

# Arkansas, Grades 11–12

Arkansas Strand/Standard	Focus of Arkansas Standard	For More Information
<b>Reading Literature</b>		
RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RL.2	Determine two or more themes of a text and analyze their development; provide a summary	R2 pp. 12–17
RL.3	Analyze how characterization, plot, setting, and other elements interact and contribute to the development of a text	R3 pp. 18–23
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of word choice on meaning and tone	R4 pp. 24–29
RL.5	Analyze how an author’s choices regarding how to structure specific parts of a text contribute to its overall structure and meaning	R5 pp. 30–35
RL.6	Analyze a case where grasping perspective and/or purpose requires distinguishing what is directly stated from what is really meant	R6 pp. 36–41
RL.7	Analyze the representation of a subject in two different artistic mediums	R7 pp. 42–47
RL.8	NA	
RL.9	Analyze how two or more influential literary works from the same time period address similar themes	R9 pp. 54–59
RL.10	Read literature of appropriate complexity independently with proficiency	R10 pp. 60–65
<b>Reading Informational Text</b>		
RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RI.2	Determine two or more central ideas of a text and analyze their development; provide a summary	R2 pp. 12–17
RI.3	Analyze and explain how individuals, ideas, or events interact and develop over the course of a text	R3 pp. 18–23
RI.4	Determine the meaning of words and phrases in a text; analyze how an author uses and refines the meaning of key terms over the course of a text	R4 pp. 24–29
RI.5	Analyze in detail how ideas or claims are developed by particular sentences, paragraphs, or larger portions of text	R5 pp. 30–35
RI.6	Evaluate the effectiveness of the text’s structure, including whether the structure makes points clear, convincing, and engaging	R6 pp. 36–41
RI.7	Integrate and evaluate multiple sources of information presented in diverse media or formats	R7 pp. 42–47
RI.8	Evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy	R8 pp. 48–53
RI.9	Analyze documents of historical and literary significance, for their themes, purposes, and rhetorical features	R9 pp. 54–59
RI.10	Read and comprehend appropriately complex informational texts independently and proficiently	R10 pp. 60–65
<b>Writing</b>		
W.1	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence	W1 pp. 70–77
W.2	Write effective informative/explanatory texts; effectively examine and convey complex ideas, concepts, and information	W2 pp. 78–85
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 pp. 86–91
W.4	Produce clear, coherent writing in which the development and organization are appropriate to the task and purpose	W4 pp. 92–97
W.5	Develop and strengthen writing as needed by planning, revising, and editing, or trying a new approach	W5 pp. 98–103
W.6	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
W.7	Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding	W7 pp. 110–115
W.8	Gather, assess, and integrate relevant information from multiple print and digital sources, using advanced searches effectively	W8 pp. 116–121

(Continued)

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<b>Writing</b>		
W.9	Draw evidence from texts to support analysis, reflection, research, and/or synthesis	W9 pp. 122–127
W.10	Write routinely over shorter and extended time frames	W10 pp. 128–133
<b>Speaking and Listening</b>		
SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own persuasively	SL1 pp. 138–143
SL.2	Integrate multiple sources of information gained by means other than reading; evaluate credibility and accuracy of sources, and note discrepancies	SL2 pp. 144–149
SL.3	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric; assess stance, premises, word choice, points of emphasis, and tone	SL3 pp. 150–155
SL.4	Present information, conveying a clear perspective, addressing alternative perspectives; organization, substance, style are appropriate to purpose, audience, and task	SL4 pp. 156–161
SL.5	Make strategic use of digital media in presentations to enhance understanding and to add interest	SL5 pp. 162–167
SL.6	Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate	SL6 pp. 168–173
<b>Language</b>		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 178–183
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 184–189
L.3	Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening	L3 pp. 190–195
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 196–201
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 202–207
L.6	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213