Reading, Writing, & Communicating
Colorado Sample Graduation Competencies and Evidence Outcomes

Reading, Writing, & Communicating Graduation Competency 1

Speaking and Listening: Discussion
Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective.

Elementary School	Middle School	High School
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion (CCSS: SL.5.1a).	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion (CCSS: SL.8.1a).	a. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed (CCSS: SL.11-12.1b).
b. Follow agreed-upon rules for discussions and carry out assigned roles (CCSS: SL.5.1b).	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed (CCSS: SL.8.1b).	b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives (CCSS: SL.11-12.1c).
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others (CCSS: SL.5.1c).	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (CCSS: SL.8.1c).	c. Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions (CCSS: SL.5.1d).		d. Assume a leadership role in a group that is collaboratively working to accomplish a goal.
e. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions).		

Elementary School	Middle School	High School
f. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (CCSS: SL.5.2). g. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (CCSS: SL.5.3).	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented (CCSS: SL.8.1d). e. Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further. f. Evaluate the effectiveness of the techniques used and information gained from the interview. g. 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 (CCSS: SL.8.2). h. 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 (CCSS: SL.8.3).	e. Self–evaluate roles in the preparation and completion of the group goal. f. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data (CCSS: SL.11-12.2). g. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas (CCSS: SL.11-12.1a). h. Respond thoughtfully to diverse perspective; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task (CCSS: SL. 11-12.1b).

Elementary School	Middle School	High School
		i. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (CCSS: SL. 11-12.3).
		j. Work with peers to set rules for collegial discussions and decision making (e.g. informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed (CCSS: SL. 9-10.1b).

Reading, Writing, & Communicating Graduation Competency 2

Speaking and Listening: Presentation

Deliver organized and effective oral presentations for diverse audiences and varied purposes.

Elementary School	Middle School	High School
a. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes (CCSS: SL.5.4).	a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (CCSS: SL.8.4).	a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (CCSS: SL.11-12.4).
b. Use appropriate eye contact and speak clearly at an understandable pace (CCSS: SL.5.4).	b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (CCSS: SL.8.5).	b. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest (CCSS: SL.11-12.5).
c. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes (CCSS: SL.5.5).	c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCSS: SL.8.6).	c. Adapt speech to variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate (CCSS: SL. 11-12.6).
d. Adapt speech to a variety of contexts and tasks (CCSS: SL.5.6).		

Reading, Writing, & Communicating Graduation Competency 3

Reading
Comprehend and analyze a variety of literary and informational texts.

Genre	Elementary School	Middle School	High School
All Text	a. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCSS: RL.5.1).	a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (CCSS: RL.8.1).	a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (CCSS: RI.11-12.1).
	b. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (CCSS: RI.5.2).	b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text (CCSS: RI.8.2).	b. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text (CCSS: RI.11-12.2).
	c. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (CCSS: RI.5.3).	c. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (CCSS: RI.8.3).	c. 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 (CCSS: RI.11-12.3).
	d. Determine the meaning of words and phrases as they	d. Determine the meaning of words	d. Determine the meaning of words and

are used in a text, including figurative language such as metaphors and similes (CCSS: RL.5.4).

and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (CCSS: RL.8.4).

phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (CCSS: RI.11-12.4).

Genre	Elementary School	Middle School	High School
Literary Text	a. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (CCSS: RL.5.5). b. Describe how a narrator's or speaker's point of view influences how events are described (CCSS: RL.5.6). c. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems (CCSS: L.5.3b). d. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)	a. 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 (CCSS: RL.8.5). b. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor (CCSS: RL.8.6). c. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (CCSS: RL.8.7). d. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible,	a. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact (CCSS.RL.11-12.5). b. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) (CCSS.RL.11-12.6). c. 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 (CCSS.RL.11-12.7). d. Demonstrate how two or more texts from the same period treat similar themes or topics (CCSS.RL.11-12.9).

(CCSS: RL.5.7).

e. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (CCSS: RL.5.9).

including describing how the material is rendered new (CCSS: RL.8.9).

Genre	Elementary School	Middle School	High School
Informational Text	a. 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 (CCSS: RI.5.5). b. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (CCSS: RI.5.6). c. 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 (CCSS: RI.5.7). d. Explain how an author uses reasons and evidence to	a. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept (CCSS: RI.8.5). b. 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 (CCSS: RI.8.6). c. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea (CCSS: RI.8.7). d. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and	a. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact (CCSS: RL.11-12.5). b. 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 (CCSS: RI.11-12.5). c. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text (CCSS: RI.11-12.6). d. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,

support particular points in a text, identifying which reasons and evidence support which point(s) (CCSS: RI.5.8).

e. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (CCSS: RI.5.9).

sufficient; recognize when irrelevant evidence is introduced (CCSS: RI.8.8).

e. 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 (CCSS: RI.8.9).

quantitatively) as well as in words in order to address a question or solve a problem (CCSS: RI.11-12.7).

Reading, Writing, & Communicating Graduation Competency 4

Writing and Composition
Master the techniques of effective informational, literary, and persuasive writing.

Genre	Elementary School	Middle School	High School
Narrative	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally (CCSS: W.5.3a). b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (CCSS: W.5.3b). c. Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters,	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically (CCSS: W.8.3a). b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (CCSS: W.8.3b). c. Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification,	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events (CCSS: W.11-12.3a). f. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters (CCSS: W.11-12.3b).

line length).

hyperbole); and graphic elements (capital letters, line length, word position) for intended effect.

d. Express voice and tone and influence readers' perceptions by varying vocabulary, sentence structure, and descriptive details.

Genre	Elementary School	Middle School	High School
Informative	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension (CCSS: W.5.2a). b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b).	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (CCSS: W.8.2a). b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (CCSS: W.8.2b).	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension (CCSS: W.11-12.2a). b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (CCSS: W.11-12.2b).
Argument	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims,

support the writer's purpose (CCSS: W.5.1a).

b. Provide logically ordered reasons that are supported by facts and details (CCSS: W.5.1b).

evidence logically (CCSS: W.8.1a).

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (CCSS: W.8.1b).

and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence (CCSS: W.11-12.1a).

Genre	Elementary School	Middle School	High School
Argument Cont.		c. Establish and maintain a formal style (CCSS: W.8.1d).	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases (CCSS: W.11-12.1b). c. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (CCSS: W.11-12.1d).
All Genres	a. Use a variety of transitional words, phrases, and clauses to manage the sequence of events and link ideas (W.2c; W.3c). b. Use precise language,	a. Use appropriate and varied transitions to create cohesion and clarify the relationships among, ideas, concepts, events and/or experiences. (W2.c; W.3c)	a. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a

domain-specific vocabulary, and sensory details to explain a topic or convey experiences (W.2d; W.3d).

c. Provide a conclusion that follows from the narrated experiences or events, the information presented, or opinions argued. (W.2f; W.3e).

b. Use precise language, domain-specific vocabulary, and descriptive details explain a topic or convey experiences. (W.2d; W.3d)

c. Provide a conclusion that follows from the narrated experiences or events, the information or arguments presented (W.2f; W.3e)

particular outcome (W.2c; W.3c).

b. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters (W.2d; W.3d).

c. Provide a conclusion that follows from, supports, or reflects on information or arguments that are presented, or what is experienced, observed, or resolved over the course of a narrative (W.2f; W.3e).

Reading, Writing, & Communicating Graduation Competency 5

Language: Conventions
Apply standard English conventions to effectively communicate with written language.

Elementary School	Middle School	High School
a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCSS: L.5.2).	a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS: L.8.1).	a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS: L.11-12.1).
b. Use punctuation to separate items in a series (CCSS: L.5.2a).	b. Form and use verbs in the active and passive voice (CCSS: L.8.1b).	b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested (CCSS: L.11-12.1a).
c. Spell grade-appropriate words correctly, consulting references as needed (CCSS: L.5.2e).	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (CCSS: L.8.1c).	c. 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
d. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	d. Recognize and correct inappropriate shifts in verb voice	

(CCSS: L.5.1).

e. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences (CCSS: L.5.1a).

f. Use verb tense to convey various times, sequences, states, and conditions (CCSS: L.5.1c).

g. Recognize and correct inappropriate shifts in verb tense (CCSS: L.5.1d).

h. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style CCSS: L.5.1f).

and mood (CCSS: L.8.1d).

e. Use knowledge of language and its conventions when writing, speaking, reading, or listening (CCSS: L.8.3).

f. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact) (CCSS: L.8.3a).

audience (CCSS: W.11-12.5).

d. 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 (CCSS: W.11-12.6).

Elementary School	Middle School	High School
i. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (CCSS: W.5.5). j. With some guidance and support from adults, 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 two pages in a single sitting (CCSS: W.5.6).	g. With some guidance and support from peers and adults, 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 (CCSS: W.8.5). h. Use technology, including the internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others (CCSS: W.8.6).	

Reading, Writing, & Communicating Graduation Competency 6

Language: Vocabulary
Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary.

Elementary School	Middle School	High School

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context (CCSS: RF.5.3a).

b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies (CCSS: L.5.4).

c. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
d. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (e.g., photograph, photosynthesis) (CCSS: L.5.4b).

d. 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 (CCSS: L.5.3c).

e. Read with sufficient accuracy and fluency to support comprehension (CCSS: RF.5.4).

a. Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies (CCSS: L.8.4).

b. Explain how authors use language to influence audience perceptions of events, people, and ideas.

c. Explain how word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood).

d. 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 (CCSS: L.8.4a).

e. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) (CCSS: L.8.4b).

f. 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 or its part of speech (CCSS: L.8.4c).

a. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening (CCSS: L.11-12.3).

b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies (CCSS: L.11-12.4).

c. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCSS: L.11-12.5).

Elementary School	Middle School	High School

h. Demonstrate understanding and interpret figurative language, word relationships, and nuances in word meanings (CCSS: L.8.5).

i. Acquire and use accurately grade-appropriate general academic and

d. 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

domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCSS: L.8.6).

level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCSS: L.11-12.6).

Reading, Writing, & Communicating Graduation Competency 7

Research and Reasoning

Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions.

Elementary School	Middle School	High School

a. Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS: W.5.9).

b. Summarize or paraphrase information in notes and finished work, and provide a list of sources (CCSS: W.5.8).

a. Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS: W.8.9).

b. 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 (CCSS: W.8.8).

a. 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 (CCSS: W.11-12.7).

b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (CCSS: W.11-12.8).

c. Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS: W.11-12.9).