

Florida

Language Arts Florida Standards (LAFS) adopted Feb. 2014

<http://www.fldoe.org/pdf/lafs.pdf>

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1	Analyze the development of central ideas or themes throughout a text.	RL1.2	7-12
	Analyze how the author uses particular elements and their impact in a story or drama.	RL1.3	7-12
	Analyze the impact of specific word choices.	RL2.4	6-12
	Analyze how the structure of a text contributes to meaning and style.	RL2.5	6-12
	Analyze the effects of points of view.	RL2.6	7-12
	Analyze how different interpretations and artistic mediums of a text compare.	RL3.7	5, 8-12
	Analyze how an author draws on and transforms source material in a specific work.	RL3.9	8-10
	Cite strong textual evidence to support analysis of what the text says explicitly and through inferences.	RI 1.1	9-12
	Analyze the development of central ideas in a text.	RI1.2	7-12
	Analyze the development and interaction of individuals and events in a text.	RI1.3	6-12
	Analyze the impact of specific word choices on meaning and tone.	RI2.4	7-12
	Analyze the structure an author uses and how it contributes to the development of the ideas, structure, and meaning.	RI2.5	6-12
	Analyze similarities and differences in different points of view.	RI2.6	5, 7, 8-12
	Analyze various accounts of a subject told in different mediums.	RI3.7	9-10
	Analyze how two or more authors and texts on the same topic compare, especially US documents of historical and literary significance.	RI3.9	7-12
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W1.1	9-12
	Draw evidence from literary or informational texts to support analysis .	W3.9	8-12
	Analyze main ideas, details, and purpose of information presented in diverse media and formats.	SL1.2	7-8
	Analyze figurative language and nuances in word meanings.	L.3.5a,b	9-12
	Analyze a series of events described in a text.	RH.1.3	9-10
Analyze how a text or primary source is structured.	RH 2.5	9-12	
Cite specific textual evidence to support analysis of science and technical texts.	RST.1.1	9-12	
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	RST.1.3	11-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1 Analyze	Analyze the structure of the information and concepts in a text.	RST.2.5	9-12
	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	RST.2.6	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
2 Argue	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.2.5	11-12
	Trace and evaluate the argument and reasoning in texts (including seminal US texts).	RI.3.8	6-12
	Write arguments to support claims with valid reasons and a supporting concluding statement.	W.1.1e	6-12
	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.2.6	11-12
	Apply grade-level Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and reasoning in texts (including seminal U.S. texts)").	W.3.9b	6-12
	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.1.3	6-8
	Write arguments focused on discipline-specific content and provide a concluding statement or section that follows from or supports the argument presented.	WHST.1.1e	9-12
	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	WHST.2.6	11-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/ Contrast	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.1.3	1
	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RL.2.5	8
	Compare and contrast different points of view of characters or narrators in stories.	RL.2.6	4, 7
	Compare and contrast a written story, drama, or poem to an audio, staged, or multimedia version.	RL.3.7	6-7
	Compare and contrast approaches to events, themes, and topics in similar and different texts and genres.	RL.3.9	K-7
	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.2.5	5
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.2.6	4

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/Contrast	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	RI.3.7	7
	Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9	2-3, 6
	Write informative/explanatory texts. Use an introduction and strategies such as comparison and contrast and organize information, including graphics and multimedia when useful.	W.1.2a	6-7
	Draw evidence from literary or informational texts to support analysis, reflection, and research using grade-level Reading standards to compare and contrast characters and events in a story, drama, or text.	W.3.9a	5-7
	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	L.2.3b	5
	Acquire and use accurately general academic and domain-specific words and phrases as found in grade-level appropriate texts, including those that signal contrast , addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	L.3.6	5
	Compare and contrast treatments of the same topic in several primary and secondary sources.	RH.3.9	9-10
	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.3.9	9-10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
4 Describe	Describe characters and major events in a story or drama, using specific details.	RL.1.3	1-4, 6
	Describe the meaning of words and phrases in a story, poem, or song.	RL.2.4	2, 4
	Describe the structure of a story and how each part builds on the previous one.	RL.2.5	2-3
	Describe how a narrator's or speaker's point of view influences how events are described .	RL.2.6	5
	Use illustrations and details in a story or drama to describe and make connections to its characters, setting, or events.	RL.3.7	K-1, 4
	Describe the connection between individuals, events, ideas, or pieces of information in a text.	RI.1.3	K-2
	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.2.5	4
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe .	RI.2.6	2, 4
	Use the illustrations and details in a text to describe its key ideas.	RI.3.7	K-1
	Describe how an author uses reasons to support specific points in a text and the connection between particular sentences and paragraphs.	RI.3.8	2-3

A-LIST WORDS	SUMMARY	STANDARD	GRADES
4 Describe	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions , or procedures).	RI.3.9	K-1
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.1.3	2-12
	Apply grade 4 Reading standards to literature (e.g., “ Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	W.3.9a	4
	Tell a story, recount an experience, or present claims sequenced logically with appropriate facts and relevant, descriptive details, using adequate volume and clear pronunciation.	SL.2.4	K-1, 6-7
	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	L.3.5	3
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe .	L.3.6	2
	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions .	RST.1.1	9-10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Determine the themes or central ideas of a text.	RL.1.2	2-12
	Determine the meaning of words and phrases in the text, including figurative and connotative meanings.	RL.2.4	3-12
	Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.1.2	3-12
	Interpret words and phrases used in a text, including determining technical, connotative, and figurative meanings.	RI.2.4	1-12
	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	RI.2.6	6-12
	d. Determine what additional information or research is required to deepen the investigation or complete the task.	SL.1.1d	11-12
	Determine the main ideas and supporting details of a text read aloud or presented in diverse media and formats.	SL.1.2	3
	h. Use determiners (e.g., articles, demonstratives).	L.1.1h	1
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	L.3.4	K-12
	Determine the central ideas or information of a primary or secondary source.	RH.1.2	9-12
	Determine whether earlier events in a text caused later ones or simply preceded them.	RH.1.3	9-12
Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social science.	RH.2.4	9-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	RST.1.2	9-12
	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.2.4	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
6 Develop	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.1.2	7-12
	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.1.3	9-12
	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.2.5	6
	Explain how an author develops and contrasts the point of view of the narrator or speaker in a text.	RL.2.6	6-7
	Determine two or more central ideas of a text and analyze their development over the course of the text.	RI.1.2	7-12
	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.1.3	9-12
	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.2.5	6-10
	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	RI.3.7	6
	Write arguments to support claims in an analysis of topics or texts and develop claim(s) and counterclaims fairly and thoroughly.	W.1.1b	9-12
	Write informative/explanatory texts and develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.1.2b	2-12
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.3	3-12
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5	3-12
	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development , substance, and style are appropriate to purpose, audience, and task.	SL.2.4	9-12
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.2.5	4-5
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.1.2	9-10	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
7 Evaluate	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	RI.2.5	11-12
	Integrate and evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.3.7	8, 11-12
	Delineate and evaluate the argument and specific claims in a text.	RI.3.8	6-12
	Apply grade-level Reading standards to literary nonfiction (e.g., delineate and evaluate the argument and specific claims in a text).	W3.9b	6-12
	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.1.2	8
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.1.3	9-12
	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	RH.1.3	11-12
	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	RH.2.6	11-12
	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	RH.3.7	11-12
	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	RH.3.8	11-12
	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	RST.3.7	11-12
Evaluate the hypotheses, data, analyses, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	RST.3.8	11-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	Refer to details and examples, and quote accurately when explaining what a text says explicitly and when drawing inferences from the text.	RL.1.1	4-5
	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.1.2	3
	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.1.3	3
	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.2.5	1
	Explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama.	RL.2.5	4-5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	Explain how an author develops the point of view of the narrator or speaker in a text.	RL.2.6	6
	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	3
	Refer to details and examples and quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.1.1	4-5
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.1.2	4-5
	Explain how individuals, events, ideas, or concepts develop and interact in a historical, scientific, or technical text.	RI.1.3	4-5, 11-12
	Determine an author’s purpose in a text and explain what the author wants to answer, explain or describe.	RI.2.6	2, 6
	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages); explain how the information contributes to an understanding of the text in which it appears.	RI.3.7	4
	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.3.8	4-5
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly and (d) use precise language and domain-specific vocabulary to inform about or explain the topic.	W.1.2d	4-8
	Draw evidence from literary or informational texts to support analysis, reflection, and research; (b) apply grade-level Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text.”)	W.3.9b	4-5
	Engage effectively in a range of collaborative discussions with diverse partners on grade-level <i>topics and texts</i> , building on others’ ideas and expressing their own clearly; (d) review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SL.1.1d	3-4
	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	SL.1.2	6-7
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.1.3	5
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs (Gr. 3); conjunctions, prepositions, and interjections (Gr. 5); phrases and clauses (Gr. 7); verbals (gerunds, participles, infinitives) (Gr. 8).	L.1.1a,b	3, 5, 7-8
	Demonstrate understanding of word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context and recognize and explain the meaning of common idioms, adages, and proverbs (Gr. 4); explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences (Gr. 5).	L.3.5a,b	4-5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
9 Imagine	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.1.3	3-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
10 Integrate	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	RI.3.7	6, 11-12
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.3.9	4-5
	Gather relevant information from multiple authoritative print and digital sources; integrate information into the text selectively to maintain the flow of ideas.	W.3.8	9-12
	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally).	SL.1.2	9-12
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.2.5	8
	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	RH.3.7	9-10
	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words).	RH.3.7	11-12
	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	RH.3.9	11-12
	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	RST.3.7	11-12
Gather relevant information from multiple authoritative print and digital sources; integrate information into the text selectively to maintain the flow of ideas.	WHST.3.8	11-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RL.3.7	11-12
	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages).	RI.3.7	4
	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RI.3.9	7-8

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.1.2	6
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context.	L.3.5a	5-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
12 Organize	Write opinions (Gr. 3-5) or arguments (Gr. 6-12) 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.	W.1.1a	3-12
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information.	W.1.2a	6-12
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.1.3a	3-8
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.2.4	3-12
	Report on a topic or text, tell a story, or recount an experience in an organized manner; and the organization, development, substance, and style are appropriate to purpose and audience.	SL.2.4	4, 9-12
	Write arguments focused on discipline-specific content. 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.	WHST.1.1a	9-12
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.	WHST.1.2a	9-12
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.2.4	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
13 Summarize	Determine the theme(s) or central idea of a literary text and summarize it objectively.	RL.1.2	4-12
	Determine the central idea(s) of an informational text and summarize it objectively.	RI.1.2	4-12
	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.3.8	5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
13 Summarize	Initiate and participate effectively in a range of collaborative discussions on grades 9–10 topics, texts, and issues. d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement.	SL.1.1d	9–10
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.1.2	5
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.1.3	5
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.1.2	9–12
	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	RST.1.2	9–12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.1.1	6–12
	Determine the main idea(s) of a text and explain how they are supported by key details; summarize the text.	RI.1.2	3–5, 8
	Identify (and explain) how an author uses reasons and evidence to support particular points in a text.	RI.3.8	K–7
	Write opinion pieces (Gr. 2–5) or arguments (Gr. 6–12) on topics or texts, supporting a point of view with reasons and information.	W.1.1	2–1
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	W.1.2f	7–12
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3.9	4–12
	Determine (and analyze) the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.1.2	3, 7
	Identify the reasons and evidence a speaker provides to support particular points.	SL.1.3	4–6
	Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes.	SL.2.4	4–5, 9–12
	Cite specific textual evidence to support analysis of primary and secondary sources.	RH.1.1	9–12
	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	RH.3.8	9–10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Cite specific textual evidence to support analysis of science and technical texts.	RST.1.1	9-12
	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	RST.3.8	9-10
	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.3.9	9-10
	Write arguments focused on <i>discipline-specific content</i> . e. Provide a concluding statement or section that follows from or supports the argument presented.	WHST.1.1e	9-2
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. e. Provide a concluding statement or section that follows from and supports the information or explanation provided.	WHST.1.2e	9-12
	Draw evidence from informational texts to support analysis, reflection, and research.	WHST.3.9	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
15 Transform	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RL.3.9	9-10
	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	W.3.9a	9-10

Retrieved from the companion website for *Academic Moves for College and Career Readiness, Grades 6-12: 15 Must-Have Skills Every Student Needs to Achieve* by Jim Burke and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2015 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.