



## Common Core State Standards - Grade 11-12

English Language Arts

## Reading Standards for Literature

Key Ideas and Details		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to 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.</li> <li>● link to a style guide in challenge activities for students to use to create proper citations.</li> </ul>
CCSS.ELA.RL.11-12.2	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 objective summary of the text.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to 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, and provide an objective summary of the text.</li> <li>● use the Beanstack book review feature for students to write an objective summary of the text.</li> </ul>
CCSS.ELA.RL.11-12.3	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	<ul style="list-style-type: none"> <li>● customize challenge activities to require students to analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</li> <li>● assign and link to dramas within the Beanstack Genre Challenge and require students' to analyze the impact of the author's choices regarding how to develop and relate elements of a</li> </ul>

	developed).	drama.
Craft and Structure		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RL.11-12.4	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.)	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</li> <li>● customize challenge activities to assess students' abilities to 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.</li> </ul>
CCSS.ELA.RL.11-12.5	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.	<ul style="list-style-type: none"> <li>● customize challenge activities to require students to 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.</li> </ul>

CCSS.ELA.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<ul style="list-style-type: none"> <li>● customize challenge activities to require students to analyze a case in which grasping the point of view requires distinguishing what is directly stated in a text from what is really meant.</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RL.11-12.7	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.)	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</li> <li>● assign and link multiple interpretations of a story, drama, or poem from your library's collections within a challenge's reading list.</li> <li>● assign and link to poems and dramas within the Beanstack Genre Challenge and Beanstack Poetry Challenge and require students to analyze multiple interpretations, evaluating how each version interprets the source text.</li> </ul>
CCSS.ELA.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to demonstrate knowledge of 18th-, 19th-, and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li> <li>● assign and link two or more texts from the same time period with similar themes or topics from your library's collections</li> </ul>

	treat similar themes or topics.	within a challenge’s reading list.
Range of Reading and Level of Text Complexity		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RL.11-12.10	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● customize the Beanstack Poetry Challenge and Genre Challenge to include specific poems, genres, texts, and resources in the grades 11–12 text complexity band.</li> <li>● activate the Read the Classics (High School) reading list challenge to assign classic titles like “Jane Eyre” and “The Great Gatsby,” which students can read directly in Beanstack.</li> <li>● activate the AP English reading list challenge for students in AP classes to evaluate works of fiction, drama, and poetry from various periods of time.</li> <li>● provide integrated reading content and links to library materials for students to read and comprehend.</li> <li>● track students’ reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension.</li> <li>● create compelling reading challenges, badges, and rewards to motivate students to read independently.</li> <li>● run reading competitions and encourage students to build reading streaks by logging daily reading sessions.</li> <li>● assign and track student comprehension of a literary text using reading validation challenges.</li> </ul>

## Reading Standards for Informational Text

Key Ideas and Details		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	<ul style="list-style-type: none"> <li>link to a style guide in challenge activities for students to use to create proper citations.</li> <li>customize challenge activities to assess students' abilities to 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.</li> <li>assign Beanstack's curated ebook challenge collections and require students to 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.</li> </ul>
CCSS.ELA.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.	<ul style="list-style-type: none"> <li>customize challenge activities to assess students' abilities to 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 and provide an objective summary of the text.</li> <li>assign Beanstack's curated ebook challenge collections and require students to determine two or more central ideas of a text and analyze their development over the course of the text,</li> </ul>

		<p>including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>● use the Beanstack book review feature for students to write an objective summary of the text.</li> </ul>
CCSS.ELA.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.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to 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.</li> <li>● assign Beanstack's curated ebook challenge collections and require students to 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.</li> </ul>
<b>Craft and Structure</b>		
<b>Standard</b>	<b>Description</b>	<b>Beanstack Alignment</b>
	Students can:	Media specialists/teachers can:
CCSS.ELA.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 <i>faction</i> in <i>Federalist</i> No. 10).	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to 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.</li> <li>● assign Beanstack's curated ebook challenge collections and require students to 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</li> </ul>

		course of a text.
CCSS.ELA.RI.11-12.5	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.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to 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.</li> <li>● assign Beanstack's curated ebook challenge collections and require students to 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.</li> </ul>
CCSS.ELA.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.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to 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.</li> <li>● assign Beanstack's curated ebook challenge collections and require students to 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.</li> </ul>
<b>Integration of Knowledge and Ideas</b>		
<b>Standard</b>	<b>Description</b>	<b>Beanstack Alignment</b>
	Students can:	Media specialists/teachers can:

<p>CCSS.ELA.RI.11-12.7</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● assign Beanstack’s curated ebook challenge collections and require students to integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</li> <li>● customize challenge activities to assess students’ abilities to integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</li> </ul>
<p>CCSS.ELA.RI.11-12.8</p>	<p>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., <i>The Federalist</i>, presidential addresses).</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students’ abilities to delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</li> <li>● assign and link seminal U.S. texts from your library’s collections within a challenge’s reading list.</li> </ul>
<p>CCSS.ELA.RI.11-12.9</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students’ abilities to analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</li> <li>● assign Beanstack’s curated ebook challenge collections and require students to analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</li> <li>● assign and link foundational U.S. documents of historical and literary significance from your library’s collections within a</li> </ul>

		challenge's reading list.
Range of Reading and Level of Text Complexity		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RI.11-12.10	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.	<ul style="list-style-type: none"> <li>• assign Beanstack's curated ebook challenge collections that feature nonfiction content.</li> <li>• provide integrated reading content and link to library materials for students to read and comprehend.</li> <li>• track students' reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension.</li> <li>• create compelling reading challenges, badges, and rewards to motivate students to read informational texts independently.</li> <li>• run reading competitions and encourage students to build reading streaks by logging daily reading sessions.</li> <li>• assign and track student comprehension of informational texts using reading validation challenges.</li> </ul>

## Writing Standards

Text Types and Purposes		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:

<p>CCSS.ELA.W.11-12.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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 claim(s), counterclaims, reasons, and evidence.</p> <p>b. 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>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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● link resources in challenge activities that provide examples of grade-appropriate argument writing including introducing claims, distinguishing the claim(s) from alternate or opposing claims, pointing out the strengths and limitations of a claim and counterclaim, and providing a concluding statement or section that follows from and supports the argument presented.</li> <li>● link to a style guide in challenge activities for students to use to create proper citations.</li> <li>● link resources in challenge activities that provide examples of accurate, credible sources.</li> </ul>
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	<p>conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<p>CCSS.ELA.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>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.</p> <p>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.</p> <p>c. Use appropriate and varied transitions and syntax to link the</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to include composing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● assign Beanstack's curated ebook challenge collections and require students to write an informative/explanatory text based on the topic of the collection.</li> <li>● link resources in challenge activities that provide grade-level informative texts and examples of grade-appropriate informative/explanatory writing, including introducing a topic, developing the topic, using transitions, using precise language and domain-specific vocabulary, maintaining an objective tone, and providing a concluding statement or section</li> </ul>

	<p>major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	
CCSS.ELA.W.11-12.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to include composing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● link resources in challenge activities that provide examples of grade-appropriate narrative writing, including orienting the reader by establishing a context, using narrative techniques, using a variety of techniques to sequence events so that they build on one another to a coherent whole, and providing a</li> </ul>

	<p>view, and 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>	<p>conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<b>Production and Distribution of Writing</b>		
<b>Standard</b>	<b>Description</b>	<b>Beanstack Alignment</b>
	Students can:	Media specialists/teachers can:

CCSS.ELA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>customize challenge activities to include texts and resources that can be used to support students in producing clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> </ul>
CCSS.ELA.W.11-12.6	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.	<ul style="list-style-type: none"> <li>customize challenge activities to assess students' abilities to 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.</li> </ul>
<b>Research to Build and Present Knowledge</b>		
<b>Standard</b>	<b>Description</b>	<b>Beanstack Alignment</b>
	Students can:	Media specialists/teachers can:
CCSS.ELA.W.11-12.7	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.	<ul style="list-style-type: none"> <li>launch a short or more sustained research project using Beanstack's curated ebook reading challenges and add challenge activities that ask students 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, and demonstrate an understanding of the subject under investigation.</li> <li>customize challenge activities to require students to conduct short as well as more sustained research projects to answer a question or solve a problem.</li> </ul>
CCSS.ELA.W.11-12.8	Gather relevant information from	<ul style="list-style-type: none"> <li>link resources within and customize challenge activities to</li> </ul>

	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.	provide students with sources to gather information, assess the strengths and limitations of each source in terms of the task, integrate information into the text to maintain the flow of ideas, avoid plagiarism and overreliance on any one source, and follow a standard format for citation.
CCSS.ELA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>link resources within and customize challenge activities to provide students with literary or informational texts to support analysis, reflection, and research.</li> </ul>

## Language Standards

Vocabulary Acquisition and Use		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.L.11-12.4	Determine 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.	<ul style="list-style-type: none"> <li>customize challenge activities to assess students' abilities to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</li> <li>link reference materials in challenge activities to aid students in finding the pronunciation, determining or clarifying the precise</li> </ul>

	<p>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.</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>	<p>meaning, finding the part of speech, etymology, and standard usage, of key words and phrases.</p>
CCSS.ELA.L.11-12.5	<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>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>

CCSS.ELA.L.11-12.6	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.	<ul style="list-style-type: none"><li>● customize challenge activities to assess students' abilities to acquire and accurately use academic and domain-specific words and phrases.</li><li>● customize challenge activities to assess students' abilities to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li></ul>
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