College and Career Readiness Standard (CCRS)	*Serie de Preparación para el GED:* Artes del lenguaje (Digital)
L1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). i. Use determiners (e.g., *articles, demonstratives*). j. Use frequently occurring prepositions (e.g., *during, beyond, toward*). k. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)	Ideas centrales y temas > Punto de vista y propósito del autor Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones Habilidades de escritura > Reglas gramaticales Parte 1 Habilidades de escritura > Reglas de puntuación y mayúsculas/minúsculas
L1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use reflexive pronouns (e.g., *myself, ourselves*). e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). f. Use abstract nouns (e.g., *childhood*). g. Form and use regular and irregular verbs. h. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. i. Ensure subject-verb and pronoun-antecedent agreement. j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. k. Use coordinating and subordinating conjunctions. l. Produce simple, compound, and complex sentences. m. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (L.2.1 and 3.1 merge)	Habilidades de escritura > Reglas gramaticales Parte 1 Habilidades de escritura > Reglas gramaticales Parte 2 Ideas centrales y temas > Punto de vista y propósito del autor Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
L1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. e. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. f. Use verb tense to convey various times, sequences, states, and conditions. g. Recognize and correct inappropriate shifts in verb tense. h. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*). i. Form and use prepositional phrases. j. Use correlative conjunctions (e.g., *either/or, neither/nor*). k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. l. Correctly use frequently confused words (e.g., *to, too, two; there, their*). (L.4.1 and 5.1 merge)	Habilidades de escritura > Reglas gramaticales parte 1 Habilidades de escritura > Reglas gramaticales parte 2 Habilidades de escritura > Reglas ortográficas y de mayúsculas y minúsculas Ideas centrales y temas > Punto de vista y propósito del autor Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones
L1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague or unclear pronouns. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. g. Form and use verbs in the active and passive voice. h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. i. Recognize and correct inappropriate shifts in verb voice and mood. j. Explain the function of phrases and clauses in general and their function in specific sentences. k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)	Habilidades de escritura > Reglas gramaticales parte 1 Habilidades de escritura > Reglas gramaticales parte 2 Ideas centrales y temas > Punto de vista y propósito del autor Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones

College and Career Readiness Standard (CCRS)	*Serie de Preparación para el GED:* Artes del lenguaje (Digital)
L1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)	Habilidades de escritura > Reglas gramaticales parte 1 Ideas centrales y temas > Punto de vista y propósito del autor Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones
L2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. f. Write a letter or letters for most consonant and short- vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)	Habilidades de escritura > Reglas ortográficas y de mayúsculas y minúsculas
L2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Capitalize appropriate words in titles. c. Use commas in greetings and closings of letters. d. Use commas in addresses. e. Use commas and quotation marks in dialogue. f. Use an apostrophe to form contractions and frequently occurring possessives. g. Form and use possessives. h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). i. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). j. Use spelling patterns and generalizations (e.g., word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge)	Habilidades de escritura > Reglas gramaticales parte 1 Habilidades de escritura > Reglas ortográficas y de mayúsculas y minúsculas

College and Career Readiness Standard (CCRS)	*Serie de Preparación para el GED:* Artes del lenguaje (Digital)
L2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use punctuation to separate items in a series. d. Use a comma to separate an introductory element from the rest of the sentence. e. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). f. Use underlining, quotation marks, or italics to indicate titles of works. g. Use a comma before a coordinating conjunction in a compound sentence. h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge)	Habilidades de escritura > Reglas ortográficas y de mayúsculas y minúsculas
L2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). c. Use an ellipsis to indicate an omission. d. Spell correctly. (L.6.2 through 8.2 merge)	Habilidades de escritura > Reglas ortográficas y de mayúsculas y minúsculas
L2.E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (L.9-10.2)	Habilidades de escritura > Reglas gramaticales parte 2 Habilidades de escritura > Reglas ortográficas y de mayúsculas y minúsculas
L3.B Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3)	Habilidades de escritura > Reglas ortográficas y de mayúsculas y minúsculas

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
L3.C Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small- group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)	Habilidades de escritura > Reglas gramaticales parte 2 Habilidades de escritura > Reglas ortográficas y de mayúsculas y minúsculas
L3.D Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge)	Habilidades de escritura > Reglas ortográficas y de mayúsculas y minúsculas
L4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., *looks, looked, looking*). (L.1.4)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases
L4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases

College and Career Readiness Standard (CCRS)	*Serie de Preparación para el GED:* Artes del lenguaje (Digital)
L4.C Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, autograph, photograph, photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4 and 5.4 merge)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases
L4.D Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases Análisis de textos > Analizando argumentos
L4.E Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases Análisis de textos > Analizando argumentos

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
L5.A With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*). c. Identify real-life connections between words and their use (e.g., *note places at home that are cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. (L.1.5)	Ideas centrales y temas > Punto de vista y propósito del autor Ideas centrales y temas > Apoyando las Ideas
L5.B Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (L.3.5)	Ideas centrales y temas > Punto de vista y propósito del autor Ideas centrales y temas > Apoyando las Ideas
L5.C Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)	Ideas centrales y temas > Punto de vista y propósito del autor Ideas centrales y temas > Apoyando las Ideas
L6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (L.1.6)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases Análisis de textos > Analizando argumentos
L6.B Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other people are happy that makes me happy*). (L.2.6) Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases Análisis de textos > Analizando argumentos

College and Career Readiness Standard (CCRS)	*Serie de Preparación para el GED:* Artes del lenguaje (Digital)
L6.C Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: - signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*). - are basic to a particular topic (e.g., *wildlife, conservation, and endangered when discussing animal preservation*). - signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (L.4.6 and 5.6 merge).	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases
L6.C Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: - signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*). - are basic to a particular topic (e.g., *wildlife, conservation, and endangered when discussing animal preservation*). - signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (L.4.6 and 5.6 merge).	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases Análisis de textos > Analizando argumentos
L6.D Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases Análisis de textos > Analizando argumentos
L6.E Acquire and use accurately 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. (L.11-12.6)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases Análisis de textos > Analizando argumentos

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
R1.A Ask and answer questions about key details in a text. (RI/RL.1.1)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Ideas centrales y temas > Apoyando las Ideas
R1.B Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Ideas centrales y temas > Apoyando las Ideas
R1.C Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Ideas centrales y temas > Apoyando las Ideas
R1.D Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1) - *Application* : cite specific textual evidence to support analysis of primary and secondary sources. (RH.6- 8.1) - *Application* : cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)	Análisis de textos > Comparando textos Análisis de textos > Analizando argumentos Ideas centrales y temas > Apoyando las Ideas Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones
R1.E Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) • Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Analizando argumentos Análisis de textos > Comparando textos
R2.A Identify the main topic and retell key details of a text. (RI.1.2)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Ideas centrales y temas > Apoyando las Ideas
R2.B Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Ideas centrales y temas > Apoyando las Ideas
R2.C Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Ideas centrales y temas > Apoyando las Ideas

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
R2.D Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2) - *Application* : determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Ideas centrales y temas > Apoyando las Ideas Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones
R2.E Determine a theme or central idea of a text and analyze in detail 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. (RI/RL.9-10.2) Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11- 12.2)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Ideas centrales y temas > Punto de vista y propósito del autor Ideas centrales y temas > Apoyando las Ideas Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones Desarrollo de individuos, eventos, e ideas en textos > Sacando conclusiones
R3.A Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)	Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones Habilidades de escritura > Reglas gramaticales parte 2 Habilidades de escritura > Evidence Based Writing Scoring Well on the Essay > Transition Words and Phrases
R3.B Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Estructura de los textos Análisis de textos > Comparando textos
R3.C Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Estructura de los textos Análisis de textos > Comparando textos
R3.D Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3) - *Application* : identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)	Ideas centrales y temas > Punto de vista y propósito del autor Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones Análisis de textos > Estructura de los textos Análisis de textos > Comparando textos

College and Career Readiness Standard (CCRS)	*Serie de Preparación para el GED:* Artes del lenguaje (Digital)
R3.E 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. (RI.11-12.3) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)	Ideas centrales y temas > Punto de vista y propósito del autor Desarrollo de individuos, eventos, e ideas en textos > Comprendiendo relaciones Análisis de textos > Estructura de los textos Análisis de textos > Comparando textos
R4.A Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases
R4.B Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases
R4.C Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases
R4.C Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)	Ideas centrales y temas > Punto de vista y propósito del autor Ideas centrales y temas > Apoyando las Ideas
R4.D Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Interpretando palabras y frases
R4.E 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). (RI/RL.9-10.4) - *Application* : determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)	Ideas centrales y temas > Punto de vista y propósito del autor Ideas centrales y temas > Apoyando las Ideas Análisis de textos > Interpretando palabras y frases Análisis de textos > Analizando argumentos
R5.C Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Estructura de los textos

College and Career Readiness Standard (CCRS)	*Serie de Preparación para el GED:* Artes del lenguaje (Digital)
R5.D Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Estructura de los textos
R5.E 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.9-10.5) 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. (RI.11-12.5)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Estructura de los textos
R6.B Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) Distinguish their own point of view from that of the author of a text. (RI.3.6)	Ideas centrales y temas > Punto de vista y propósito del autor
R6.C Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)	Ideas centrales y temas > Punto de vista y propósito del autor
R6.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)	Ideas centrales y temas > Punto de vista y propósito del autor Análisis de textos > Analizando argumentos
R6.E 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.9-10.6) - *Application* : analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6) Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)	Ideas centrales y temas > Punto de vista y propósito del autor Ideas centrales y temas > Apoyando las Ideas Análisis de textos > Analizando argumentos
R7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)	Análisis de textos > Comparando textos

College and Career Readiness Standard (CCRS)	*Serie de Preparación para el GED:* Artes del lenguaje (Digital)
R7.B Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)	Análisis de textos > Comparando textos
R7.C Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)	Análisis de textos > Comparando textos
R7.D Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)	Análisis de textos > Comparando textos
R7.E Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7) Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7) 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. (RI.11-12.7)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Desarrollo de individuos, eventos, e ideas en textos > Sacando conclusiones Análisis de textos > Comparando textos
R8.A Identify the reasons an author gives to support points in a text. (RI.1.8)	Ideas centrales y temas > Punto de vista y propósito del autor
R8.B Describe how reasons support specific points the author makes in a text. (RI.2.8)	Ideas centrales y temas > Punto de vista y propósito del autor
R8.C Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)	Análisis de textos > Analizando argumentos
R8.D Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)	Análisis de textos > Analizando argumentos

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
R8.E 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. (RI.9-10.8)	Análisis de textos > Analizando argumentos
R9.C Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)	Análisis de textos > Analizando argumentos
R9.D Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)	Análisis de textos > Analizando argumentos Análisis de textos > Comparando textos
R9.E 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. (RI.9-10.9) 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. (RI.11-12.9) Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9) - Application : compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)	Ideas centrales y temas > Desarrollando la Idea principal y el tema Desarrollo de individuos, eventos, e ideas en textos > Sacando conclusiones Análisis de textos > Analizando argumentos Análisis de textos > Comparando textos

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
W1.B Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. (W.3.1)	Habilidades de escritura > Desarrollar un ensayo claro y coherente Habilidades de escritura > Revisión y corrección de un ensayo Habilidades de escritura > Vocabulario Habilidades de escritura > Estructura de la oración
W1.C Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. (W.5.1)	Habilidades de escritura > Oraciones completas y complejas Habilidades de escritura > Mecánica de escritura Habilidades de escritura > Vocabulario Habilidades de escritura > Estructura de la oración
W1.D Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1)	Habilidades de escritura > Oraciones completas y complejas Habilidades de escritura > Mecánica de escritura Habilidades de escritura > Vocabulario Habilidades de escritura > Estructura de la oración Habilidades de escritura > Modificadores y paralelismo
W1.E Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)	Habilidades de escritura > Desarrollar un ensayo claro y coherente Habilidades de escritura > Revisión y corrección de un ensayo Habilidades de escritura > Vocabulario Habilidades de escritura > Estructura de la oración Habilidades de escritura > Mecánica de la escritura

College and Career Readiness Standard (CCRS)	*Serie de Preparación para el GED:* Artes del lenguaje (Digital)
W2.A Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)	Ideas centrales y temas > Apoyando las Ideas
W2.B Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. (W.3.2)	Habilidades de escritura > Desarrollar un ensayo claro y coherente Habilidades de escritura > Revisión y corrección de un ensayo Habilidades de escritura > Vocabulario Habilidades de escritura > Estructura de la oración Habilidades de escritura > Mecánica de la escritura
W2.C Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. (W.4.2)	Habilidades de escritura > Oraciones completas y complejas Habilidades de escritura > Mecánica de escritura Habilidades de escritura > Vocabulario Habilidades de escritura > Estructura de la oración Habilidades de escritura > Mecánica de puntuación
W2.D Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.] a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (W/WHST.6-8.2)	Habilidades de escritura > Desarrollar un ensayo claro y coherente Habilidades de escritura > Revisión y corrección de un ensayo Habilidades de escritura > Vocabulario Habilidades de escritura > Estructura de la oración

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
W2.E Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.] a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W/WHST.9-10.2)	Habilidades de escritura > Desarrollar un ensayo claro y coherente Habilidades de escritura > Revisión y corrección de un ensayo Habilidades de escritura > Vocabulario Habilidades de escritura > Estructura de la oración
W3.A Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)	Ideas centrales y temas > Apoyando las Ideas
W3.B Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3) W3.C-E Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.	Habilidades de escritura > Elementos de un ensayo
W4.B Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)	Habilidades de escritura > Elementos de un ensayo Habilidades de escritura > Reglas gramaticales Habilidades de escritura > Reglas ortográficas Habilidades de escritura >Vocabulario
W4.C Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)	Habilidades de escritura > El proceso de escritura Habilidades de escritura > Elementos de un ensayo Habilidades de escritura > Vocabulario

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
W4.D Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.6-8.4)	Habilidades de escritura > El proceso de escritura Habilidades de escritura > Elementos de un ensayo Habilidades de escritura > Vocabulario
W4.E Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)	Habilidades de escritura > El proceso de escritura Habilidades de escritura > Elementos de un ensayo Habilidades de escritura > Vocabulario
W5.A With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)	Habilidades de escritura > Redacción basada en evidencia Habilidades de escritura > Mecánica de escritura
W5.B With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.3.5)	Habilidades de escritura > Reglas gramaticales Habilidades de escritura > Reglas ortográficas Habilidades de escritura > Mecánica de la puntuación Habilidades de escritura > Estructura de la oración
W5.C With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5)	Habilidades de escritura > Reglas gramaticales Habilidades de escritura > Reglas ortográficas Habilidades de escritura > Mecánica de la puntuación Habilidades de escritura > Estructura de la oración
W5.D With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W/WHST.6- 8.5)	Habilidades de escritura > Reglas gramaticales Habilidades de escritura > Reglas ortográficas Habilidades de escritura > Mecánica de la puntuación Habilidades de escritura > Estructura de la oración
W5.E Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.11-12.5)	Habilidades de escritura > Reglas gramaticales Habilidades de escritura > Reglas ortográficas Habilidades de escritura > Mecánica de la puntuación Habilidades de escritura > Estructura de la oración
W6.A With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)	Habilidades de escritura > Revisión y corrección de un ensayo

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
W6.B With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)	Habilidades de escritura > Revisión y corrección de un ensayo
W6.C With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)	Habilidades de escritura > Revisión y corrección de un ensayo
W6.D Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)	Habilidades de escritura > Elementos de un ensayo Habilidades de escritura >Redacción basada en evidencia
W6.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)	Habilidades de escritura > Revisión y corrección de un ensayo
W7.A Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (W.1.7)	Ideas centrales y temas > Apoyando las Ideas
W7.B Conduct short research projects that build knowledge about a topic. (W.3.7)	Ideas centrales y temas > Apoyando las Ideas
W7.C Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)	Ideas centrales y temas > Apoyando las Ideas
W7.D Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)	Habilidades de escritura > Redacción basada en evidencia Análisis de textos > Análisis de argumentos
W7.E Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)	Habilidades de escritura > Redacción basada en evidencia Análisis de textos > Análisis de argumentos Habilidades de escritura > Vocabulario
W8.A With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)	Habilidades de escritura > Elementos de un ensayo Análisis de textos > Análisis de argumentos
W8.B Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)	Habilidades de escritura > Elementos de un ensayo Análisis de textos > Análisis de argumentos

College and Career Readiness Standard (CCRS)	Serie de Preparación para el GED: Artes del lenguaje (Digital)
W8.C Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)	Ideas centrales y temas > Apoyando las Ideas
W8.D Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W/WHST.6-8.8)	Ideas centrales y temas > Apoyando las Ideas
W8.E Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)	Ideas centrales y temas > Apoyando las Ideas
W9.C Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literature (e.g., "Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text"). b. Apply Reading standards from this level to informational text (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)"). (W.5.9)	Ideas centrales y temas > Apoyando las Ideas
W9.D Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literature (e.g., "Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments"). b. Apply Reading standards from this level to literary nonfiction (e.g., "Analyze how a text makes connections among and distinctions between individuals' ideas or events"). (W/WHST.6-8.9)	Ideas centrales y temas > Apoyando las Ideas
W9.E Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literature (e.g., "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"). b. Apply Reading standards from this level to literary nonfiction (e.g., "Integrate quantitative or technical analysis with qualitative analysis in print or digital text"). (W/WHST.11-12.9)	Ideas centrales y temas > Apoyando las Ideas