

## Reading Grade HS Prioritized CCCs

For comprehensive views of the relationships of the CCCs to each other, see the Instructional Families at [https://wiki.ncscpartners.org/index.php/Instructional\\_Families](https://wiki.ncscpartners.org/index.php/Instructional_Families).

Standards for ELA	CCC			
Literature	1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text. (11-12.RL.1)	1112.RL.d1 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. (11-12.RL.5)		
Informational	1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. (11-12.RI.1)	1112.RI.b5 Determine how key details support the development of the central idea of a text. (11-12.RI.2)	1112.RI.d1 Determine the author’s point of view or purpose in a text. (11-12.RI.6)	1112.RI.e1 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. (11-12.RI.7)
Language	1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position in a sentence) as a clue to the meaning of a word or phrase. (11-12.L.4, 11-12.L.4a)	1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text. (11-12.L.6)		

Developed for the SD DoE by



For information on how to use prioritized CCCs to inform instruction, please view the SD DoE website or [www.keystoneassessment.com](http://www.keystoneassessment.com)  
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