

Key Ideas and Details:

[CCSS.ELA-Literacy.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-Literacy.CCRA.R.2](#)

Determine central ideas or **themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

[CCSS.ELA-Literacy.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

[CCSS.ELA-Literacy.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

[CCSS.ELA-Literacy.CCRA.R.5](#)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) **relate** to each other and the whole.

[CCSS.ELA-Literacy.CCRA.R.6](#)

Assess how point of view or **purpose** shapes the content and style of a text.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

[CCSS.ELA-Literacy.CCRA.R.8](#)

Delineate and **evaluate** the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

[CCSS.ELA-Literacy.CCRA.R.9](#)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-Literacy.CCRA.R.10](#)

Read and **comprehend** complex literary and informational texts independently and proficiently.

Comprehension and Collaboration:

[CCSS.ELA-Literacy.CCRA.SL.1](#)

Prepare for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.CCRA.SL.2](#)

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-Literacy.CCRA.SL.3](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

[CCSS.ELA-Literacy.CCRA.SL.4](#)

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.SL.5](#)

Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.

[CCSS.ELA-Literacy.CCRA.SL.6](#)

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Knowledge of Language:

[CCSS.ELA-Literacy.CCRA.L.3](#)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.CCRA.L.4](#)

Determine or **clarify** the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

[CCSS.ELA-Literacy.CCRA.L.5](#)

Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.

[CCSS.ELA-Literacy.CCRA.L.6](#)

Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Text Types and Purposes¹:

[CCSS.ELA-Literacy.CCRA.W.1](#)

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.CCRA.W.2](#)

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.CCRA.W.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

[CCSS.ELA-Literacy.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-Literacy.CCRA.W.6](#)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

[CCSS.ELA-Literacy.CCRA.W.7](#)

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.CCRA.W.8](#)

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

[CCSS.ELA-Literacy.CCRA.W.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

[CCSS.ELA-Literacy.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.