| READING LITERATURE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ANCHOR STANDARD | | | | | | | | | |
| KEY IDEAS AND DETAILS | K | 1ST | 2ND | 3RD | 4TH | 5TH | 6TH | 7TH | 8TH |
| explicitly and to make logical inferences from it; | 1. With prompting and | 1. Ask and answerquestio | 1. Ask and answersuch a | 1. Ask and answerquest | 1. Refer to details and | 1. Quote accuratelyfrom | 1. Cite textualevidence | 1. Cite several piecesof | 1. Cite the textualevidence that moststrongly supports ananalysis of what thetext says explicitly aswell as inferencesdrawn from the text. |
| 2. Determine centralideas or themes of atext and | 2. With prompting andsu | 2. Retell stories,including | 2. Recount stories,includ | 2. Recount stories,includ | 2. Determine a themeor | 2. Determine a themeof | 2. Determine a themeo | 2. Determine a themeor | 2. Determine a themeor central idea of a textand analyze itsdevelopment over thecourse of the text,including itsrelationship to thecharacters, setting,and plot; provide anobjective summary ofthe text. |
| ideas develop and interact over the course of a | 3. With prompting andsu | 3. Describe characters in | 3. Describe howcharacte | 3. Describe characters in | 3. Describe in depth an | 3. Compare andcontrast | 3. Describe how adam | 3. Analyze howarticular | 3. Analyze howparticular lines ofdialogue or incidents ina storyor drama propel theaction, reveal aspectsof a character, orprovoke a decision. |
| CRAFT AND STRUCTURE | | | | | | | | | |
| In a text, including determining technical, | questions about | 4. Identify words andphra | 4. Describe how wordsar | 4. Determine themeanin | 4. Determine themeanin | 4. Determine themeanin | 4. Determine themeanin | 4. Determine themeanin | 4. Determine themeaning of words andphrases as they areusedin a text, includingfigurative andconnotative meanings;analyze the impact ofspecific word choiceson meaning andtone, includinganalogies or allusionsto other texts. |
| specific sentences, paragraphs, and larger | 5. Recognize common | 5. Explain majordifferenc | 5. Describe the overallst | 5. Refer to parts ofstori | 5. Explain majordifferen | 5. Explain how a seriesof | 5. Analyze how adrama's | 5. Analyze how adrama's | 5. Compare andcontrast the structureof two or more textsand analyze how thediffering structure ofeach text contributes toits meaning and style |
| view or purpose | 6. With prompting andsu | 6. Identify who is tellingth | 6. Acknowledgedifferenc | 6. Distinguish their own | 6. Compare andcontrast | 6. Describe how anauth | 6. Explain how anauth | 6. Analyze how anauthor | 6. Analyze howdifferences in thepoints of view of thecharacters and theaudience or reader(e.g., created throughthe use of dramaticirony) create sucheffects as suspense orhumor. a. Analyze fullengthnovels, shortstories, poems, andothergenres by authors whorepresent diverseworld cultures. |
| IDEAS | | | | | | | | | |
| diverse media and formats, including visually | 7. With prompting andsu | 7. Use illustrations andde | 7. Use informationgained | 7. Explain how specifica | 7. Make connectionsbe | 7. Analyze how visualand | 7. Compare andcontrast | 7. Compare andcontrast | 7. Analyze the extentto which a filmed orlive production of astory or drama staysfaithful to or departsfrom the text orscript, evaluating thechoices made by thedirector or actors. |
| 8. Delineate and evaluate the argumentand spec | NOT APPLICABLE TO LITERATURE | | | | | | | | |
| Similar themes or topics in order to build | 9. With prompting andsu | 9. Compare andcontrast | 9. Compare andcontrast | 9. Compare andcontrast | 9. Compare andcontrast | 9. Compare andcontrast | 9. Compare andcontrast | 9. Compare andcontrast | 9. Analyze how amodern work of fictiondraws on themes,patterns of events, orcharacter types frommyths, traditionalstories, or religiousworks such as theBible, includinghowit describing how thematerial is rendered new. |
| TEXT COMPLEXITY | | | | | | | | | |
| Informational texts independently and | 10. Actively engage inre | 10. With promptino andsu | 10. By the end of theye | 10. By the end of theye | 10. By the end of theye | 10. By the end of theye | 10. By the end of theye | 10. By the end of theye | 10. By the end of theyear, read andcomprehend literature,including stories,dramas, and poems, atthe high end ofgrades 6–8 textcomplexity bandindependently andproficiently. |
| RESPONDING TO LITERATUR | | | | | | | | | |
| knowledge of literary language, textual | support, make | between self, text, and | between self, text, and | make connections in | interpret and make | interpret, and make | interpret, and make | interpret, and make | and evaluate |

| READING INFORMATIONAL | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ANCHOR STANDARD | | | | | | | | | |
| KEY IDEAS AND DETAILS | K | 1ST | 2ND | 3RD | 4TH | 5TH | 6TH | 7TH | 8TH |
| 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. | 1. With prompting and support, ask and answer questions about key details and in a text. | 1. Ask and answer questions about key details in a text. | 1. 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 to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 2. With prompting and support, identify the main topic and retell key details of a text. | 2. Identify the main topic and retell key details of a text | 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | 2. 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. | 2. 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. | 2. 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. |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | 3. 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. | 3. 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. 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. | 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g.,through examples or anecdotes). | 3. 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). | 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| 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 meanine or tone. | 4. With prompting and support, ask and answer questions about unknown words in a text. | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | 4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. | 4. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area | 4. 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 figurative, connotative, and technical meanings. | 4. 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 | 4. 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. |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 5. Identify the front cover, back cover, and title page of a book. | 5. 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. | 5. 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. | 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | 5. 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. | 5. 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. | 5. 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. 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. | 5. 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 |
| 6. Assess how point of view or purpose shapes the content and style of a text. | 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | 6. Distinguish their own point of view from that of the author of a text. | 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text | 6. 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. 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. |
| 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.* | 7. 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). | 7. Use the illustrations and details in a text to describe its key ideas. | 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | 7. 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) | 7. 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. | 7. 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. | 7. 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. | 7. 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). | 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| 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. | 8. With prompting and support, identify the reasons an author gives to support points in a text. | 8. Identify the reasons an author gives to support points in a text. | 8. Describe how reasons support specific points the author makes in a text. | 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | 8. Explain how an author uses reasons and evidence to support particular points in a text. | 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | 8. 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. | 8. 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. | 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. |
| 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. | | | | | | | 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir | 9. Analyze how two or more authors writing about the same topic shape their | 9. Analyze a case in which two or more |