

9-12 College and Career Readiness Anchor Standard	Ninth-Tenth		Eleventh-Twelfth	
Reading for Informational Text	STANDARD	UNPACKED	STANDARD	UNPACKED

Key Ideas and Details				
<p>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.</p>	<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between “strong evidence” and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.</p>	<p>RI.11-12.1 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.</p>	<p>By the time students are in the eleventh grade, they should be accustomed to citing evidence formally and informally to support their ideas. Along with being able to determine if evidence is sufficient and convincing, students need to be able to judge where an author purposely (or unintentionally) leaves information open-ended or vague. This would mean that students would be able to recognize a gap in understanding and that their comprehension would be such that they could question the text.</p>
<p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>As students continue to determine a central ideal of a text in high school, they need to examine not only how a central idea is developed but also how details in the text influence and add to a central idea. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings. Students need to examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed. Finding connections between ideas should be reviewed.</p>	<p>RI.11-12.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p>	<p>In the 11-12 grade span, students are required to find more than one central idea in a text and be able to explain how they are developed. They also need to understand the inter-relationship between multiple ideas and recognize how this relationship creates a richer understanding.</p>
<p>CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Students should examine a set of ideas that are multifaceted or look at a sequence of events and determine how specific individuals, ideas, or events relate to one another and develop throughout the text. This would require that students not only look at key details or ideas in isolation but also be able to piece together what their role is in the bigger framework of the text. They should recognize how the elements evolve throughout the text.</p>	<p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Students should examine a set of ideas that are multifaceted or look at a sequence of events and determine how specific individuals, ideas, or events relate to one another and develop throughout the text. This would require that students not only look at key details or ideas in isolation but also be able to piece together what their role is in the bigger framework of the text. They should recognize how the elements evolve throughout the text.</p>

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Craft and Structure					
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.	RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	After determining the figurative, connotative, and technical meanings of words and phrases as they are used in a text, students need to consider the significant influence of the author's word choice as a whole on the text's tone or overall understanding. Ninth grade students should begin to understand that an author's word choice is selective and deliberate. They should be aware that the collective effect of words influences the tone and meaning of text. By tenth grade, students should notice the connection between the words that the author chose and the point that the author was making. When examining the development of an author's ideas, students should pay attention to how specific parts of the text enhance a thought or expand an idea. After establishing what an author's purpose or point of view is in a text, they should examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers.	RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Students should be comfortable and confident with determining figurative, connotative, and technical meanings of words and phrases by the 11-12 grade span. Students also should consider how authors perfect or cultivate the meaning of key term(s) throughout a text, bringing readers to a deeper understanding or a clearer picture of what that word means in that particular context. This means that aside from using resources to define a term, students need to review the word(s) in light of context. Students at this grade span should be able to go beyond just recognizing the structure of a text. Students should examine the structure an author uses and judge whether or not it is effective for the purpose. Is it clear? Does the author convince you as a reader? How did the structure contribute to this? Using a text that is rich with effective language, students should establish what the author's purpose is and study how the style and content contribute to the power and beauty of the text. This would mean that students were able to recognize effective language. They would need to identify instances where text was indeed beautiful and which words contributed to this beauty.	
	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.		RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
	CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Integration of Knowledge and Ideas					
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	When examining several texts that share the same subject but use different vehicles or modes to communicate, students should be able to judge what details are emphasized in each account. In the ninth grade students should be able to recognize various accounts of a subject told in	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	When students at the 11-12 grade span are asked to answer a question or solve a problem they should be able to use information from multiple sources and various formats. They should determine the value or importance of that information in light of the question or problem and be able	

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<p>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.</p>	<p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>multiple forms and acknowledge characteristics of each. By tenth grade students should expand their reasoning to include what each version stressed or called attention to and how that influenced the account. Students are asked to evaluate whether the reasoning an author uses is logical/legitimate and if the evidence that is used is relevant to the argument or provides</p>	<p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p>to combine all of the information gathered from the various formats into a succinct understanding. Students must be able to make a sound evaluation of informational texts. They need to make the connections and see the correlations between information presented as visuals, numbers, and/or words. Students need to describe in detail and examine the thought processes in influential</p>
<p>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.</p>	<p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s —Letter from Birmingham Jail), including how they address related themes and concepts.</p>	<p>enough proof. They need to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading. Ninth grade students need to be able to evaluate sources. They need to understand what a reliable source is and what makes one questionable. In looking at an author’s argument, they need to question the facts presented and be able to objectively determine if they are indeed credible. Many students in the ninth grade still believe that if it is in print, it is true. Having the tools to legitimately evaluate sources is very important at this level. Ninth and tenth grade students will study and evaluate influential U.S. documents especially how they deal with similar themes and concepts. In grade nine these documents could be studied as part of the literary nonfiction genre. In grade ten they could be incorporated into the global perspective as a comparison to other similar documents from outside the U.S.</p>	<p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>Students need to describe in detail and examine the thought processes in influential U.S. texts. They need to determine how the constitutional principles (checks and balances, limited government, separation of powers...) were applied. They also should consider the use of legal reasoning in these documents such as:</p> <ol style="list-style-type: none"> 1) Issue - What specifically is being debated? 2) Rule - What legal rule governs this issue? 3) Facts - What are the facts relevant to this rule? 4) Analysis - Apply the rule to the facts. 5) Conclusion - Having applied the rule to the facts, what is the outcome? <p>Students should be able to assess the principles and basis of arguments in works of public advocacy. They should be able to explain the author’s purpose and argument. (Advocacy is the act of influencing decision makers and promoting changes to laws and other government policies to advance the mission of a particular organization or group of people.) Students need to examine and evaluate significant foundational U.S. documents from the seventeenth-, eighteenth-, and nineteenth-century to consider their themes, purposes, and language.</p>

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Range of reading and Level of text Complexity				
<p>CCRA.R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.</p>	<p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.</p> <p>The Standards emphasize arguments and other literary nonfiction that contain informational text structures rather than narrative literary non-fiction that tells a story such as memoirs and biographies. Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>	<p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, some biographies, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.</p> <p>The Standards emphasize arguments and other literary nonfiction that contain informational text structures rather than narrative literary non-fiction that tells a story such as memoirs and biographies.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>‘Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.’</p>