

English 11 Essential Standards 2023-2024

X = this standard is essential at this grade level

Highlighted = Power standard

Standard	11th
RL/RI 1	X
RL/RI 2	
RL/RI 3	X
RL/RI 4	X
RL/RI 5	X
RL/RI 6	X (RI focus)
RL/RI 7	
RL/RI 8	X (RI.8 only)
RL/RI 9	X
W 1	X
W2	
W3	
W4	
W5	X
W6	
W7	
W8	X
W9	
W10	
SL.1	
SL.2	
SL.3	

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SL.4	
Standard	11th
SL.5	
SL.6	
L.1	
L.2	
L.3	
L.4	
L.5	
L.6	

Standard: RL/I 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Explained: Can you analyze a piece of writing, find quotes and evidence to prove that analysis, and recognize where the parts are that aren't certain (in the text, not that you yourself don't know), or are ambiguous or outright missing?

Standard: RL/I 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.

Explained: Can you read a piece of writing and analyze both what the author is trying to explain or prove as well as how they explained/tried to convince the reader, AND read a piece of literature and analyze how the text is written/constructed in order to create and support the meaning of that text for what they are and also how they change over the course of the work?

Standard: 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.

Explained: First, be able to define, use, and recognize rhetoric. Then, figure out what the author's ideas on a topic are, analyze how they get those ideas across and/or convince others of them, and finally how well or not they do this by judging how they present their topic's info.

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Standard: W1- 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.

Explained: Okay, this seems like a lot, and it is, but let's break it down. First: Can you write an argument? Can you turn that argument into a full-length paper, that has a clear claim or point, has evidence that actually supports your claim or point, fully discusses the pros/cons/values/etc. of those pieces of evidence in a compelling and convincing way, maintain a professional level of writing, conclude strongly, and also sound smart while doing it?

Standard: W5 - 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.)

Explained: Can you do more than edit your paper, but actually make each of those above points better (and also edit your paper for good grammar)?