**Common Core Reading Standards for Grades K-12**

**Grade to Grade Progression**

The following pages list grade-by-grade standards for each of the Common Core Reading standards. Formatted by the Polk Bros Foundation Center for Urban Education, with key terms boldfaced to facilitate planning.

**College and Career Readiness Anchor Standards for Reading**

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| ***KEY IDEAS AND DETAILS*** |
| 1. **Read closely** to **determine** what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from** the **text**. |
| 2. **Determine central ideas or themes** of a text and **analyze** their **development**; **summarize** the **key supporting details** and **ideas**. |
| 3. **Analyze** how and why **individuals, events**, and **ideas develop** and **interact** over the course of a text. |

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| ***CRAFT AND STRUCTURE*** |
| 4. **Interpret words** and **phrases** as they are used in a text, including determining **technical, connotative**, and **figurative** meanings, and **analyze** how specific **word choices shape meaning or tone**. |
| 5. **Analyze** the **structure of texts**, including how specific sentences, paragraphs, and larger **parts** of the text (e.g., a section, chapter, scene, or stanza) **relate to each other and** the **whole**. |
| 6. **Assess** how **point of view** or **purpose** shapes the **content** and **style** of a text. |

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| ***INTEGRATION OF KNOWLEDGE AND IDEAS*** |
| 7. **Integrate** and **evaluate** **content** presented in **diverse media** **and formats**, including **visually** and **quantitatively**, as well as in words. |
| 8. **Delineate** **and evaluate** the **argument** and **specific claims** in a text, including the **validity of** the **reasoning** as well as the **relevance** and **sufficiency** of the **evidence**. |
| 9. **Analyze** how two or more **texts address similar themes** or **topics** in order to **build knowledge** or to **compare** the **approaches** the authors take. |

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| ***RANGE AND LEVEL OF TEXT COMPLEXITY*** |
| 10. Read and **comprehend** **complex** **literary** and **informational** **texts** **independently** and **proficiently**.  |

Formatted by the Polk Bros. Foundation Center for Urban Education

Source: Common Core State Standards, http://www.corestandards.org

**Reading Anchor Standard 1**: **Read closely** to **determine** what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from** the **text**.

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| **GRADE** | **LITERATURE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | **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. | **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. |
| 9-10 | **Cite** strong and thorough textual **evidence** to **support** **analysis** of what the text says explicitly as well as **inferences** drawn from the text. | **Cite** strong and thorough textual **evidence** to **support** **analysis** of what the text says explicitly as well as **inferences** drawn from the text. |
| 8 | **Cite** the textual **evidence** that most strongly **supports** an **analysis** of what the text says explicitly as well as **inferences** drawn from text. | **Cite** the textual **evidence** that most strongly **supports** an **analysis** of what the text says explicitly as well as **inferences** drawn from the text. |
| 7 | **Cite** several pieces of textual **evidence** to **support** **analysis** of what the text says explicitly as well as **inferences** drawn from the text. | **Cite** several pieces of textual **evidence** to **support** **analysis** of what the text says explicitly as well as **inferences** drawn from the text. |
| 6 | **Cite** textual **evidence** to **support** **analysis** of what the text says explicitly as well as **inferences** drawn from the text. | **Cite** textual **evidence** to **support** **analysis** of what the text says explicitly as well as **inferences** drawn from the text. |
| 5 | **Quote** accurately from a text when **explaining** what the text says explicitly and when **drawing inferences** from the text. | **Quote** accurately from a text when **explaining** what the text says explicitly and when **drawing inferences** from the text. |
| 4 | **Refer to** **details and examples** in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text. | **Refer to** **details and examples** in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text. |
| 3 | Ask and answer questions to **demonstrate understanding** of a text, referring explicitly to the text as the basis for the answers. | Ask and answer questions to **demonstrate understanding** of a text, referring explicitly to the text as the basis for the answers. |
| 2 | Ask and answer such questions as *who, what, where, when, why,* and *how* to **demonstrate understanding** of **key details** in a text. | Ask and answer such questions as *who, what, where, when, why*, and *how* to **demonstrate understanding** of **key details** in a text. |
| 1 | Ask and answer **questions about key details** in a text. | Ask and answer **questions about key details** in a text. |
| K | With prompting and support, ask and answer **questions about key details** in a text. | With prompting and support, ask and answer **questions about key details** in a text.  |

**Reading Anchor Standard 2: Determine central ideas or themes** of a text and **analyze** their **development**; **summarize** the **key supporting details** and **ideas**.

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| **GRADE** | **LITERATURE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | **Determine** two or more **themes** or **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 produce a complex account; provide an objective **summary** of the text. | **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. |
| 9-10 | **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. | **Determine** a **central idea** of a text and **analyze** 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. |
| 8 | **Determine** a **theme** or **central idea** of a text and **analyze** its **development** over the course of the text, including its **relationship** to the **characters**, **setting**, and **plot**; provide an objective **summary** of the text. | **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. |
| 7 | **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. | **Determine** two or more **central ideas** in a text and **analyze** their **development** over the course of the text; provide an objective **summary** of the text. |
| 6 | **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. | **Determine** a **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. |
| 5 | **Determine** a **theme** of a story, drama, or poem from details in the text, including how **characters** in a story or drama respond to challenges or how the speaker in a poem reflects upon a **topic**; **summarize** the text. | **Determine** two or more **main ideas** of a text and **explain** how they are **supported** by **key details**; **summarize** the text. |
| 4 | **Determine** a **theme** of a story, drama, or poem from details in the text; **summarize** the text. | **Determine** the **main idea** of a text and **explain** how it is **supported** by **key details**; **summarize** the text. |
| 3 | 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. | **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**. |
| 2 | Recount stories, including fables and folktales from diverse cultures, and **determine** their **central message**, **lesson**, or **moral**. | Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text. |
| 1 | Retell stories, including **key details**, and **demonstrate understanding** of their **central message** or **lesson**. | Identify the **main topic** and **retell** **key details** of a text. |
| K | With prompting and support, **retell** familiar stories, including **key details**. |  With prompting and support, identify the **main topic** and **retell** **key details** of a text. |

**Reading Anchor Standard 3**: **Analyze** how and why **individuals, events**, and **ideas develop** and **interact** over the course of a text.

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| **GRADE** | **LITERATURE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | **Analyze** the impact of the **author’s choices** regarding how to **develop** and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the **characters** are introduced and developed). | **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. |
| 9-10 | **Analyze** how complex characters (e.g., those with multiple or conflicting **motivations**) develop over the course of a text, interact with other **characters**, and advance the **plot** or develop the **theme**. | **Analyze** how the author unfolds an **analysis** or series of **ideas** or **events**, including the **order** in which the points are made, how they are **introduced** **and developed**, and the **connections** that are drawn between them. |
| 8 | **Analyze** how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a **character**, or provoke a decision. | **Analyze** how a text makes **connections** among and distinctions between individuals, **ideas**, or **events** (e.g., through comparisons, analogies, or categories). |
| 7 | **Analyze** how particular elements of a story or drama interact (e.g., how **setting** shapes the **characters** or **plot**). | **Analyze** the interactions between individuals, **events**, and **ideas** in a text (e.g., how **ideas** influence individuals or **events**, or how individuals influence **ideas** or **events**). |
| 6 | **Describe** how a particular story’s or drama’s **plot** unfolds in a series of episodes as well as how the **characters** respond or change as the **plot** moves toward a resolution. | **Analyze** in detail how a key individual, **event**, or **idea** is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| 5 | **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 **character**s interact). | **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. |
| 4 | **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). | **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. |
| 3 | **Describe** **characters** in a story (e.g., their **traits**, motivations, or feelings) and **explain** how their actions contribute to the sequence of **events**. | **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 |
| 2 | **Describe** how **characters** in a story respond to major **events** and challenges. | **Describe** the **connection** between a series of historical **event**s, scientific **ideas** or **concepts**, or steps in technical procedures in a text. |
| 1 | **Describe** **characters**, **settings**, and major **events** in a story, using **key details**. | **Describe** the **connection** between two individuals, **events**, **ideas**, or pieces of information in a text. |
| K | With prompting and support, identify **characters**, **settings**, and major **events** in a story. | With prompting and support, **describe** the **connection** between two individuals, **events**, **ideas**, or pieces of information in a text. |

**Reading Anchor Standard 4:**  **Interpret words** and **phrases** as they are used in a text, including determining **technical, connotative**, and **figurative** meanings, and **analyze** how specific **word choices shape meaning or tone**.

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| **GRADE** | **LITERATURE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | **Determine the meaning** of **words and phrases** as they are used in the text, including **figurative** and **connotative** meanings; **analyze** the impact of specific word choices on meaning and **tone**, including words with **multiple meanings** or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | **Determine the meaning** of **words and 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 (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| 9-10 | **Determine** the **meaning** of **words and phrases** as they are used in the text, including **figurative** and **connotative** meanings; **analyze** the **cumulative impact** of **specific word choices** on meaning and **tone** (e.g., how the language evokes a sense of time and place; how it sets a formal or informal **tone**). | **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). |
| 8 | **Determine** the **meaning** of **words 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**. | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative**, **connotative**, and technical meanings; **analyze** the impact of **specific word choices** on meaning and **tone**, including **analogies or allusions to other texts**. |
| 7 | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** and **connotative** meanings; **analyze** the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | **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**. |
| 6 | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** and **connotative** meanings; **analyze** the impact of a specific **word choice** on meaning and **tone**. | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative**, **connotative**, and technical meanings. |
| 5 | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** **language** such as metaphors and similes. | **Determine** the **meaning** of general academic and **domain-specific words and phrases** in a text relevant to a grade 5 **topic** or subject area. |
| 4 | **Determine** the **meaning** of **words and phrases** as they are used in a text, including those that allude to **significant** **characters** found in mythology (e.g., Herculean). | **Determine** the **meaning** of general academic and **domain-specific** **words or phrases** in a text relevant to a grade 4 **topic** or subject area. |
| 3 | **Determine** the **meaning** of **words and phrases** as they are used in a text, distinguishing literal from **nonliteral** language. | **Determine** the **meaning** of general **academic** and **domain-specific words and phrases** in a text relevant to a grade 3 **topic** or subject area. |
| 2 | **Describe** how **words and phrases** (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | **Determine** the **meaning** of **words and phrases** in a text relevant to a grade 2 **topic** or subject area. |
| 1 | Identify **words and phrases** in stories or poems that suggest feelings or appeal to the senses. | Ask and answer questions to help **determine** or clarify the meaning of **words and phrases** in a text. |
| K | Ask and answer questions about **unknown words** in a text. | With prompting and support, ask and answer questions about **unknown words** in a text. |

**Reading Anchor Standard 5: Analyze** the **structure of texts**, including how specific sentences, paragraphs, and larger **parts** of the text (e.g., a section, chapter, scene, or stanza) **relate to each other and** the **whole**.

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| **GRADE** | **LITERATURE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | **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. | **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. |
| 9-10 | **Analyze** how an **author’s** choices concerning how to **structure** a text, **order** events within it (e.g., **parallel** **plots**), and manipulate **time** (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | **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). |
| 8 | **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. | **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**. |
| 7 | **Analyze** how a drama’s or poem’s form or **structure** (e.g., soliloquy, sonnet) contributes to its meaning. | **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**. |
| 6 | **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**.  | **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**. |
| 5 | **Explain** how a series of chapters, scenes, or stanzas fits together to provide the overall **structure** of a particular story, drama, or poem. | **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. |
| 4 | **Explain** major **differences** between poems, drama, and prose, and **refer to** the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of **characters**, **settings**, **descriptions**, dialogue, stage directions) when writing or speaking about a text. | **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. |
| 3 | **Refer to** parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; **describe** how each successive part builds on earlier sections. | Use **text features** and search tools (e.g., key words, sidebars, hyperlinks) to **locate** information relevant to a given **topic** efficiently. |
| 2 | **Describe** the overall **structure** of a story, including describing how the beginning introduces the story and the ending concludes the action. | Know and use various **text features** (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to **locate** key facts or information in a text efficiently. |
| 1 | **Explain** major **differences** between books that tell stories and books that give information, drawing on a wide reading of a range of **text types**. | Know and use various **text features** (e.g., headings, tables of contents, glossaries, electronic menus, icons) to **locate** key facts or information in a text. |
| K | Recognize common types of texts (e.g., storybooks, poems). | Identify the front cover, back cover, and title page of a book. |

**Reading Anchor Standard 6:**  **Assess** how **point of view** or **purpose** shapes the **content** and **style** of a text.

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| **GRADE** | **LITERATURE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | **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). | **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. |
| 9-10 | **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. | **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**. |
| 8 | **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. | **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. |
| 7 | **Analyze** how an **author** develops and **contrasts** the points of view of different **characters** or **narrators** in a text. | **Determine** an **author’s** **point of view** or **purpose** in a text and **analyze** how the **author** distinguishes his or her position from that of others. |
| 6 | **Explain** how an **author** develops the **point of view** of the **narrator** or speaker in a text. | **Determine** an **author**’s **point of view** or **purpose** in a text and **explain** how it is **conveyed** in the text. |
| 5 | **Describe** how a **narrator’s** or speaker’s **point of view** influences how **events** are **described**. | **Analyze** multiple accounts of the same **event** or **topic**, noting important **similarities and differences** in the **point of view** they represent. |
| 4 | **Compare** and **contrast** the **point of view** from which different stories are narrated, including the difference between first- and third-person narrations. | **Compare** and **contrast** a firsthand and secondhand account of the same **event** or **topic**; **describe** the **differences** in **focus** and the information provided. |
| 3 | Distinguish their own **point of view** from that of the **narrator** or those of the **characters**. | Distinguish their own **point of view** from that of the **author** of a text. |
| 2 | Acknowledge **differences** in the points of view of **characters**, including by speaking in a different voice for each **character** when reading dialogue aloud. | Identify the main **purpose** of a text, including what the **author** wants to answer, **explain**, or **describe**. |
| 1 | Identify who is telling the story at various points in a text. | Distinguish between information provided by **pictures** or other **illustrations** and information provided by the words in a text. |
| K | With prompting and support, name the **author** and **illustrator** of a story and define the **role** of each in telling the story. | Name the **author** and **illustrator** of a text and define the **role** of each in presenting the **ideas** or information in a text. |

**Reading Anchor Standard 7:** **Integrate** and **evaluate** **content** presented in **diverse media** **and formats**, including **visually** and **quantitatively**, as well as in words.

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| **GRADE** | **LITERATURE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | **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.) | **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. |
| 9-10 | **Analyze** the **representation** of a **subject** or a **key scene** in two different artistic **mediums**, including **what is emphasized** or absent in each **treatment** (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). | **Analyze** various accounts of a subject told in different **mediums** (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| 8 | **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. | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular **topic** or **idea**.  |
| 7 | **Compare** and **contrast** a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera **focus** and angles in a film). | **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). |
| 6 | **Compare** and **contrast** the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including **contrasting** what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | **Integrate** information presented in different media or formats (e.g., **visually**, quantitatively) as well as in words to develop a coherent understanding of a **topic** or issue. |
| 5 | **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). | 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.  |
| 4 | **Make connections** between the text of a story or drama and a **visual** or oral presentation of the text, identifying where each version reflects specific **descriptions** and directions in the text. | **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. |
| 3 | **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**). | 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). |
| 2 | Use information gained from the **illustrations** and words in a print or digital text to **demonstrate understanding** of its **characters**, **setting**, or **plot**. | **Explain** how specific **images** (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 1 | Use **illustrations** and details in a story to **describe** its **characters**, **setting**, or **events**. | Use the **illustrations** and details in a text to **describe** its **key ideas**. |
| K | With prompting and support, **describe** the **relationship** between **illustrations** and the story in which they appear (e.g., what moment in a story an Illustration depicts). | With prompting and support, **describe** the **relationship** between **illustrations** and the text in which they appear (e.g., what person, place, thing, or **idea** in the text an **illustration** depicts). |

**Reading Anchor Standard 8:** **Delineate** **and evaluate** the **argument** and **specific claims** in a text, including the **validity of** the **reasoning** as well as the **relevance** and **sufficiency** of the **evidence**.

**Not applicable to literature.**

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| **GRADE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | **Delineate and evaluate** the **reasoning** in seminal U.S. texts, including the application of constitutional **principles** and use of legal **reasoning** (e.g., in U.S. Supreme Court majority opinions and dissents) and the **premises**, **purposes**, and **arguments** in works of public advocacy (e.g., *The Federalist,* presidential addresses). |
| 9-10 | **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. |
| 8 | **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. |
| 7 | **Trace and evaluate** the **argument** and specific **claims** in a text, assessing whether the reasoning is sound and the **evidence** is relevant and sufficient to **support** the **claims**. |
| 6 | **Trace and evaluate** the **argument** and specific **claims** in a text, distinguishing **claims** that are **supported** by **reasons** and **evidence** from **claims** that are not.  |
| 5 | **Explain** how an **author** uses **reasons** and **evidence** to **support** particular points in a text, identifying which **reasons** and **evidence** **support** which point(s). |
| 4 | **Explain** how an **author** uses **reasons** and **evidence** to **support** particular points in a text. |
| 3 | **Describe** the **logical** **connection** between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 2 | **Describe** how **reasons** **support** specific points the **author** makes in a text. |
| 1 | Identify the **reasons** an **author** gives to **support** points in a text. |
| K | With prompting and support, identify the **reasons** an **author** gives to **support** points in a text. |

**Reading Anchor Standard 9: Analyze** how two or more **texts address similar themes** or **topics** in order to **build knowledge** or to **compare** the **approaches** the authors take.

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| **GRADE** | **LITERATURE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | **Demonstrate knowledge** of eighteenth-, nineteenth- and early-twentieth-century **foundational works of American literature**, including how two or more texts from the same period treat similar **themes** or **topics**. | **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. |
| 9-10 | **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). | **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**. |
| 8 | **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, including describing how the material is rendered new. | **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**. |
| 7 | **Compare** and **contrast** a fictional portrayal of a time, place, or **character** and a historical account of the same period as a means of understanding how **authors** of fiction use or alter history. | **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. |
| 6 | **Compare** and **contrast** texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar **themes** and **topics**. | **Compare** and **contrast** one **author’s** **presentation of** **events** with that of another (e.g., a memoir written by and a biography on the same person). |
| 5 | **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar **themes** and **topics**. | **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably. |
| 4 | **Compare** and **contrast** the treatment of similar **themes** and **topics** (e.g., opposition of good and evil) and **patterns** of **events** (e.g., the quest) in stories, myths, and traditional literature from different cultures. | **Integrate** information from two texts on the same **topic** in order to write or speak about the subject knowledgeably. |
| 3 | **Compare** and **contrast** the **themes**, **settings**, and **plots** of stories written by the same **author** about the same or similar **characters** (e.g., in books from a series). | **Compare** and **contrast** the most important points and **key details** presented in two texts on the same **topic**. |
| 2 | **Compare** and **contrast** two or more versions of the same story (e.g., Cinderella stories) by different **authors** or from different cultures. | **Compare** and **contrast** the most important points presented by two texts on the same **topic**. |
| 1 | **Compare** and **contrast** the adventures and experiences of **characters** in stories. | Identify basic **similarities in and differences** between two texts on the same **topic** (e.g., in **illustrations**, **descriptions**, or procedures). |
| K | With prompting and support, **compare and contrast** the adventures and experiences of **characters** in familiar stories. | With prompting and support, identify basic **similarities in and differences** between two texts on the same **topic** (e.g., in **illustrations**, **descriptions**, or procedures). |

**Reading Anchor Standard 10: Read** and **comprehend** complex **literary** and **informational** texts **independently** and **proficiently**.

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| **GRADE** | **LITERATURE** | **NONFICTION/INFORMATIONAL TEXT** |
| 11-12 | By the end of grade 11, **read and comprehend** literature, including **stories**, **dramas**, and **poems**, in the grades 11–CCR text complexity band **proficiently**, with scaffolding as needed at the high end of the range. By the end of grade 12, **read and comprehend** literature, including **stories**, **dramas**, and **poems**, at the high end of the grades 11–CCR text complexity band **independently** and **proficiently**. | By the end of grade 11, **read and comprehend** literary **nonfiction** in the grades 11–CCR text complexity band **proficiently**, with scaffolding as needed at the high end of the range. By the end of grade 12, **read and comprehend** literary **nonfiction** at the high end of the grades 11–CCR text complexity band **independently** and **proficiently**. |
| 9-10 | By the end of grade 9, **read and comprehend** literature, including **stories**, **dramas**, and **poems**, in the grades 9–10 text complexity band **proficiently**, with scaffolding as needed at the high end of the range.  By the end of grade 10, **read and comprehend** literature, including **stories**, **dramas**, and **poems**, at the high end of the grades 9–10 text complexity band **independently** and **proficiently**. | By the end of grade 9, **read and comprehend** literary **nonfiction** in the grades 9–10 text complexity band **proficiently**, with scaffolding as needed at the high end of the range. By the end of grade 10, **read and comprehend** literary **nonfiction** at the high end of the grades 9–10 text complexity band **independently** and **proficiently**.  |
| 8 | By the end of the year, **read and comprehend** literature, including **stories**, **dramas**, and **poems**, at the high end of grades 6–8 text complexity band **independently** and **proficiently**. | By the end of the year, **read and comprehend** literary **nonfiction** at the high end of the grades 6–8 text complexity band **independently** and **proficiently**. |
| 7 | By the end of the year, **read and comprehend** literature, including **stories**, **dramas**, and **poems**, in the grades 6–8 text complexity band **proficiently**, with scaffolding as needed at the high end of the range. | By the end of the year, **read and comprehend** literary **nonfiction** in the grades 6–8 text complexity band **proficiently**, with scaffolding as needed at the high end of the range. |
| 6 | By the end of the year, **read and comprehend** literature, including **stories**, **dramas**, and **poems**, in the grades 6–8 text complexity band **proficiently**, with scaffolding as needed at the high end of the range. | By the end of the year, **read and comprehend** literary **nonfiction** in the grades 6-8 text complexity band **proficiently**, with scaffolding as needed at the high end of the range. |
| 5 | By the end of the year, **read and comprehend** literature, including **stories**, **dramas**, and **poetry**, at the high end of the grades 4–5 text complexity band **independently** and **proficiently**. | By the end of the year, **read and comprehend** informational texts, including **history/social studies**, **science**, and **technical texts**, at the high end of the grades 4–5 text complexity band **independently** and **proficiently**. |
| 4 | By the end of the year, **read and comprehend** literature, including **stories**, **dramas**, and **poetry**, in the grades 4–5 text complexity band **proficiently**, with scaffolding as needed at the high end of the range. | By the end of year, **read and comprehend** informational texts, including **history/social studies**, **science**, and **technical texts**, in the grades 4–5 text complexity band **proficiently**, with scaffolding as needed at the high end of the range. |
| 3 | By the end of the year, **read and comprehend** literature, including **stories**, **dramas**, and **poetry**, at the high end of the grades 2–3 text complexity band **independently** and **proficiently**. | By the end of the year, **read and comprehend** informational texts, including **history/social studies**, **science**, and **technical texts**, at the high end of the grades 2–3 text complexity band **independently** and **proficiently**. |
| 2 | By the end of the year, **read and comprehend** literature, including **stories** and **poetry**, in the grades 2–3 text complexity band **proficiently**, with scaffolding as needed at the high end of the range. | By the end of year, **read and comprehend** informational texts, including **history/social studies**, **science**, and **technical texts**, in the grades 2–3 text complexity band **proficiently**, with scaffolding as needed at the high end of the range. |
| 1 | With prompting and support, **read** **prose** and **poetry** of appropriate complexity for grade 1. | With prompting and support, **read informational texts** appropriately complex for grade 1. |
| K | **Actively engage** in **group reading activities** with **purpose** and **understanding**. | **Actively engage** in **group reading activities** with **purpose** and **understanding**. |