for each state.

Specific strands and standards are listed for each state.

Each state and grade level is listed at the top for easy reference.

Your Literacy Standards Companion at a Glance

Indexes Cross-Referencing Your State Standards with the Common Core appear at the front of the book.

Each standard under the strand is specifically called out.

Referencing Your State

Alaska

Alaska, Grades 9–10

Indexes Cross-Referencing Your State Standards

Alaska Strand/Standard Focus of Alaska Standard

Reading Literature

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 the central idea of a text and analyze its development and how it is shaped by particular sentences, paragraphs, or larger portions of the text R2 pp. 12–17
RI.3 Analyze various accounts of a subject told in different mediums, including those of primary and secondary sources, emphasizing how the author uses different mediums and Tonie develop themes, ideas, and details R3 pp. 18–23
RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative and nonfigurative language R4 pp. 24–29
RI.5 Analyze in detail how ideas or claims are developed by particular sentences, paragraphs, or larger portions of the text R5 pp. 30–35
RI.6 Analyze how an author’s choices regarding structure, the order of events, and manipulating time and space create the text’s overall effect R6 pp. 36–41
RI.7 Analyze various accounts of a subject told in different mediums, including those of primary and secondary sources, emphasizing how the author uses different mediums and Tonie develop themes, ideas, and details R7 pp. 42–47
RI.8 Evaluate the argument in a text; assess reasoning and evidence; identify false statements and Logical fallacies R8 pp. 48–53
RI.9 Analyze U.S. documents of historical and literary significance, noting how they address related themes and issues R9 pp. 54–59
RI.10 Read and comprehend appropriately complex informational texts independently and proficiently R10 pp. 60–65

Reading Informational Text

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 central ideas or information of a primary or secondary source; summarize how evidence is organized and its development over the course of the text R2 pp. 12–17
RL.3 Analyze how characters develop, interact, and advance the plot or develop the theme R3 pp. 18–23
RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and nonfigurative language R4 pp. 24–29
RL.5 Analyze how an author’s choices regarding structure, the order of events, and manipulating time and space create the text’s overall effect R5 pp. 30–35
RL.6 Analyze a point of view, perspective, or cultural experience reflected in a piece of literature R6 pp. 36–41
RL.7 Analyze the representation of a subject or scene in two different artistic mediums, including what is emphasized or absent in each treatment R7 pp. 42–47
RL.8 Evaluate the argument in a text; assess reasoning and evidence; identify false statements and logical fallacies R8 pp. 48–53
RL.9 Analyze how an author draws on and transforms source material R9 pp. 54–59
RL.10 Read literature of appropriate complexity independently with proficiency R10 pp. 60–65

Writing

W.1 Write routinely over shorter and extended time frames for a range of audiences, tasks, and purposes W1 pp. 128–133
W.2 Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, themes, and topics W2 pp. 78–85
W.3 Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, themes, and topics and to persuade the reader to take a specific action W3 pp. 86–91
W.4 Produce writing in which the development, organization, style, and features are appropriate to the task or purpose W4 pp. 92–97
W.5 Develop and strengthen writing as needed by planning, revising, and editing, rewriting, 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, taking care to fairly and accurately represent the information W7 pp. 110–115
W.8 Gather information from multiple sources, using advanced search tools and digital libraries effectively and understand how a variety of searching tools and digital libraries can contribute to a strength in argument or analysis W8 pp. 116–121
W.9 Classify evidence from two support analysis, reflection, research, and writer synthesis W9 pp. 122–127
W.10 Write routinely over shorter and extended time frames for a range of audiences, tasks, and purposes W10 pp. 128–133

Speaking and Listening

SL.1 Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and providing insights, evidence, and reasons for their own and others’ points of view with clarity and evidence R1 pp. 138–143
SL.2 Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of information and evidence R2 pp. 144–149
SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify Fallacious reasoning or exaggerated or distorted evidence R3 pp. 150–155
SL.4 Evaluate an author’s tone of voice, perspective, or cultural experience reflected in a piece of literature R4 pp. 156–161
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SL.8 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify fallacious reasoning or exaggerated or distorted evidence R8 pp. 180–185
SL.9 Analyze how an author draws on and transforms source material R9 pp. 186–191
SL.10 Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and providing insights, evidence, and reasons for their own and others’ points of view with clarity and evidence R10 pp. 192–197

Reading History/Social Studies

SH.1 Cite specific textual evidence to support analysis of primary and secondary sources R1 pp. 6–11
SH.2 Characterize central ideas or information of a primary or secondary source; summarize the central ideas or information of a primary or secondary source R2 pp. 12–17
SH.3 Analyze in detail events of history; demonstrate whether the events were significant R3 pp. 18–23

Shaded bands highlight the overarching strands.
The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it, citing the textual evidence that most effectively supports the inferences drawn in the text.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, section, or stanza) relate to one another and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.
4. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in language.
5. Analyze how rhetorical questions or other_figure of speech_ are used to convey meaning, add psychological effect, or achieve a literary or political purpose.
6. 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.

### Craft and Structure
1. Integrate and evaluate the arguments of several texts that address the same topic and作出 evaluation based on the reasoning, arguments, claims, and counterclaims presented in the texts.
2. Analyze how and why individuals, events, and ideas develop and extend over the course of a text.
3. Analyze how the point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas
1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in language.
2. Interpret complex texts, including their metaphorical, symbolical, or allusive language.
3. Analyze complex multi-faceted works and their visual and interactive relationships (e.g., their representations of conflict or problem and resolution).
4. Evaluate the arguments and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### Range of Reading and Level of Text Complexity
1. Read comprehend highly complex literary and informational texts independently and proficiently.
2. Read and comprehend complex literary and informational texts independently and proficiently.
3. Read closely to determine what the text says explicitly and to make logical inferences from it, citing the textual evidence that most effectively supports the inferences drawn in the text.
4. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, section, or stanza) relate to one another and the whole.
5. Assess how point of view or purpose shapes the content and style of a text.

### On the facing page, a user-friendly “translation” of each standard gives you a fuller sense of the big picture and big objectives as you consider how it relates to your state’s standards.

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College and Career Readiness Anchor Standards for 
**Reading 9–12**

The College and Career Readiness (CCR) anchor standards are the same for all middle and high school students, regardless of subject area or grade level. Their wording varies in specific content at each grade level, most notably in the complexity of the texts, skills, and knowledge at each subsequent grade level in each disciplinary domain. The guiding principle here is that the core reading skills should not change as students advance; rather, the level at which they learn and can perform those skills should increase in complexity as students move from one grade to the next.

### Key Ideas and Details
The first strand of reading standards emphasizes students’ ability to identify key ideas and themes across a wide range of literature, nonfiction, and visual texts. Students should be able to read closely, determine the meaning of unfamiliar words and phrases, and make logical inferences from the text.

### Craft and Structure
The second strand of reading standards focuses on students’ ability to analyze the structure of texts, including the choice of means and medium through which ideas and themes are expressed, and how these ideas and themes are developed and extended over the course of the text.

### Integration of Knowledge and Ideas
The third strand of reading standards emphasizes students’ ability to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in language.

### Range of Reading and Level of Text Complexity
The fourth strand of reading standards focuses on students’ ability to examine the range of reading demands that students face as they advance from middle to high school. The guiding principle here is that the level at which students learn should increase in complexity as they advance from one grade to the next.
Bold type spotlighting what’s different across grade spans specifically identifies what students must learn within each class and across subjects.

The specific strand situates you within the larger context of the standards.

The right-hand page utilizes the very same cross-discipline and grade-level format to provide two distinct visual paths for understanding the standards.

"Gist" sections provide plain-English synopses of the standards so you can put them to immediate use.

On this page you’ll find accessible translations of the standards at your left so you can better grasp what they mean.

The emphasis now is on what students should do, utilizing the same grade-level and subject-area structure at your left.

Comprehension questions are included for helping students master thinking moves and skills behind each standard; all can be adapted to a range of class text topics and prompts to needs specific to your particular state standards.

Horizontal and vertical views enable you to consider how the standards change across grade levels for a given subject or down a given grade level in all subjects.

Standards for each discipline are featured on a single page for easy cross-departmental collaboration.
Common Core Reading Standard 1
What the Teacher Does

To teach students how to “read closely,” do the following:

• Provide students access to the text via tablet or photocopy—whether in color or black and white.
• Model thinking aloud as you go through the text with them, focusing on the meaning and significance of the text.
• Conceptualize the text by highlighting, circling, or otherwise drawing their attention to specific words, sentences, or paragraphs that are central to the meaning of the text.
• Ask questions—about words, actions, details—that require students to look closely at the text for answers.

To get students to determine “what the text says explicitly,” do the following:

• Ask students to “say what it says” and explain the answer, focusing on the emphasis on the literal meaning.
• Offer students examples of what it means to read explicitly and support their inferences with evidence, asking them to find evidence in the text to support their statement about its meaning.
• Give students several pieces of evidence and ask them to determine what explicit ideas in the text the evidence supports.

To develop students’ ability to “cite specific textual evidence,” do the following:

• Offer them a set of samples of evidence at different degrees of specificity and quality to evaluate, requiring them to choose the one that is best and provide a rationale for their choice.
• Share with students the importance of supporting conclusions, claims, and ideas with text evidence, asking them to find evidence in the text to support their inferences.

To “make logical inferences,” ask students to do the following:

• Provide students with evidence from the text to support their inferences, asking them to use evidence to make logical inferences.
• Ask students to explain or compare their inferences, encouraging them to think critically about the text.

To identify “uncertainties,” “gaps,” or “inconsistencies,” students can try the following:

• Read—or reread—key sections that focus on reasoning or evidence, looking for those spots that cannot be answered logically or fully.
• Ask students to identify areas of uncertainty or gaps in the text, encouraging them to think beyond the literal meaning of the text.

To help your English Language Learners, try this strategy:

• Repeat the process used to make such inferences, verbally labeling each step as you demonstrate it; then have students demonstrate their ability to do it on their own.
• Provide students with examples of text evidence and require them to reference their own annotations.
Clearly worded entries decode each word or phrase according to the particular way it is used in a given standard.

A dedicated academic vocabulary section offers a quick-reference glossary of key words and phrases for each standard.

Analysis of primary and secondary sources:
- Primary sources are those accounts recorded from people who witnessed or participated in the event themselves; these sources include journals, letters, oral history recordings.
- Secondary sources are those written by others based on primary sources and the opinions of scholars past and present.

Attending to such features:
- Close reading demands paying attention to any features, such as format, source, or date published, that might add subtle but noteworthy meaning to the document.

Cite specific textual evidence:
- All claims, assertions, or arguments about what a text means or says require evidence from within the text itself, not the reader's opinion or experience; students should be able to quote or refer to a specific passage from the text to support their idea.

Conclusions drawn from the text:
- Readers take a group of details (different findings, series of events, related examples) and draw from them an insight or understanding about their meaning or importance within the passage or the text as a whole.

Connecting insights gained from specific details to an understanding of the text as a whole:
- It is not enough to discern the meaning of a small detail; close reading demands connecting all the dots to reveal how these small details contribute to the meaning of the larger text.

Explicitly:
- Clearly stated in great or precise detail; may suggest factual information or literal meaning, though not necessarily the case.

Gaps or inconsistencies in the account:
- Some gaps are intentional, meant to leave room for interpretation or allow for some ambiguity that adds depth and complexity to a text; unintended gaps or inconsistencies undermine the credibility of the work or author by raising questions about the accuracy or reliability of the information.

Important distinctions the author makes:
- Authors draw a line at times between ideas, categories, or certain elements, attributing more meaning or importance to one than another.

Informational text:
- These include nonfiction texts from a range of sources and written for a variety of purposes; everything from essays to advertisements, historical documents to op-ed pieces. Informational texts include written arguments as well as infographics.

Literature:
- This text can include not only fiction, poetry, drama, and graphic stories but also artworks, such as master paintings or works by preeminent photographers.

Logical inferences:
- To infer, readers add what they learned from the text to what they already know about the subject; however, for the inference to be logical, it must be based on evidence from the text.

Read closely (or close reading):
- Reading that emphasizes not only surface details but the deeper meaning and larger connections between words, sentences, and the full text; this also demands scrutiny of craft, including arguments and style used by the author.

Strong and thorough textual evidence:
- Not all evidence is created equal; students need to choose those examples or quotations that provide the best example of what they are saying or most compelling quotation to support their assertion.

Support conclusions:
- Related to citing textual evidence, this phrase requires readers to back up their claims about what a text says with evidence, such as examples, details, or quotations.

Text:
- In its broadest meaning, a text is whatever one is trying to read: a poem, essay, essay, or article; in its more modern sense, a text can also be an image, an artwork, speech, or multimedia format such as a website, film, or social media message, such as a Tweet.

Where the text leaves matters uncertain:
- The writer may intend to be ambiguous or unclear to imply a lack of clarity or resolution about this subject; it can also mean the writer did not tie up loose ends, thus, creating a weak link in an argument or narrative.

Academic Vocabulary:
- Key Words and Phrases

Common Core Reading Standard 1

Planning to Teach
What to Do––and How

In this last worksheet, you can record your final teaching plan.
_indexeses_cross_referencing_your_state_standards_
__Louisiana, Grades 9–10__

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<td>Cite relevant and thorough textual evidence to support analysis of what the text says explicitly and implicitly</td>
<td>R1 p6–11</td>
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<tr>
<td>RL.2</td>
<td>Determine a theme or central idea of a text and analyze its development and how it is shaped by specific details; summarize the text</td>
<td>R2 p12–17</td>
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<tr>
<td>RL.3</td>
<td>Analyze how characters develop, interact, and advance the plot or develop the theme</td>
<td>R3 p18–23</td>
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<td>RL.4</td>
<td>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</td>
<td>R4 p24–29</td>
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<td>RL.5</td>
<td>Analyze how an author's choices regarding structure, the order of events, and manipulating time create such effects as mystery, tension, or surprise</td>
<td>R5 p30–35</td>
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<td>RL.6</td>
<td>Analyze a point of view, perspective, or cultural experience reflected in works of literature</td>
<td>R6 p36–41</td>
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<td>RL.7</td>
<td>Analyze the representation of a subject or scene in two different artistic mediums, including what is emphasized or absent in each treatment</td>
<td>R7 p42–47</td>
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<td>RL.8</td>
<td>NA</td>
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<td>RL.9</td>
<td>Analyze how an author draws on and transforms source material</td>
<td>R9 p54–59</td>
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<td>RL.10</td>
<td>Read literature of appropriate complexity independently with proficiency</td>
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<td>Analyze how the author structures an analysis or series of ideas or events, including the order, how they are developed, and the connections between them</td>
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<td>Write arguments to support claims, using valid reasoning and relevant and sufficient evidence</td>
<td>W1 p70–77</td>
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<td>W.2</td>
<td>Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information</td>
<td>W2 p78–85</td>
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<td>W.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</td>
<td>W3 p86–91</td>
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<td>W.4</td>
<td>Produce writing in which the development, organization, style, and features are appropriate to the task, genre, purpose, and audience</td>
<td>W4 p92–97</td>
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<td>W.5</td>
<td>Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a different approach</td>
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<td>Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding of the subject</td>
<td>W7 p110–115</td>
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<td>W.8</td>
<td>Gather information from multiple sources, using advanced searches effectively; assess usefulness of sources; integrate information, avoiding plagiarism and overreliance on any one source</td>
<td>W8 p116–121</td>
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<td>W.9</td>
<td>Draw relevant evidence from texts to support analysis, reflection, research, and/or synthesis</td>
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<td>Write routinely over shorter and extended time frames for a range of audiences, tasks, and purposes</td>
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<td>Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively</td>
<td>SL1 p138–143</td>
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<td>SL.2</td>
<td>Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and noting discrepancies</td>
<td>SL2 p144–149</td>
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<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacious reasoning or exaggerated or distorted evidence</td>
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<td>SL.4</td>
<td>Present information clearly, concisely, and logically; ensure organization, development, substance, and style are appropriate to purpose, audience, and task</td>
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<td>Adapt speech to a variety of contexts, audiences, and tasks; demonstrate a command of formal English when appropriate</td>
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<td>L.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</td>
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<td>L.3</td>
<td>Apply knowledge of language to make effective choices for meaning or style, to comprehend more fully when reading or listening, and to write and edit so that it conforms to the guidelines in a style manual appropriate for the writing type</td>
<td>L3 pp190–195</td>
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<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</td>
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<td>L.6</td>
<td>Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge</td>
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<td>Cite specific textual evidence to support analysis of primary and secondary sources</td>
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<td>Determine central ideas or information of a primary or secondary source; summarize how they develop</td>
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<td>R.3</td>
<td>Analyze in detail a series of events; determine whether earlier events caused later ones</td>
<td>R3 p18–23</td>
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<td>R.4</td>
<td>Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social studies</td>
<td>R4 p24–29</td>
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<td>R.5</td>
<td>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</td>
<td>R5 p30–35</td>
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<td>Compare the point of view of two or more authors for how they treat the same or similar topics</td>
<td>R6 p36–41</td>
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<td>Integrate quantitative or technical analysis with qualitative analysis</td>
<td>R7 p42–47</td>
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<td>R.8</td>
<td>Assess the extent to which reasoning and evidence support the author’s claim</td>
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<td>R.9</td>
<td>Compare and contrast treatment of the same topic in several primary and secondary sources</td>
<td>R9 p54–59</td>
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<td>Determine central ideas or conclusions; trace the explanation of a complex process; provide an accurate summary</td>
<td>R2 p12–17</td>
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<td>Follow precisely a complex multistep procedure, attending to special cases or exceptions defined in the text</td>
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<td>Analyze the structure of relationships among concepts in a text</td>
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<td>Translate quantitative or technical information expressed in words into visual form, and translate information expressed visually into words</td>
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<td>Assess the extent to which reasoning and evidence support the author's claim or recommendation for solving a problem</td>
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<td>R.9</td>
<td>Compare and contrast findings presented in a text to those from other sources, noting where they support or contradict previous explanations</td>
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## Louisiana, Grades 11–12

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<td>RL.1</td>
<td>Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly and implicitly</td>
<td>R1 p6–11</td>
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<td>RL.2</td>
<td>Determine two or more themes or central ideas and analyze their development; restate and summarize main ideas or events</td>
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<td>RL.3</td>
<td>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama</td>
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<td>RL.4</td>
<td>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</td>
<td>R4 p24–29</td>
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<td>RL.5</td>
<td>Analyze how an author's choices concerning how to structure specific parts of the text contribute to its overall structure and meaning</td>
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<td>RL.6</td>
<td>Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is really meant</td>
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<td>RL.7</td>
<td>Analyze multiple representations of a story, drama, or poem, evaluating how each interprets the source text</td>
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<td>Demonstrate knowledge of foundational works of U.S. and world literature</td>
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<tr>
<td>RI.1</td>
<td>Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly and implicitly, including where the text leaves matters uncertain</td>
<td>R1 p6–11</td>
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<td>RI.2</td>
<td>Determine two or more central ideas of a text and analyze their development; restate or summarize main ideas or events</td>
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<td>RI.3</td>
<td>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop</td>
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<td>RI.4</td>
<td>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</td>
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<td>RI.5</td>
<td>Analyze and evaluate the effectiveness of the structure in an exposition or argument</td>
<td>R5 p30–35</td>
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<td>RI.6</td>
<td>Analyze how an author's style and content contribute to the reader's interpretation of the power, persuasiveness, or impact of the text</td>
<td>R6 p36–41</td>
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<td>RI.7</td>
<td>Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem</td>
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<td>RI.8</td>
<td>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, and the premises, purposes, and arguments in works of public policy</td>
<td>R8 p48–53</td>
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<td>RI.9</td>
<td>Analyze foundational U.S. and world documents of literary significance</td>
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<td>RI.10</td>
<td>Read and comprehend literary nonfiction independently and proficiently</td>
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<td>Write arguments to support claims, using valid reasoning and relevant and sufficient evidence</td>
<td>W1 p70–77</td>
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<td>W.2</td>
<td>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately</td>
<td>W2 p78–85</td>
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<td>W.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</td>
<td>W3 p86–91</td>
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<td>W.4</td>
<td>Produce writing in which the development, organization, style, and features are appropriate to the task, genre, purpose, and audience</td>
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<td>W.8</td>
<td>Gather information from multiple sources, using advanced searches effectively; assess strengths and limitations of sources; integrate information, avoiding plagiarism and overreliance on any one source</td>
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<td>Draw evidence from texts to support analysis, reflection, and research</td>
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<td>Write routinely over shorter and extended time frames for a range of audiences, tasks, and purposes</td>
<td>W10 p128–133</td>
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<td>SL.1</td>
<td>Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively</td>
<td>SL1 p138–143</td>
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<tr>
<td>SL.2</td>
<td>Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and note discrepancies</td>
<td>SL2 p144–149</td>
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<td>SL.3</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, link among ideas, word choice, emphasis, and tone</td>
<td>SL3 p150–155</td>
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<tr>
<td>SL.4</td>
<td>Present information, conveying a clear and distinct perspective; address alternative viewpoints; presentation is appropriate to purpose, audience, and task</td>
<td>SL4 p156–161</td>
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<td>SL.5</td>
<td>Make strategic use of digital media in presentations to enhance understanding and to add interest</td>
<td>SL5 p162–167</td>
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<tr>
<td>SL.6</td>
<td>Adapt speech to a variety of contexts, audiences, and tasks; demonstrate a command of formal English when appropriate</td>
<td>SL6 p168–173</td>
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| **Language**                  |                                |                         |
| L.1                           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | L1 p178–183             |
| L.2                           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | L2 p184–189             |
| L.3                           | Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening | L3 pp190–195            |
| L.4                           | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies | L4 p196–201             |
| L.5                           | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | L5 p202–207             |
| L.6                           | Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge | L6 p208–213             |

| **Reading History/Social Studies** |                                |                         |
| R.1                            | Cite specific textual evidence to support analysis of primary and secondary sources | R1 p6–11               |
| R.2                            | Determine central ideas or information of a primary or secondary source; summarize how they develop | R2 p12–17              |
| R.3                            | Evaluate explanations for actions or events and determine which best accords with textual evidence | R3 p18–23              |
| R.4                            | Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of specific word choices | R4 p24–29              |
| R.5                            | Analyze in detail how a complex primary source is structured | R5 p30–35              |
| R.6                            | Evaluate authors’ differing points of view on the same historical event | R6 p36–41              |
| R.7                            | Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem | R7 p42–47              |
| R.8                            | Evaluate an author’s premises, claims, and evidence by corroborating or challenging them | R8 p48–53              |
| R.9                            | Integrate information from diverse sources into a coherent understanding of an idea or event | R9 p54–59              |
| R.10                           | Read and comprehend history/social studies texts of appropriate complexity | R10 p60–65             |

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