how Madison defines faction in Federalist No. 10).	<i>No content differences identified.</i>
2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Writing				
Number	Text	Number	Text	Description
11-12.W.1	Write arguments in a variety of forms that: a. Introduce precise claim(s), establish the significance of	W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<i>No content differences identified.</i>

	<p>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.</p> <p>b. Use rhetorical strategies to enhance the effectiveness of the claim.</p> <p>c. 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.</p> <p>d. Use effective and varied transitions 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.</p>	<p>W.11-12.1.A</p>	<p>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.</p>	<p>IAS adds using rhetorical strategies to enhance the effectiveness of the claim.</p>
		<p>W.11-12.1.B</p>	<p>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.</p>	<p><i>No content differences identified.</i></p>
		<p>W.11-12.1.C</p>	<p>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.</p>	
		<p>W.11-12.1.D</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in</p>	<p>IAS specifies selecting a consistent style and tone appropriate for the purpose and audience.</p>

	<p>e. Establish and maintain a consistent style and tone appropriate for the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows and supports the argument presented. (E)</p>		<p>which they are writing.</p>	
		<p>W.11-12.1.E</p>	<p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>No content differences identified.</i></p>
<p>11-12.W.2</p>	<p>Write informative compositions on a variety of topics that:</p> <p>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 aid comprehension.</p> <p>b. Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples</p>	<p>W.11-12.2</p>	<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>	<p><i>No content differences identified.</i></p>
		<p>W.11-12.2.A</p>	<p>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.</p>	
		<p>W.11-12.2.B</p>	<p>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</p>	<p>IAS emphasizes developing the topic using credible sources.</p>

<p>appropriate to the audience's knowledge of the topic.</p> <p>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.</p> <p>d. Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style appropriate for the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)</p>		knowledge of the topic.	
	W.11-12.2.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.	<i>No content differences identified.</i>
	W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	IAS adds recognizing and eliminating wordiness and redundancy.
	W.11-12.2.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.	IAS specifies selecting a style appropriate for the purpose and audience.
	W.11-12.2.F	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<i>No content differences identified.</i>

11-12.W.3	<p>Write narrative compositions in a variety of forms that:</p> <ul 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 introducing a narrator and/or characters. b. Create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. d. 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). e. Use precise words and phrases, telling details, and sensory language to convey 	W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<i>No content differences identified.</i>
		W.11-12.3.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 introducing a narrator and/or characters; create a smooth progression of experiences or events.	<i>No content differences identified.</i>
		W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
		W.11-12.3.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).	
		W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture	

	<p>a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)</p>		<p>of the experiences, events, setting, and/or characters.</p>	
		<p>11-12.3.E</p>	<p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>11-12.W.4</p>	<p>Apply the writing process to all formal writing, including but not limited to argumentative, informative, and narrative:</p> <p>a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.</p> <p>b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>W.11-12.4</p>	<p>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.)</p>	<p>IAS combines all CCSS standards and requires students to use a standard style guide for in-text documentation, formatting, and citations to properly credit sources in all writing types.</p>
		<p>W.11-12.5</p>	<p>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 here.)</p>	<p>IAS emphasizes students using appropriate reference materials when making revisions to their writing.</p>
		<p>W.11-12.6</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing</p>	<p><i>No content differences identified.</i></p>

	<p>c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</p>		<p>feedback, including new arguments or information.</p>	
<p>11-12.W.5</p>	<p>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <p>a. Formulate an inquiry question and refine and narrow the focus as research evolves.</p> <p>b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.</p> <p>c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.</p> <p>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</p>	<p>W.11-12.7</p>	<p>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.</p>	<p>IAS requires conducting more sustained research assignments.</p>
		<p>W.11-12.8</p>	<p>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</p>	<p>IAS adds annotating sources as well as presenting information, choosing from a variety of formats.</p>

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	<p>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</p> <p>f. Present information, choosing from a variety of formats. (E)</p>		citation.	
2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Communication and Collaboration				
Number	Text	Number	Text	Description
11-12.CC.1	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	SL.11-12.1	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 issues, building on others' ideas and expressing their own clearly and persuasively.	<i>No content differences identified.</i>
11-12.CC.2	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)	SL.11-12.1.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.	

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11-12.CC.3	Expand 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.	SL.11-12.1.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.	<i>No content differences identified.</i>
11-12.CC.4	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)	SL.11-12.1.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.	IAS emphasizes students conducting, debating and discussing topics to allow all views to be presented.
11-12.CC.5	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)	SL.11-12.3	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.	<i>No content differences identified.</i>
11-12.CC.6	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can	SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing	

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	follow the line of reasoning. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.		perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
11-12.CC.7	Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence. (E)	SL.11-12.5	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.	<i>No content differences identified.</i>
11-12.CC.8	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)			