

# 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

#### **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.

#### **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.

#### **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.

#### **RANGE AND LEVEL OF TEXT COMPLEXITY**

10. Read and **comprehend complex literary and informational texts independently and proficiently**.

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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.**

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

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

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

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

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

GRADE	LITERATURE	NONFICTION/INFORMATIONAL TEXT
11-12	<b>Analyze</b> how an <b>author's</b> choices concerning how to <b>structure</b> 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 <b>structure</b> and meaning as well as its aesthetic impact.	<b>Analyze</b> and <b>evaluate</b> the effectiveness of the <b>structure</b> an <b>author</b> uses in his or her <b>exposition</b> or <b>argument</b> , including whether the <b>structure</b> makes points clear, convincing, and engaging.
9-10	<b>Analyze</b> how an <b>author's</b> choices concerning how to <b>structure</b> a text, <b>order</b> events within it (e.g., <b>parallel plots</b> ), and manipulate <b>time</b> (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<b>Analyze</b> in detail how an <b>author's ideas</b> or claims are <b>developed</b> and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
8	<b>Compare</b> and <b>contrast</b> the <b>structure</b> of two or more texts and <b>analyze</b> how the differing <b>structure</b> of each text contributes to its meaning and style.	<b>Analyze</b> in detail the <b>structure</b> of a specific paragraph in a text, including the <b>role</b> of particular sentences in developing and refining a key <b>concept</b> .
7	<b>Analyze</b> how a drama's or poem's form or <b>structure</b> (e.g., soliloquy, sonnet) contributes to its meaning.	<b>Analyze</b> the <b>structure</b> an <b>author</b> uses to organize a text, including how the major sections contribute to the whole and to the <b>development</b> of the <b>ideas</b> .
6	<b>Analyze</b> how a particular sentence, chapter, scene, or stanza fits into the overall <b>structure</b> of a text and contributes to the <b>development</b> of the <b>theme, setting, or plot</b> .	<b>Analyze</b> how a particular sentence, paragraph, chapter, or section fits into the overall <b>structure</b> of a text and contributes to the development of the <b>ideas</b> .
5	<b>Explain</b> how a series of chapters, scenes, or stanzas fits together to provide the overall <b>structure</b> of a particular story, drama, or poem.	<b>Compare</b> and <b>contrast</b> the overall <b>structure</b> (e.g., chronology, comparison, cause/effect, problem/solution) of <b>events, ideas, concepts, or information</b> in two or more texts.
4	<b>Explain</b> major <b>differences</b> between poems, drama, and prose, and <b>refer to</b> the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of <b>characters, settings, descriptions</b> , dialogue, stage directions) when writing or speaking about a text.	<b>Describe</b> the overall <b>structure</b> (e.g., chronology, comparison, cause/effect, problem/solution) of <b>events, ideas, concepts, or information</b> in a text or part of a text.
3	<b>Refer to</b> parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; <b>describe</b> how each successive part builds on earlier sections.	Use <b>text features</b> and search tools (e.g., key words, sidebars, hyperlinks) to <b>locate</b> information relevant to a given <b>topic</b> efficiently.
2	<b>Describe</b> the overall <b>structure</b> of a story, including describing how the beginning introduces the story and the ending concludes the action.	Know and use various <b>text features</b> (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to <b>locate</b> key facts or information in a text efficiently.
1	<b>Explain</b> major <b>differences</b> between books that tell stories and books that give information, drawing on a wide reading of a range of <b>text types</b> .	Know and use various <b>text features</b> (e.g., headings, tables of contents, glossaries, electronic menus, icons) to <b>locate</b> 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.

GRADE	LITERATURE	NONFICTION/INFORMATIONAL TEXT
11-12	<b>Analyze</b> a case in which grasping <b>point of view</b> requires <b>distinguishing</b> what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<b>Determine</b> an <b>author’s point of view or purpose</b> in a text in which the <b>rhetoric</b> is particularly effective, <b>analyzing</b> how style and content contribute to the power, persuasiveness, or beauty of the text.
9-10	<b>Analyze</b> a particular <b>point of view</b> or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<b>Determine</b> an <b>author’s point of view or purpose</b> in a text and <b>analyze</b> how an author uses <b>rhetoric</b> to advance that <b>point of view or purpose</b> .
8	<b>Analyze</b> how <b>differences</b> in the <b>points of view</b> of the <b>characters</b> and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>Determine</b> an <b>author’s point of view or purpose</b> in a text and <b>analyze</b> how the <b>author</b> acknowledges and responds to conflicting <b>evidence</b> or viewpoints.
7	<b>Analyze</b> how an <b>author</b> develops and <b>contrasts</b> the points of view of different <b>characters</b> or <b>narrators</b> in a text.	<b>Determine</b> an <b>author’s point of view or purpose</b> in a text and <b>analyze</b> how the <b>author</b> distinguishes his or her position from that of others.
6	<b>Explain</b> how an <b>author</b> develops the <b>point of view</b> of the <b>narrator</b> or speaker in a text.	<b>Determine</b> an <b>author’s point of view or purpose</b> in a text and <b>explain</b> how it is <b>conveyed</b> in the text.
5	<b>Describe</b> how a <b>narrator’s</b> or speaker’s <b>point of view</b> influences how <b>events</b> are <b>described</b> .	<b>Analyze</b> multiple accounts of the same <b>event</b> or <b>topic</b> , noting important <b>similarities and differences</b> in the <b>point of view</b> they represent.
4	<b>Compare</b> and <b>contrast</b> the <b>point of view</b> from which different stories are narrated, including the difference between first- and third-person narrations.	<b>Compare</b> and <b>contrast</b> a firsthand and secondhand account of the same <b>event</b> or <b>topic</b> ; <b>describe</b> the <b>differences</b> in <b>focus</b> and the information provided.
3	Distinguish their own <b>point of view</b> from that of the <b>narrator</b> or those of the <b>characters</b> .	Distinguish their own <b>point of view</b> from that of the <b>author</b> of a text.
2	Acknowledge <b>differences</b> in the points of view of <b>characters</b> , including by speaking in a different voice for each <b>character</b> when reading dialogue aloud.	Identify the main <b>purpose</b> of a text, including what the <b>author</b> wants to answer, <b>explain</b> , or <b>describe</b> .
1	Identify who is telling the story at various points in a text.	Distinguish between information provided by <b>pictures</b> or other <b>illustrations</b> and information provided by the words in a text.
K	With prompting and support, name the <b>author</b> and <b>illustrator</b> of a story and define the <b>role</b> of each in telling the story.	Name the <b>author</b> and <b>illustrator</b> of a text and define the <b>role</b> of each in presenting the <b>ideas</b> 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.**

GRADE	LITERATURE	NONFICTION/INFORMATIONAL TEXT
11-12	<b>Analyze</b> multiple <b>interpretations</b> of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), <b>evaluating</b> how each version <b>interprets</b> the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<b>Integrate and evaluate</b> multiple sources of information presented in different <b>media</b> or <b>formats</b> (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
9-10	<b>Analyze</b> the <b>representation</b> of a <b>subject</b> or a <b>key scene</b> in two different artistic <b>mediums</b> , including <b>what is emphasized</b> or absent in each <b>treatment</b> (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	<b>Analyze</b> various accounts of a subject told in different <b>mediums</b> (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
8	<b>Analyze</b> 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 <b>topic</b> or <b>idea</b> .
7	<b>Compare</b> and <b>contrast</b> 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 <b>focus</b> and angles in a film).	<b>Compare</b> and <b>contrast</b> 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	<b>Compare</b> and <b>contrast</b> the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including <b>contrasting</b> what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<b>Integrate</b> information presented in different media or formats (e.g., <b>visually</b> , quantitatively) as well as in words to develop a coherent understanding of a <b>topic</b> or issue.
5	<b>Analyze</b> how <b>visual</b> and multimedia elements contribute to the meaning, <b>tone</b> , 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 <b>locate</b> an answer to a question quickly or to solve a problem efficiently.
4	<b>Make connections</b> between the text of a story or drama and a <b>visual</b> or oral presentation of the text, identifying where each version reflects specific <b>descriptions</b> and directions in the text.	<b>Interpret</b> information presented <b>visually</b> , orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and <b>explain</b> how the <b>information contributes to an understanding</b> of the text in which it appears.
3	<b>Explain</b> how specific aspects of a text’s <b>illustrations</b> contribute to what is <b>conveyed</b> by the words in a story (e.g., create mood, emphasize aspects of a <b>character</b> or <b>setting</b> ).	Use information gained from <b>illustrations</b> (e.g., maps, photographs) and the words in a text to <b>demonstrate understanding</b> of the text (e.g., where, when, why, and how key <b>events</b> occur).
2	Use information gained from the <b>illustrations</b> and words in a print or digital text to <b>demonstrate understanding</b> of its <b>characters</b> , <b>setting</b> , or <b>plot</b> .	<b>Explain</b> how specific <b>images</b> (e.g., a diagram showing how a machine works) contribute to and clarify a text.
1	Use <b>illustrations</b> and details in a story to <b>describe</b> its <b>characters</b> , <b>setting</b> , or <b>events</b> .	Use the <b>illustrations</b> and details in a text to <b>describe</b> its <b>key ideas</b> .
K	With prompting and support, <b>describe</b> the <b>relationship</b> between <b>illustrations</b> and the story in which they appear (e.g., what moment in a story an illustration depicts).	With prompting and support, <b>describe</b> the <b>relationship</b> between <b>illustrations</b> and the text in which they appear (e.g., what person, place, thing, or <b>idea</b> in the text an <b>illustration</b> 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.

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

GRADE	LITERATURE	NONFICTION/INFORMATIONAL TEXT
11-12	<b>Demonstrate knowledge</b> of eighteenth-, nineteenth- and early-twentieth-century <b>foundational works of American literature</b> , including how two or more texts from the same period treat similar <b>themes</b> or <b>topics</b> .	<b>Analyze</b> seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of <b>historical and literary significance</b> (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their <b>themes, purposes, and rhetorical</b> features.
9-10	<b>Analyze</b> how an <b>author</b> draws on and <b>transforms source material</b> in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later <b>author</b> draws on a play by Shakespeare).	<b>Analyze</b> seminal U.S. documents of <b>historical and literary significance</b> (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 <b>themes</b> and <b>concepts</b> .
8	<b>Analyze</b> how a modern work of fiction draws on <b>themes, patterns of events, or character</b> types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b>Analyze</b> a case in which two or more texts provide <b>conflicting information</b> on the same <b>topic</b> and identify where the texts disagree on matters of fact or <b>interpretation</b> .
7	<b>Compare</b> and <b>contrast</b> a fictional portrayal of a time, place, or <b>character</b> and a historical account of the same period as a means of understanding how <b>authors</b> of fiction use or alter history.	<b>Analyze</b> how two or more <b>authors</b> writing about the same <b>topic shape</b> their presentations of key information by emphasizing different <b>evidence</b> or advancing different <b>interpretations</b> of facts.
6	<b>Compare</b> and <b>contrast</b> texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar <b>themes</b> and <b>topics</b> .	<b>Compare</b> and <b>contrast</b> one <b>author’s presentation of events</b> with that of another (e.g., a memoir written by and a biography on the same person).
5	<b>Compare</b> and <b>contrast</b> stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar <b>themes</b> and <b>topics</b> .	<b>Integrate</b> information from several texts on the same <b>topic</b> in order to write or speak about the subject knowledgeably.
4	<b>Compare</b> and <b>contrast</b> the treatment of similar <b>themes</b> and <b>topics</b> (e.g., opposition of good and evil) and <b>patterns of events</b> (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>Integrate</b> information from two texts on the same <b>topic</b> in order to write or speak about the subject knowledgeably.
3	<b>Compare</b> and <b>contrast</b> the <b>themes, settings, and plots</b> of stories written by the same <b>author</b> about the same or similar <b>characters</b> (e.g., in books from a series).	<b>Compare</b> and <b>contrast</b> the most important points and <b>key details</b> presented in two texts on the same <b>topic</b> .
2	<b>Compare</b> and <b>contrast</b> two or more versions of the same story (e.g., Cinderella stories) by different <b>authors</b> or from different cultures.	<b>Compare</b> and <b>contrast</b> the most important points presented by two texts on the same <b>topic</b> .
1	<b>Compare</b> and <b>contrast</b> the adventures and experiences of <b>characters</b> in stories.	Identify basic <b>similarities in and differences</b> between two texts on the same <b>topic</b> (e.g., in <b>illustrations, descriptions, or procedures</b> ).
K	With prompting and support, <b>compare and contrast</b> the adventures and experiences of <b>characters</b> in familiar stories.	With prompting and support, identify basic <b>similarities in and differences</b> between two texts on the same <b>topic</b> (e.g., in <b>illustrations, descriptions, or procedures</b> ).

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

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