



Essential Standards

Essential Standards Quick Guide – ELA 11/12

This document outlines the essential standards for ELA Grade 11/12.

Essential standards are explicitly taught, assessed more than once, and targeted for intervention if students have not yet reached proficiency. Assessments can be both formative and summative. Interventions are implemented within the classroom to support students who are not yet proficient.

All Idaho Content Standards are detailed in the Essential Standards Extended Guide.

Essential Standards
RC.11-12.3. Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
RC.11-12.5c. Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement.
RC.11-12.5d. Relate literary works and their authors' points of view to the political events and seminal ideas of their eras.
RC.11-12.6a. Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compare over the course of the two texts; provide accurate summaries of how key events or ideas develop.
RC.11-12.6c. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps make points clear, convincing, and engaging.
VD.11-12.2d. Analyze the impact of specific word choices on the effectiveness of the message, meaning, and tone of the text.
RS.11-12.1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
W.11-12.2. Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.

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W.11-12.5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
ODC.11-12.1. Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible, and determining what additional information is required to deepen the investigation or complete the task.
ODC.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.
ODC.11-12.6. Integrate multiple sources of information presented in diverse digital media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
GC.11-12.1d. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed.

For Questions Contact

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