

English Language Arts (ELA) 11

- PS 1 Students will 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. ([Reading: Literature Standard 1](#))
- PS 2 Students will 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. ([Reading: Literature Standard 2](#))
- PS 3 Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ([Reading: Literature Standard 3](#))
- PS 4 Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ([Reading: Literature Standard 5](#))
- PS 5 By the end of grade 11, students will read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ([Reading: Literature Standard 10](#))
- PS 6 Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ([Writing Standard 1](#))
- PS 7 Students will draw evidence from literary or informational texts to support analysis, reflection, and research. ([Writing Standard 9](#))
- PS 8 Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ([Speaking and Listening Standard 4](#))