Arizona's English Language Arts Standards – 11-12th Grade

Craft and Structure

11-12.RI.4 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, especially in developing points of view. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Integration of Knowledge and Ideas

11-12.RI.5 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, development, and conclusions. (Editing for conventions should demonstrate command of Language standards 1–3 above.)

Reading Informational Text

11-12.RI.6 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11–12 Reading standards to literature.)

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. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Informational Text

11-12.W.2 Write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Literary Text

11-12.W.3 Write literary text to express personal perspective; use narrative techniques, such as the point of view and the content and organizational structure, to develop experiences or observations while creating given meaning, using narrative craft elements such as events, setting, description, voice, and meaning. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Literary Concepts

11-12.W.4 Write literary text to express personal perspective; use narrative techniques, such as the point of view and the content and organizational structure, to develop experiences or observations while creating given meaning, using narrative craft elements such as events, setting, description, voice, and meaning. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Literary Concepts

11-12.W.5 Demonstrate command of the conventions of Standard English grammar and usage when writing. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Spelling

11-12.W.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the Language standards 1–3 above. Apply grades 11–12 Reading standards to literature.)

Technology and the Internet

11-12.W.7 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to feedback, including new arguments or information. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Research to Build and Present Knowledge

11-12.W.8 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. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Presentation of Knowledge and Ideas

11-12.W.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength of each source in terms of its precision to task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on one source and following a standard format for citation. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Conventions of Standard English

11-12.W.10 Demonstrate command of the conventions of Standard English grammar, punctuation, and spelling when writing. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Spelling

11-12.W.11 Use knowledge of language to understand how linguistic functions in different contexts, to make effective choices for usage in writing, and to comprehend more fully when reading or listening. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Vocabulary

11-12.W.12 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in context. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Speaking and Listening Standards

Comprehension and Analysis

11-12.SL.2 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Oral Concurrency

11-12.SL.3 Demonstrate command of the conventions of Standard English grammar, punctuation, and spelling when speaking. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Academic and Technical Conventions

11-12.SL.4 Acquire and use accurate general academic and domain-specific vocabulary appropriate to 11–12th grade reading and content, choosing flexibly from a range of strategies. (Include optional expectations for writing types of a key term or terms over the course of a text.)

Coherence and Integration

11-12.SL.5 Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively) into a coherent presentation in which background information is developed, points are illustrated, and ideas are developed logic. (Include optional expectations for writing types of a key term or terms over the course of a text.)