

DUSD Essential Standards for ELA

Eleventh Grade

Arizona 11th-12th Grade ELA Standards

Reading for Literature	RL 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.
	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 objective summary of the text.
	RL 3	Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.
	RL 4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.
Reading for Informational Text	RI 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.
	RI 2	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
	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.
	RI 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 effectiveness of the text.
Writing and Language	W 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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 style and tone appropriate to the norms and conventions of the discipline in which they are writing.

		e. Provide a concluding statement or section that follows from and supports the argument presented.
	L 1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	L 2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ACT Tested Skills/Standards the are below grade level

9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.