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## Commonlit let them speak answer key

RH.6-8.1 Cite specific text evidence to support the analysis of primary and secondary sources. RH.6-8.2 Determines the core ideas and information for primary or secondary sources. Provide an accurate summary of sources that differ from prior knowledge or opinions. RH.6-8.3 Identify key steps in the text description of processes related to history/social studies (e.g., how the bill becomes law, how to raise or lower interest rates). RH.6-8.4 Determines the meaning of words and phrases used in text, including vocabulary specific to domains related to history/social studies. RH.6-8.5 Describes how the text displays information (for example, sequentially, relatively causal). RH.6-8.6 Identify aspects of the text that reveal the author's point of view or purpose (e.g., loaded language, inclusion or avoidance of certain facts). RH.6-8.7 Integrates visual information (e.g., charts, graphs, photos, videos, maps) with other information in print and digital text. RH.6-8.8 Distinguish facts, opinions, and reasoned judgments by text. RH.6-8.9 Analyze the relationship between primary and secondary sources on the same topic. By the end of RH.6-8.10 Grade 8, you will independently, proficiently read and understand the history/social studies texts of the 6-8 grade text complexity band. Attend features such as the date and origin of RH.9-10.1 information and cite specific text evidence to support analysis of primary and secondary sources. RH.9-10.2 Determines the central idea or information of a major or secondary source. It provides an accurate summary of how important events and ideas develop over the course of the text. Analyze in detail a series of events described in RH.9-10.3 text. Determine whether the previous event caused or simply preceded a later event. RH.9-10.4 Determines the meaning of words and phrases used in texts, including vocabulary explaining the political, social and economic aspects of history/social science. RH.9-10.5 Text uses structure to highlight key points and analyze how to proceed with explanations and analyses. RH.9-10.6 Compare the perspectives of two or more authors to compare how they treat the same or similar topics. RH.9-10.7 Integrating quantitative or technical analysis (e.g., charts, research data) with qualitative analysis of printed or digital text. RH.9-10.8 Evaluates the extent to which inferences and evidence in text support the author's claims. RH.9-10.9 comparison and control treatment of the same topic in some primary and secondary sources. By the end of RH.9-10.10 Grade 10, independently, proficiently read and understand the history/social studies texts of the 9-10 text complexity band. RH.11-12.1 Supports analysis of primary and secondary sources that analyze specific text evidence in specific texts and connect insights from specific sources to the understanding of the text as a whole. RH.11-12.2 Determines the central idea or information of a major or secondary source. Provides an accurate summary that clarifies the relationship between important details and ideas. RH.11-12.3 Evaluate different descriptions of actions and events, determine which description best matches the text evidence, and see if where the text remains is uncertain. RH.11-12.4 Determines the meaning of words and phrases used in text, such as analyzing how authors use and refine important terms over the course of text (for example, how Madison defines factions in Federalist No.10). RH.11-12.5 An in-detail analysis of how complex primary sources are structured, including how most of the major sentences, paragraphs, and text contribute to the whole. RH.11-12.6 Evaluates the author's different perspectives on the same historical event or issue by evaluating the author's claims, inferences, and evidence. RH.11-12.7 To address questions and solve problems, we integrate and evaluate multiple sources of information presented in a variety of formats and media (visual, quantitative, verbal, etc.). RH.11-12.8 Evaluate the author's assumptions, claims, and evidence by corroborating or challenging other information. RH.11-12.9 Integrates information from a diverse range of sources, both primary and secondary, into a consistent understanding of ideas and events, pointing out discrepancies between sources. RH.11-12.10 By the end of year 12, read and understand the band's history/social studies texts of 11-CCR text complexity independently and proficiently. When describing the contents of RI.5.1 text, or drawing inferences from text, quote accurately from the text. RI.5.2 Determines multiple key ideas for text and explains how they are supported by key details. Summarize the text. RI.5.3 Describes relationships and interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts based on specific information in the text. Determines the meaning of common academic and domain-specific words and phrases in text related to RI.5.4 Grade 5 topics or subject areas. RI.5.5.5 Compare the overall structure of events, ideas, concepts, or information (e.g., year table, comparison, cause/effect, problem/resolution) and compare and compare with two or more texts. RI.5.6 Analyze multiple accounts for the same event or topic and point out important similarities and differences in terms of how they represent. RI.5.7 Demonstrates the ability to quickly find answers to questions and solve problems efficiently by pulling information from multiple print and digital sources. RI.5.8 Explains why and how evidence can be used to support a specific point in the text, and identify which reasons and which points the evidence supports. RI.5.9 Information Integration/Several texts on the same topic to write or talk about the subject with knowledge. By the end of RI.5.10, at the high end of the 4-5 text complexity band, you will independently, proficiently read and understand informational texts such as history/social studies, science and technical texts. It cites evidence from RI.6.1 text to support the analysis of what the text explicitly says and inferences drawn from the text. DETERMINES the central idea of RI.6.2 text and how it is conveyed through specific details. Provides a summary of texts that differ from personal opinions and judgments. Analyze in detail how RI.6.3 key individuals, events, and ideas are introduced, explained, and detailed in text (examples, anecdotes, etc.). RI.6.4 Determines the meaning of words and phrases used in text. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of the text and contributes to the development of the idea. RI.6.6 Explain how the author's point of view and purpose are determined by text and conveyed in the text. RI.6.7 Integrates information presented in different media or formats (e.g., visually and quantitatively) and describes it in words to consistently understand topics and issues. RI.6.8 Trace evaluates arguments and specific claims in the text and distinguishes claims supported by reason and evidence from claims that are not. By the end of RI.6.10, study literary nonfiction, read and understand in a 6-8 character complexity band, and, if necessary, place a foothold in the upper limit of the range. RI.7.1 Not only cites evidence of text that analyzes the content of text, but also inferences drawn from the text. RI.7.2 Determines multiple core ideas in the text and analyzes their development over the course of the text. Provides an objective summary of the text. RI.7.3 Analyze the interactions between individuals, events, and ideas in text (the impact of ideas on individuals and events, or on individual ideas and events). DETERMINES the meaning of words and phrases used in RI.7.4 text. Analyze the effect of a particular word selection on meaning and tone. RI.7.5 Analyzes the structures used by authors to organize texts, including how key sections contribute to overall ideas and development. RI.7.6 Identify the author's position by text and analyze how it distinguishes it from others. RI.7.7 Comparison and contrast with audio, video and multimedia versionsThe text analyzes the depiction of the subject in each media (for example, how speech delivery affects the influence of words). Evaluate RI.7.8 Trace and the arguments and specific claims in the text to assess whether the inference is sound, the evidence is relevant, and sufficient to support the claim. RI.7.9 Two or more authors writing on the same topic analyze how they shape the presentation of important information by highlighting different evidence or advancing different interpretations of facts. By the end of RI.7.10, read and understand literary nonfiction in grade 6-8 text complexity bands and, if necessary, scaffolding the upper limit of the range. It states the text evidence that most strongly supports the evidence of RI.8.1 text and the inferences drawn from the text. RI.8.2 Determines the central idea of the text and analyzes its development over the course of the text, including its relationship to idea support. Provides an objective summary of the text. RI.8.3 Analyzes how text makes connections and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, and categories). DETERMINES the meaning of words and phrases used in RI.8.4 text. Analyzes the effects of certain word choices on meaning and tone, including similarities and innuendo to other texts. RI.8.5 Develops important concepts and analyzes in detail the structure of specific paragraphs in the text, including the role of specific sentences in refining them. Identify the author's point of view and purpose in RI.8.6 text, acknowledge conflicting evidence and perspectives, and analyze how it responds to them. RI.8.7 Evaluate the pros and cons of presenting specific topics and ideas using different media (e.g. print or digital text, video, multimedia). With RI.8.8 Delineate, evaluate whether the reasoning is sound, the evidence is relevant and sufficient, and evaluate the arguments and specific claims in the text. Be aware of cases where unrelated evidence has been introduced. RI.8.9 Analyze when two or more texts provide conflicting information on the same topic and identify areas where the text disagrees on a matter of fact or interpretation. RI.8. By the end of 2010, 6-8 texts read and understand literary nonfiction independently and proficiently up in the high end of complex bands. RI.9-10.1 states strong and thorough text evidence to support the analysis of what the text explicitly states and the inferences drawn from the text. RI.9-10.2 Determines the central idea of the text and analyzes its development in the course of the text. Provides an objective summary of the text. RI.9-10.3 How authors develop analysis and a set of ideas and events. The order in which points are created, how points are introduced and developed, and the connections drawn between them. RI.9-10.4 Determines the meaning of words and phrases used in text. Analyze the cumulative effect of a particular word choice on meaning and tone (for example, how the language of a court opinion differs from the language of a newspaper). RI.9-10.5 Analyzes in detail how the ideas and claims of authors are developed and refined by the majority of specific sentences, paragraphs, or texts (e.g., sections or chapters). RI.9-10.6 Determine the author's position and purpose by text and analyze how the author uses rhetoric to advance his or her perspective and purpose. RI.9-10.7 Analyzes various accounts of subjects told in different media (e.g., the story of a person's life in both print and multimedia) and determines the details highlighted in each account. With RI.9-10.8 Delineate, evaluate whether the inference is valid, the evidence is relevant and sufficient, and evaluate the arguments and specific claims in the text. Identify false statements and false inferences. RI.9-10.9 Analyzes elaborate U.S. documents on historical and literary significance (e.g., Washington's Farewell Address, Gettysburg Speech, Roosevelt's Four Freedom Speeches, king's Letters from Birmingham Prison). By the end of RI.9-10.10 Grade 9, read and understand literary nonfiction in grade 9-10 text complexity bands and, if necessary, scaffolding the upper limit of the range. It states strong and thorough text evidence to support inferences drawn from the text, such as analyzing what RI.11-12.1 text explicitly states and determining where the text will leave an uncertain place. RI.11-12.2 Identify multiple core ideas for text and analyze development over the course of the text, including how to interact and build to provide complex analysis. Provides an objective summary of the text. RI.11-12.3 Analyze complex sequences of ideas and events and explain how certain individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4 Determines the meaning of words and phrases used in text. Analyze how authors use and refine the meanings of important terms and terms in the course of text (for example, how Madison defines factions in Federalist No. 10). RI.11-12.5 Analyzes and evaluates the effectiveness of structures used in expositions and discussions. RI.11-12.6 Analysis of style and content, determining the perspective and purpose of the author in text where rhetoric is particularly effective to the power, persuasion or beauty of the text. RI.11-12.7 Integrates and evaluates various media and formats (visually and quantitatively) and multiple sources presented in different media or formats to address questions or solve problems. Evaluate inferences in U.S. texts, including the premise, purpose, and arguments of RI.11-12.8 Delineate and the application of constitutional principles and the use of legal reasoning (e.g., majority opinions and dissenting opinions of the U.S. Supreme Court) and works of public advocacy (e.g., federalists, presidential speeches). RI.11-12.9 Analyzes basic U.S. documents on the historical and literary significance of the 17th, 18th, and 19th centuries, including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address, on themes, objectives, and rhetorical features. RI.11-12.10 By the end of 11th grade, read and understand literary nonfiction in a band of 11-CCR text complexity, scaffolding the upper limit of the range if necessary. When explaining what RI.5.1 text explicitly says, and when drawing inferences from text, it quotes exactly from the text. RI.5.2 Determine the theme of a story, drama, or poem from the details of the text, such as how the character in the story or drama responds to the assignment, and how the poet's talker reflects the topic. Summarize the text. RI.5.3 Compares and compares two or more characters, settings, or events in a story or drama based on specific details in the text (for example, character interactions). RI.5.4 Identify the meaning of a word or phrase used in text. Explain how a series of chapters, scenes, and stanzas in RI.5.5 provide the overall structure of a particular story, drama, or poem. RI.5.6 Explain how the narrator or the narrator's perspective affects the description of the event. RI.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of text (e.g., graphic novels, multimedia presentations of fiction, folk stories, myths, poetry). RI.5.9 Compare and contrast stories of the same genre (e.g., stories of mystery and adventure) (not applicable to literature) concern approaches similar themes and topics. RI.5.10 By the end of the year, he will independently and proficiently read and understand literature such as stories, dramas and poetry at the high end of four to five text complexity bands. It cites evidence from the RI.6.1 text to support the analysis of what the text explicitly says and the inferences drawn from the text. RI.6.2 Determine the theme or central idea of the text and how it is conveyed through specific details. Provides a summary of texts that differ from personal opinions and judgments. RI.6.3 A description of a story for a particular story or the plot not only unfolds in a series of episodes, but also shows how the character reacts or changes as the plot moves toward resolution. RI.6.4 Identify the meaning of words and phrases used in text. Analyze the effect of a particular word selection on meaning and tone. RI.6.5 Analyze how certain sentences, chapters, scenes, and stanzas fit into the overall structure of the text and contribute to the development of themes, settings, or plots. RI.6.6 Explain how the author develops the narrator or the person's point of view in the text. RI.6.7 Read stories, dramas, and poems to compare and contrast the experiences of listening to and watching audio, video, and live versions of text. RI.6.8 (does not apply to literature) in terms of approach to similar themes and topics in RI.6.9 comparisons and texts of different formats or genres (e.g., stories and poems, historical novels and fantasy stories). By the end of RI.6.10, in 6-8 text complexity bands, read and understand literature such as stories, dramas and poems, broaden the scaffolding as needed and read as needed. Cite some text evidence to support analysis of what the RI.7.1 text explicitly says and inferences drawn from the text. RI.7.2 Determines the theme or central idea of the text and analyzes its development over the course of the text. Provides an objective summary of the text. RI.7.3 Analyze how certain elements of a story or drama interact (for example, how settings shape characters and plots). RI.7.4 Identify the meaning of words and phrases used in text. Analyze the effects of rhymes and sound repetitions (e.g., repetitions) on a particular poem or stanza in a particular poem or section of a poem or story or drama. RI.7.5 Analyze how the shapes and structures of dramas and poems (monologues, sonnets, etc.) contribute to their meaning. RI.7.6 Analyzes how authors develop and contrast different characters and narrator perspectives in text. RI.7.7 Compare written stories, dramas, or poems to audio, filming, staged, and multimedia versions to analyze techniques specific to each medium, such as lighting, sound, color, camera focus and angle. RI.7.8 (not applicable to literature) RI.7.9 contrasts historical descriptions of the same period as fictional depictions of time, place, or character as a means of understanding how fiction authors use or change history. RI.7.10 By the end of the year, read and understand literature, including stories, dramas and poetry, in 6-8 text complexity bands and appreciate the scaffolding as needed. It states an analysis of what the RI.8.1 text explicitly says and text evidence that most strongly supports the inferences drawn from the text. RI.8.2 Determines the theme or central idea of the text and analyzes its development over the course of the text, including its relationship to characters, settings, and plots. Provides an objective summary of the text. RI.8.3 Certain dialogues and incidents within a story or drama analyze how to drive action, reveal aspects of the character, or trigger decisions. RI.8.4 Identify the meaning of words and phrases used in text. Analyzes the effects of certain word choices on meaning and tone, including similarities and innuendo to other texts. Compare RI.8.5 to contrast the structures of multiple texts and analyze how the different structures of each text contribute to their meaning and style. The difference between the RI.8.6 analyze character and the audience and reader's perspective (created using dramatic sarcasm, for example) creates effects such as suspense and humor. RI.8.7 Analyzes the extent to which filming or live production of a story or drama stays true to text or script, or away from it, and evaluates the choice of director or actor. RI.8.8 (not applicable to literature) RI.8.9 Analyzes how contemporary fiction works depict themes, patterns, and character types of religious works such as myths, traditional stories, or the Bible. RI.8.10 By the end of the year, read and understand literature such as stories, dramas and poetry independently and proficiently up at the high end of six to eight text complexity bands. RI.9-10.1 States strong and thorough text evidence to support analysis of what the text explicitly says and inferences drawn from the text. RI.9-10.2 Determines the theme or central idea of the text and analyzes the development in the course of the text in detail. Provides an objective summary of the text. RI.9-10.3 Analyze how complex characters (such as characters with multiple or conflicting motives) develop over the course of the text, interact with other characters, advance plots, and develop themes. RI.9-10.4 Determines the meaning of words and phrases used in text. Analyze the cumulative effects of a particular word selection on meaning and tone (e.g., how a language triggers a sense of time and place, how it sets formal or informal tones). RI.9-10.5 Analyzes how the author's choices about the structure of the text, the sequencing of events in it (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create effects such as mystery, tension, and surprise. RI.9-10.6 Analyze a specific viewpoint or an experience reflected in literary works from outside the United States, depicting a broad reading of world literature. RI.9-10.7 Analyze the representation of subjects or important scenes in two different artistic mediums, including each treatment highlighted or lacking (such as Auden's Bo Museum or Bruegel's landscape with the fall of Icarus). RI.9-10.8 (not applicable to literature) RI.9-10.9 Analyzes how authors draw and transform source material for a particular work (for example, how Shakespeare handles Ovid and Biblical themes and topics, and how later authors draw on Shakespeare's play). RI.9-10.10 By the end of ninth grade, read and understand literature, including stories, dramas and poems from 9-10 text complexity bands, and, if necessary, cap scaffolding on the range. RI.11-12.1 Cite Strong and thorough text evidence supports not only the analysis of what the text explicitly says, but also the inferences drawn from the text, such as determining where the text will leave an uncertain place. RI.11-12.2 Determine multiple themes or core ideas for text and analyze development over the course of text, including how to interact and build with each other to generate complex accounts. Provides an objective summary of the text. RI.11-12.3 Analyze the impact of author choices on how to develop and associate elements of a story or drama (where the story is set, the order of actions, how characters are introduced and developed). RI.11-12.4 Determines the meaning of words and phrases used in text. Analyze the effect of a particular word selection on meaning and sound. (Include Shakespeare and other authors.) RI.11-12.5 Analyze how the author's choice on how to structure certain parts of the text (e.g., choosing where to start or end a story, choosing to provide a comedy or tragic solution) contributes to its overall structure and meaning, as well as its aesthetic impact. RI.11-12.6 To grasp the viewpoint, analyze when you need to distinguish between what is written directly in the text and what is actually meant (for example, satire, sarcasm, irony, or understatement). RI.11-12.7 Analyze multiple interpretations of stories, dramas, or poems (e.g., recording or live production of plays or novels or poems) and evaluate how each version interprets the source text. (Includes at least one play of Shakespeare and one play by an American playwright.) RI.11-12.8 (not applicable to literature) RI.11-12.9 Demonstrates knowledge of basic works of American literature in the 18th, 19th and early 20th centuries, including how two or more contemporary texts deal with similar themes and topics. Reading and understanding literature, including the end of year 11, stories, dramas and poetry, the 11-CCR text complexity band is skilled and, if necessary, caps scaffolding on the range. Range.