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| **Reading****Key Ideas and Details**  |
| **CCRR1:** Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  |
| **CCRR2**: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| **CCRR3**: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
|  **Craft and Structure**  |
| **CCRR4**: 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.  |
| **CCRR5**: 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.  |
| **CCRR6**: Assess how point of view or purpose shapes the content and style of a text.  |
| **Integration of Knowledge and Ideas**  |
| **CCRR7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.  |
| **CCRR8:** 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.  |
| **CCRR9:** 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**  |
| **CCRR10:** Read and comprehend complex literary and informational texts independently and proficiently.  |
| **Writing** |
|  **Text Types and Purposes**  |
| **CCW1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| **CCW2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| **CCW3:** 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**  |
| **CCW4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| **CCW5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| **CCW6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
|  **Research to Build and Present Knowledge**  |
| **CCW7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
| **CCW8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| **CCW9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
|  **Range of Writing**  |
| **CCW10:** 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.  |

**LISTENING AND SPEAKING**

Comprehension and Collaboration

**CCRLS1**: 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.

**CCRLS2**: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCRLS3**: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

 Presentation of Knowledge and Ideas

**CCRLS4**: 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.

**CCRLS5**: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCRLS6**: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**LANGUAGE**

 **Language Conventions of Standard English**

CCRL1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCRL2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

 **Knowledge of Language**

**CCRL3**: 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**

**CCRL4**: 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.

**CCRL5**: Demonstrate understanding of word relationships and nuances in word meanings.

**CCRL6**: 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 considering a word or phrase important to comprehension or expression.