**Core Reading Standards for Eleventh and Twelfth Grades** 

		eventh and Tweinth Grades
READING LITERATUI	RE	READING INFORMATIONAL TEXT/ NONFICTION
KEY IDEAS AND DETA	AILS	KEY IDEAS AND DETAILS
1. Cite strong and thorough textual evidence	ence to support	Cite strong and thorough textual evidence to support
analysis of what the text says explicit		analysis of what the text says explicitly as well as
inferences drawn from the text, include	ding determining	inferences drawn from the text, including determining
where the text leaves matters uncertain	in.	where the text leaves matters uncertain.
2. Determine two or more themes or ce	ntral ideas of a	2. <b>Determine</b> two or more <b>central ideas</b> of a text and
text and analyze their development of		analyze their development over the course of the text,
the text, including how they interact ar		including how they interact and build on one another to
another to produce a complex accoun	t; provide an	provide a complex <b>analysis</b> ; provide an objective
objective <b>summary</b> of the text.		summary of the text.
3. Analyze the impact of the author's ch		3. Analyze a complex set of ideas or sequence of events
how to <b>develop</b> and relate elements of		and explain how specific individuals, ideas, or events
(e.g., where a story is set, how the act		interact and <b>develop</b> over the course of the text.
the <b>characters</b> are introduced and de		
CRAFT AND STRUCTU		CRAFT AND STRUCTURE
4. Determine the meaning of words an		4. Determine the meaning of words and phrases as
are used in the text, including <b>figurati</b>		they are used in a text, including <b>figurative</b> ,
connotative meanings; analyze the in		connotative, and technical meanings; analyze how an
word choices on meaning and <b>tone</b> , in		author uses and refines the meaning of a <b>key term or</b>
multiple meanings or language that i		terms over the course of a text (e.g., how Madison
engaging, or beautiful. (Include Shake other authors.)	speare as well as	defines <i>faction</i> in <i>Federalist</i> No. 10).
5. <b>Analyze</b> how an <b>author's</b> choices cor	ocerning how to	5. Analyze and evaluate the effectiveness of the
structure specific parts of a text (e.g.,		structure an author uses in his or her exposition or
where to begin or end a story, the cho		argument, including whether the structure makes
comedic or tragic resolution) contribute		points clear, convincing, and engaging.
structure and meaning as well as its		parities areas, accountained, and anguiging.
6. Analyze a case in which grasping poi		6. Determine an author's point of view or purpose in a
distinguishing what is directly stated		text in which the <b>rhetoric</b> is particularly effective,
distinguishing what is directly stated is really meant (e.g., satire, sarcasm, i	in a text from what	
distinguishing what is directly stated	in a text from what	text in which the <b>rhetoric</b> is particularly effective, <b>analyzing</b> how style and content contribute to the power, persuasiveness, or beauty of the text.
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distinguishing what is directly stated is really meant (e.g., satire, sarcasm, understatement).  INTEGRATION OF KNOW AND IDEAS  7. Analyze multiple interpretations of a poem (e.g., recorded or live production recorded novel or poetry), evaluating interprets the source text. (Include at Shakespeare and one play by an Ames 8. (Not applicable to literature)  9. Demonstrate knowledge of eighteen early-twentieth-century foundational American literature, including how twe from the same period treat similar the same period treat similar the including stories, dramas, and poems, CCR text complexity band proficiently, needed at the high end of the range. By the end of grade 12, read and comp	in a text from what irony, or  LEDGE  story, drama, or n of a play or how each version least one play by erican dramatist.)  th-, nineteenth- and works of vo or more texts mes or topics.  COMPLEXITY prehend literature, in the grades 11—with scaffolding as brehend literature, at the high end of	text in which the <b>rhetoric</b> is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  INTEGRATION OF KNOWLEDGE AND IDEAS  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.  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).  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.  RANGE AND LEVEL OF TEXT COMPLEXITY  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.  By the end of grade 12, read and comprehend literary