

Grade Level	Reading Standard #1		Text Complexity	Sample Performance Tasks using Exemplar Texts
CCR	RL	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.	Read and comprehend complex literary and informational texts independently and proficiently.	
	RI			
	RH			
	RST			
11 th – 12 th	RL	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	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.	<p>RL 11-12.1 Students cite strong and thorough textual evidence from John Keats’s “Ode on a Grecian Urn” to support their analysis of what the poem says explicitly about the urn as well as what can be inferred about the urn from evidence in the poem. Based on their close reading, students draw inferences from the text regarding what meanings the figures decorating the urn convey as well as noting where the poem leaves matters about the urn and its decoration uncertain.</p> <p>RST 11-12.1 Students analyze the concept of mass based on their close reading of Gordon Kane’s “The Mysteries of Mass” and cite specific textual evidence from the text to answer the question of why elementary particles have mass at all. Students explain important distinctions the author makes regarding the Higgs field and the Higgs boson and their relationship to the concept of mass.</p>
	RI		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.	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	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.	
	RST	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
9 th - 10 th	RL	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.	<p>RST 9-10.1 Students <i>cite specific textual evidence</i> from Annie J. Cannon’s “Classifying the Stars” to support their analysis of the scientific importance of the discovery that light is composed of many colors. Students <i>include</i> in their <i>analysis precise details</i> from the text (such as Cannon’s repeated use of the image of the rainbow) to buttress their explanation.</p>
	RI		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.	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	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.	
	RST	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	
8 th	RL	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	By the end of grade 10, read and comprehend science and technical texts in the grades 9-10 text complexity band independently and proficiently.	<p>RH 6-8.1 Students analyze the governmental structure of the United States and <i>support</i> their <i>analysis by citing specific textual evidence</i> from <i>primary sources</i> such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk’s Words We Live By: Your Annotated Guide to the Constitution.</p>
	RI		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.	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	
	RST	Cite specific textual evidence to support analysis of science and technical texts.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
			By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	

7 th	RL	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.	RH 6-8.1 Students analyze the governmental structure of the United States and <i>support</i> their analysis by <i>citing specific textual evidence</i> from <i>primary sources</i> such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk’s Words We Live By: Your Annotated Guide to the Constitution .
	RI		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.	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Cite specific textual evidence to support analysis of science and technical texts.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
6 th	RL	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.	RL 6.1 Students cite explicit textual evidence as well as draw inferences about the drake and the duck from Katherine Paterson’s The Tale of the Mandarin Ducks to support their analysis of the perils of vanity.
	RI		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.	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Cite specific textual evidence to support analysis of science and technical texts.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
5 th	RL	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	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.	RI 5.1 Students quote accurately and explicitly from Leslie Hall’s “Seeing Eye to Eye” to explain statements they make and ideas they infer regarding sight and light.
	RI		By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 4-5 text complexity band independently and proficiently.	
4 th	RL	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	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.	RL 4.1 Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett’s The Secret Garden by explicitly referring to details and examples from the text.
	RI		By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
3 rd	RL	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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.	RL 3.1 Students ask and answer questions regarding the plot of Patricia MacLachlan’s Sarah, Plain and Tall , explicitly referring to the book to form the basis for their answers.
	RI		By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 2-3 text complexity band independently and proficiently.	
2 nd	RL	Ask and answer questions such as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	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.	RI 2.1 Students read Aliki’s description of A Medieval Feast and demonstrate their understanding of all that goes into such an event by asking questions pertaining to who, what, where, when, why, and how such a meal happens and by answering using key details.
	RI		By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
1 st	RL	Ask and answer questions about key details in a text.	With prompting and support, read prose and poetry of appropriate text complexity for grade 1.	RI 1.1 After listening to Gail Gibbon’s Fire! Fire! , students ask questions about how firefighters respond to a fire and answer using key details from the text.
	RI		With prompting and support, read informational texts appropriately complex for grade 1.	
K	RL	With prompting and support ask and answer questions about key details in a text.	Actively engage in group reading activities with purpose and understanding.	RL K.1 Students (with prompting from the teacher) when listening Laura Ingalls Wilder’s Little House in the Big Woods ask questions about the events that occur (such as the encounter with the bear) and answer by offering key details drawn from the text.
	RI			

Grade Level	Reading Standard #2		Text Complexity	Sample Performance Tasks using Exemplar Texts
CCR	RL	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Read and comprehend complex literary and informational texts independently and proficiently.	
	RI			
	RH			
	RST			
11 th – 12 th	RL	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.	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.	<p>RL 11-12.2 Students <i>provide an objective summary</i> of F. Scott’s Fitzgerald’s <i>Great Gatsby</i> wherein they analyze how <i>over the course of the text</i> different characters try to escape the worlds they come from, including whose help they get and whether anybody succeeds in escaping.</p> <p>RI 11-12.2 Students <i>provide an objective summary</i> of Henry David Thoreau’s <i>Walden</i> wherein they <i>analyze how</i> he articulates <i>the central ideas</i> of living simply and being self-reliant and how those ideas <i>interact and build on one another</i> (e.g., “According to Thoreau, how specifically does moving toward complexity in one’s life undermine self-reliance?”)</p> <p>RH 11-12.2 Students <i>determine the central ideas</i> found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and <i>providing a summary that makes clear the relationships among the key details and ideas</i> of each text and between the texts.</p>
	RI		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.	
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
	RST	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	By the end of grade 12, read and comprehend science / technical texts in the grades 11-CCR text complexity band independently and proficiently.	
9 th - 10 th	RL	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.	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.	<p>RL 10.2 Students <i>analyze in detail the theme</i> of relationships between mothers and daughters and how that <i>theme develops over the course of</i> Amy Tan’s <i>The Joy Luck Club</i>. Students search the text for <i>specific details</i> that show how the <i>theme emerges</i> and <i>how it is shaped and refined</i> over the course of the novel.</p> <p>RST 9-10.2 Students <i>determine how</i> Jearl Walker clarifies the <i>phenomenon</i> of acceleration in his essay “Amusement Park Physics,” <i>accurately summarizing his conclusions</i> regarding the physics of roller coasters <i>and tracing how supporting details</i> regarding the <i>processes</i> of rotational dynamics and energy conversion are incorporated in his explanation.</p>
	RI		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.	
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	
	RST	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	By the end of grade 10, read and comprehend science and technical texts in the grades 9-10 text complexity band independently and proficiently.	
8 th	RL	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.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	<p>RL 8.2 Students <i>summarize the development</i> of the morality of Tom Sawyer in Mark Twain’s novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed <i>through characters, setting, and plot</i>.</p> <p>RI 8.2 Students <i>provide an objective summary</i> of Frederick Douglass’s Narrative. They <i>analyze how the central idea</i> regarding the evils of slavery is <i>conveyed through supporting ideas</i> and <i>developed over the course of the text</i>.</p>
	RI		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.	
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
7 th	RL	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	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.	
	RI		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	

		objective summary of the text.	end of the range.	
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
6th	RL	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.	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.	
	RI	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.	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.	
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
5th	RL	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.	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.	RL 5.2 Students <i>summarize</i> the plot of Antoine de Saint-Exupery's <i>The Little Prince</i> and then reflect on the <i>challenges</i> facing the <i>characters in the story</i> while employing those and other <i>details in the text</i> to discuss the value of inquisitiveness and exploration as <i>a theme</i> of the story.
	RI	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 4-5 text complexity band independently and proficiently.	
4th	RL	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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.	RI 4.2 Students <i>determine the main idea</i> of Colin A. Ronan's "Telescopes" and create a <i>summary</i> by <i>explaining how key details support</i> his distinctions regarding different types of telescopes.
	RI	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
3rd	RL	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.	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.	RI 3.2 Students <i>explain how the main idea</i> that Lincoln had "many faces" in Russell Freedman's <i>Lincoln: A Photobiography</i> is supported by key details in the text.
	RI	Determine the main idea of a text; recount the key details and explain how they support the main idea.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 2-3 text complexity band independently and proficiently.	
2nd	RL	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	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.	RL 2.2 Students read <i>fables and folktales from diverse cultures</i> that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's <i>The Search for Delicious</i> , and paraphrase <i>their central message, lesson, or moral</i> .
	RI	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
1st	RL	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	With prompting and support, read prose and poetry of appropriate text complexity for grade 1.	RL 1.2 Students <i>retell</i> Arnold Lobel's <i>Frog and Toad Together</i> while <i>demonstrating</i> their understanding of a <i>central message or lesson</i> of the story (e.g., how friends are able to solve problems together or how hard work pays off).
	RI	Identify the main topic and retell key details of a text.	With prompting and support, read informational texts appropriately complex for grade 1.	
K	RL	With prompting and support, retell familiar stories, including key details.	Actively engage in group reading activities with purpose and understanding.	RI K.2 Students (<i>with prompting and support from the teacher</i>) read " Garden Helpers " in National Geographic <i>Young Explorers</i> and demonstrate their understanding of <i>the main idea of the text</i> —not all bugs are bad—by <i>retelling key details</i> .
	RI	With prompting and support, identify the main topic and retell key details of a text.		

Grade Level	Reading Standard #3		Text Complexity	Sample Performance Tasks using Exemplar Texts
CCR	RL	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Read and comprehend complex literary and informational texts independently and proficiently.	
	RI			
	RH			
	RST			
11 th – 12 th	RL	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.	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.	
	RI		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.	
	RH	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
RST	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	By the end of grade 12, read and comprehend science / technical texts in the grades 11-CCR text complexity band independently and proficiently.		
9 th - 10 th	RL	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.	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.	<p>RL 9-10.3 Students <i>analyze how the character</i> of Odysseus from Homer’s <i>Odyssey</i>—a “man of twists and turns”—reflects <i>conflicting motivations</i> through his <i>interactions with other characters</i> in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home from the Trojan War both <i>advance the plot</i> of Homer’s epic and <i>develop themes</i>.</p> <p>RI 9-10.3 Students <i>analyze how Abraham Lincoln</i> in his “Second Inaugural Address” <i>unfolds</i> his examination of the <i>ideas</i> that led to the Civil War, paying particular attention to <i>the order in which the points are made</i>, how Lincoln <i>introduces and develops</i> his points, and <i>the connections that are drawn between them</i>.</p>
	RI		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.	
	RH	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	
RST	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	By the end of grade 10, read and comprehend science and technical texts in the grades 9-10 text complexity band independently and proficiently.		
8 th	RL	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.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	<p>RST 6-8.3 Students learn about fractal geometry by reading Ivars Peterson and Nancy Henderson’s <i>Math Trek: Adventures in the Math Zone</i> and then generate their own fractal geometric structure by <i>following the multistep procedure</i> for creating a Koch’s curve.</p>
	RI		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.	
	RH	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
7 th	RL	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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	RL 7.3 Students <i>analyze how the playwright Louise</i>

		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).	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.	Fletcher uses <i>particular elements of drama</i> (e.g., setting and dialogue) to create dramatic tension in her play <i>Sorry, Wrong Number</i> .
	RI	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RH	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
6th	RL	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.	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.	RI 6.3 Students <i>analyze in detail</i> how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author <i>introduces, illustrates, and elaborates</i> upon the events in Tubman’s life.
	RI	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	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.	
	RH	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
5th	RL	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 characters interact).	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.	RI 5.3 Students <i>explain the relationship between</i> time and clocks using <i>specific information</i> drawn from Bruce Koscielniak’s <i>About Time: A First Look at Time and Clocks</i> .
	RI	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.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 4-5 text complexity band independently and proficiently.	
4th	RL	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).	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.	RL 4.3 Students read Natalie Babbitt’s <i>Tuck Everlasting</i> and <i>describe in depth</i> the idyllic setting of the story, <i>drawing on specific details in the text</i> , from the color of the sky to the sounds of the pond, to describe the scene.
	RI	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.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
3rd	RL	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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.	RI 3.3 Students read Robert Coles’s retelling of a series of historical events in <i>The Story of Ruby Bridges</i> . Using their knowledge of how <i>cause and effect</i> gives order to events, they use <i>specific language</i> to describe the sequence of events that leads to Ruby desegregating her school.
	RI	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.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 2-3 text complexity band independently and proficiently.	
2nd	RL	Describe how characters in a story respond to major events and challenges.	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.	RL 2.3 Students <i>describe how the character</i> of Bud in Christopher Paul Curtis’ story <i>Bud, Not Buddy</i> responds to a major event in his life of being placed in a foster home.
	RI	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
1st	RL	Describe characters, settings, and major events in a story, using key details.	With prompting and support, read prose and poetry of appropriate text complexity for grade 1.	RL 1.3 After listening to L. Frank Baum’s <i>The Wonderful Wizard of Oz</i> , students <i>describe the characters</i> of Dorothy, Auntie Em, and Uncle Henry, the <i>setting</i> of Kansan prairie, and <i>major events</i> such as the arrival of the cyclone.
	RI	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	With prompting and support, read informational texts appropriately complex for grade 1.	
K	RL	With prompting and support, identify characters, settings, and major events in a story.	Actively engage in group reading activities with purpose and understanding.	RI K.3 Students (<i>with prompting and support from the teacher</i>) <i>describe the connection between</i> drag and flying in Fran Hodgkins and True Kelley’s <i>How People Learned to Fly</i> by performing the “arm spinning” experiment described in the text.
	RI	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		

Grade Level	Reading Standard #4		Text Complexity	Sample Performance Tasks using Exemplar Texts
CCR	RL	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 and tone.	Read and comprehend complex literary and informational texts independently and proficiently.	
	RI			
	RH			
	RST			
11 th – 12 th	RL	Determine the meaning of words and phrases as they are used in 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.)	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.	RL 11-12.4 Students compare and contrast the <i>figurative and connotative meanings</i> as well as <i>specific word choices</i> in John Donne’s “Valediction Forbidding Mourning” and Emily Dickinson’s “Because I Would Not Stop for Death” in order to <i>determine how</i> the metaphors of the carriage and the compass <i>shape the meaning and tone</i> of each poem. Students <i>analyze</i> the ways both poets use <i>language that is particularly fresh, engaging, or beautiful</i> to convey the <i>multiple meanings</i> regarding death contained in each <i>poem</i> .
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of key terms over the course of a text (e.g., how Madison defines <i>fraction</i> in <i>Federalist No. 10</i>).	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.	
	RH	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key terms over the course of a text (e.g., how Madison defines <i>fraction</i> in <i>Federalist No. 10</i>).	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .	By the end of grade 12, read and comprehend science / technical texts in the grades 11-CCR text complexity band independently and proficiently.	
9 th - 10 th	RL	Determine the meaning of words and phrases as they are used in 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).	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.	RH 9-10.4 Students <i>determine the meaning of words</i> such as <i>quadrant, astrolabe, equator, and horizon line</i> in Joan Dash’s <i>The Longitude Prize</i> as well as <i>phrases</i> such as <i>dead reckoning</i> and <i>sailing the parallel</i> that reflect <i>social aspects of history</i> .
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	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.	
	RH	Determine the meaning of words and phrases as they are used in text, including vocabulary describing political, social, or economic aspects of history/social studies.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .	By the end of grade 10, read and comprehend science and technical texts in the grades 9-10 text complexity band independently and proficiently.	
8 th	RL	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	RL 8.4 Students <i>analyze</i> Walt Whitman’s “O Captain! My Captain!” to uncover the poem’s <i>analogies</i> and <i>allusions</i> . They <i>analyze the impact of specific word choices</i> by Whitman, such as <i>rack</i> and <i>grim</i> , and <i>determine</i> how they contribute to the overall <i>meaning and tone</i> of the poem.
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.	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.	
	RH	Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
7 th	RL	Determine the meaning of words and phrases as they are used in 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	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.	RI 7.4 Students <i>determine</i> the <i>figurative and connotative meanings</i> of words such as <i>wayfaring, laconic, and taciturnity</i> as well as of <i>phrases</i> such as <i>hold his peace</i> in John Steinbeck’s <i>Travels with Charley: In</i>

		selection of a story or drama.		Search of America. They analyze how Steinbeck's <i>specific word choices</i> and diction impact the <i>meaning and tone</i> of his writing and the characterization of the individuals and places he describes.
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	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.	
	RH	Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
6th	RL	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	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.	
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings.	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.	
	RH	Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
5th	RL	Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes.	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.	RL 5.4 Students <i>determine the meaning of the metaphor</i> of a cat in Carl Sandburg's poem "Fog" and contrast that <i>figurative language</i> to the meaning of the <i>simile</i> in William Blake's "The Echoing Green."
	RI	Determine the meaning general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 4-5 text complexity band independently and proficiently.	
4th	RL	Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g. Herculean).	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.	RI 4.4 Students <i>determine the meaning of domain-specific words or phrases</i> , such as <i>crust, mantle, magma, and lava</i> , and important <i>general academic words and phrases</i> that appear in Seymour Simon's Volcanoes .
	RI	Determine the meaning general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
3rd	RL	Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.	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.	RL 3.4 Students read Paul Fleischman's poem "Fireflies," determining the meaning of <i>words and phrases</i> in the poem, particularly focusing on identifying his use of <i>nonliteral language</i> (e.g., "light is the ink we use") and talking about how it suggests meaning.
	RI	Determine the meaning general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 2-3 text complexity band independently and proficiently.	
2nd	RL	Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	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.	RI 2.4 Students <i>determine the meanings of words and phrases</i> encountered in Sarah L. Thomson's Where Do Polar Bears Live? , such as <i>cub, den, , and the Arctic</i> .
	RI	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
1st	RL	Identify words and phrases in stories or poems that suggest feelings or appeal to senses.	With prompting and support, read prose and poetry of appropriate text complexity for grade 1.	RL 1.4 Students <i>identify words and phrases</i> within Molly Ban's The Paper Crane that <i>appeal to the senses</i> and <i>suggest the feelings</i> of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed).
	RI	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	With prompting and support, read informational texts appropriately complex for grade 1.	
K	RL	Ask and answer questions about unknown words in a text.	Actively engage in group reading activities with purpose and understanding.	RI K.4 Students <i>ask and answer questions about animals</i> (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page's What Do You Do With a Tail Like This?
	RI	With prompting and support, ask and answer questions about unknown words in a text.		

Grade Level	Reading Standard #5		Text Complexity	Sample Performance Tasks using Exemplar Texts
CCR	RL	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.	Read and comprehend complex literary and informational texts independently and proficiently.	
	RI			
	RH			
	RST			
11 th – 12 th	RL	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.	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.	RL 11-12.5 Students <i>analyze</i> how Anton Chekhov’s choice of <i>structuring</i> his story “ Home ” by <i>beginning</i> in “midstream” <i>shapes the meaning of the text</i> and <i>contributes to its overall</i> narrative arc. RST 11-12.5 Students <i>analyze the hierarchical</i> relationships between phrase searches and searches that use basic Boolean operators in Tara Calishain and Rael Dornfest’s Google Hacks: Tips & Tools for Smarter Searching, 2nd Edition.
	RI	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.	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.	
	RH	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
	RST	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	By the end of grade 12, read and comprehend science / technical texts in the grades 11-CCR text complexity band independently and proficiently.	
9 th - 10 th	RL	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.	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.	RL 9-10.5 Students <i>analyze</i> how Michael Shaara in his Civil War novel The Killer Angels creates a sense of <i>tension</i> and even <i>surprise</i> regarding the outcome of events at the Battle of Gettysburg through <i>pacing, ordering of events, and the overarching structure</i> of the novel.
	RI	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).	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.	
	RH	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	
	RST	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	By the end of grade 10, read and comprehend science and technical texts in the grades 9-10 text complexity band independently and proficiently.	
8 th	RL	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.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	RH 6-8.5 Students <i>describe how</i> Russell Freedman in his book Freedom Walkers: The Story of the Montgomery Bus Boycott integrates and <i>presents information</i> both <i>sequentially</i> and <i>causally</i> to explain how the civil rights movement began.
	RI	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.	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.	
	RH	Describe how a text presents information (e.g., sequentially, comparatively, causally).	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
7 th	RL	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	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.	
	RI	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.	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.	

	RH	Describe how a text presents information (e.g., sequentially, comparatively, causally).	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	RH 6-8.5 Students <i>describe</i> how Russell Freedman in his book <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> integrates and <i>presents information</i> both <i>sequentially</i> and <i>causally</i> to explain how the civil rights movement began.
	RST	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
6th	RL	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.	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.	RL 6.5 Students <i>analyze</i> how the opening <i>stanza</i> of Robert Frost’s “The Road Not Taken” structures the rhythm and meter for the poem and how the <i>themes</i> introduced by the speaker <i>develop</i> over the course of the text.
	RI	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.	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.	
	RH	Describe how a text presents information (e.g., sequentially, comparatively, causally).	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	RH 6-8.5 Students <i>describe</i> how Russell Freedman in his book <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> integrates and <i>presents information</i> both <i>sequentially</i> and <i>causally</i> to explain how the civil rights movement began.
	RST	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
5th	RL	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	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.	RI 5.5 Students identify <i>the overall structure of ideas, concepts, and information</i> in Seymour Simon’s <i>Horses</i> (based on factors such as their speed and color) and <i>compare and contrast</i> that scheme to the one employed by Patricia Lauber in her book <i>Hurricanes: Earth’s Mightiest Storms</i> .
	RI	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.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 4-5 text complexity band independently and proficiently.	
4th	RL	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.	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.	RL 4.5 Students <i>refer to the structural elements</i> (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer’s “Casey at the Bat” when analyzing the <i>poem</i> and contrasting the impact and <i>differences</i> of those <i>elements</i> to a <i>prose</i> summary of the <i>poem</i> .
	RI	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.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
3rd	RL	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.	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.	RI 3.5 Students <i>use text features</i> , such as the table of contents and headers, found in Aliki’s text <i>Ah, Music!</i> to identify relevant sections and <i>locate information relevant to a given topic</i> (e.g., rhythm, instruments, harmony) <i>quickly and efficiently</i> .
	RI	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 2-3 text complexity band independently and proficiently.	
2nd	RL	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.	RL 2.5 Students <i>describe the overall story structure</i> of <i>The Thirteen Clocks</i> by James Thurber , <i>describing</i> how the interactions of the characters of the Duke and Princess Saralinda <i>introduce the beginning of the story</i> and how the suspenseful plot comes to an <i>end</i> .
	RI	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.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
1st	RL	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	With prompting and support, read prose and poetry of appropriate text complexity for grade 1.	RI 1.5 Students <i>locate key facts or information</i> in Claire Llewellyn’s <i>Earthworms</i> by <i>using various text features</i> (headings, table of contents, glossary) found in the text.
	RI	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.	With prompting and support, read informational texts appropriately complex for grade 1.	
K	RL	Recognize common types of texts (e.g., storybooks, poems).	Actively engage in group reading activities with purpose and understanding.	RL K.5 Students read two texts on the topic of pancakes (Tomie DePaola’s <i>Pancakes for Breakfast</i> and Christina Rossetti’s “Mix a Pancake”) and distinguish between the text that is a <i>storybook</i> and the text that is a <i>poem</i> .
	RI	Identify the front cover, back cover, and title page of a book.		

Grade Level	Reading Standard #6		Text Complexity	Sample Performance Tasks using Exemplar Texts
CCR	RL	Assess how point of view or purpose shapes the content and style of a text.	Read and comprehend complex literary and informational texts independently and proficiently.	
	RI			
	RH			
	RST			
11 th – 12 th	RL	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).	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.	RL 11-12.6 Students <i>analyze Miguel de Cervantes’s Don Quixote</i> and <i>Jean-Baptiste Poquelin Moliere’s Tartuffe</i> for how <i>what is directly stated in a text differs from what is really meant</i> , comparing and contrasting the <i>point of view</i> adopted by the protagonist in each work.
	RI	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.	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.	RI 11-12.6 Students determine Richard Hofstadter’s purpose and point of view in his “ Abraham Lincoln and the Self-Made Myth, ” <i>analyzing</i> how both Hofstadter’s <i>style and content contribute</i> to the <i>eloquent and powerful</i> contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years.
	RH	Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
	RST	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	By the end of grade 12, read and comprehend science / technical texts in the grades 11-CCR text complexity band independently and proficiently.	
9 th - 10 th	RL	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.	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.	RI 9-10.6 Students <i>determine the purpose and point of view</i> in Martin Luther King, Jr.’s, “I Have a Dream” speech and <i>analyze</i> how King <i>uses rhetoric</i> to advance his position. RH 9-10.6 Students <i>compare</i> the similarities and differences in <i>point of view</i> in works by Dee Brown and Evan Connell regarding the Battle of Little Bighorn, <i>analyzing how</i> the authors <i>treat the same event</i> and <i>which details they include and emphasize in their respective accounts</i> .
	RI	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.	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.	
	RH	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	
	RST	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	By the end of grade 10, read and comprehend science and technical texts in the grades 9-10 text complexity band independently and proficiently.	
8 th	RL	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.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	RH 6-8.6 Students evaluate Jim Murphy’s The Great Fire to <i>identify which aspects of the text</i> (e.g., <i>loaded language</i> and the <i>inclusion of particular facts</i>) <i>reveal</i> his purpose; presenting Chicago as a city that was “ready to burn.”
	RI	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.	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.	
	RH	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
7 th	RL	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	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.	RI 7.6 Students <i>determine</i> the <i>point of view</i> of John Adams in his “ Letter on Thomas Jefferson ” and <i>analyze</i> how he <i>distinguishes</i> his position from an
	RI	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.	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.	

	RH	Identify aspects of a text that reveal an author’s of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	alternative approach articulated by Thomas Jefferson.
	RST	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
6th	RL	Explain how an author develops the point of view of the narrator or speaker in a text.	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.	RL 6.6 Students <i>explain how Sandra Cisneros’s choice of words develops the point of view of the young speaker in her story “Eleven.”</i>
	RI	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	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.	
	RH	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
5th	RL	Describe how a narrator’s or speaker’s point of view influences how events are described.	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.	RL 5.6 Students <i>describe how the narrator’s point of view in Walter Farley’s The Black Stallion influences how events are described and how the reader perceives the character of Alexander Ramsay, Jr.</i>
	RI	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 4-5 text complexity band independently and proficiently.	
4th	RL	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	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.	RI 4.6 Students <i>compare and contrast a firsthand account of African American ballplayers in the Negro Leagues to a secondhand account of their treatment found in books such as Kadir Nelson’s We Are the Ship: The Story of Negro League Baseball, attending to the focus of each account and the information provided by each.</i>
	RI	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
3rd	RL	Distinguish their own point of view from that of the narrator or those of the characters.	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.	RL 3.6 When discussing E. B. White’s book <i>Charlotte’s Web</i> , students <i>distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator.</i>
	RI	Distinguish their own point of view from that of the author of a text.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 2-3 text complexity band independently and proficiently.	
2nd	RL	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	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.	RI 2.6 Students read <i>Selby Beeler’s Throw Your Tooth on the Roof: Tooth Traditions Around the World</i> and <i>identify what Beeler wants to answer as well as explain the main purpose of the text.</i>
	RI	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
1st	RL	Identify who is telling the story at various points in a text.	With prompting and support, read prose and poetry of appropriate text complexity for grade 1.	RL 1.6 Students <i>identify the points at which different characters are telling the story in the Finn Family Moomintroll by Tove Jansson.</i>
	RI	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	With prompting and support, read informational texts appropriately complex for grade 1.	
K	RL	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Actively engage in group reading activities with purpose and understanding.	RI K.6 Students identify Edith Thacher Hurd as the <i>author</i> of <i>Starfish</i> and Robin Brickman as the <i>illustrator</i> of the text and <i>define</i> the role and materials <i>each</i> contributes to the text.
	RI	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		

Grade Level	Reading Standard #7		Text Complexity	Sample Performance Tasks using Exemplar Texts
CCR	RL	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	Read and comprehend complex literary and informational texts independently and proficiently.	
	RI			
	RH			
	RST			
11 th – 12 th	RL	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.)	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.	<p>RL 11-12.7 Students compare two or more <i>recorded or live productions</i> of Arthur Miller’s <i>Death of a Salesman</i> to the written text, <i>evaluating how each version interprets the source text</i> and debating which aspects of the enacted <i>interpretations</i> of the play best capture a particular character, scene, or theme.</p> <p>RH 11-12.7 Students <i>integrate the information</i> provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented <i>visually</i> in the FedViews report. In their analysis of these <i>sources of information presented in diverse formats</i>, students frame and <i>address a question or solve a problem</i> raised by their <i>evaluation</i> of the evidence.</p>
	RI	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.	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.	
	RH	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
	RST	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	By the end of grade 12, read and comprehend science / technical texts in the grades 11-CCR text complexity band independently and proficiently.	
9 th - 10 th	RL	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 <i>Landscape with the Fall of Icarus</i>).	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.	<p>RL 9-10.7 Students <i>analyze how artistic representations</i> of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on <i>what is emphasized or absent in different treatments</i> of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “Ozymandias.”</p>
	RI	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.	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.	
	RH	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	
	RST	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	By the end of grade 10, read and comprehend science and technical texts in the grades 9-10 text complexity band independently and proficiently.	
8 th	RL	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.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	
	RI	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	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.	
	RH	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
7 th	RL	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).	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.	
	RI	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).	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.	
	RH	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text	

		other information in print and digital texts.	complexity band independently and proficiently.	RST 6-8.7 Students <i>integrate</i> the <i>quantitative or technical information</i> expressed in the text of David Macaulay's <i>Cathedral: The Story of Its Construction</i> with the information conveyed by the <i>diagrams and models</i> Macaulay provides, developing a deeper understanding of Gothic architecture.
6th	RST	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	RL 6.7 Students <i>compare and contrast</i> the effect Henry Wadsworth Longfellow's poem "Paul Revere's Ride" has on them to the effect they experience from a <i>multimedia</i> dramatization of the event presented in an interactive digital map (http://www.paulreverehouse.org/ride/), <i>analyzing</i> the impact of different <i>techniques</i> employed that are <i>unique to each medium</i> .
	RL	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.	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.	
	RI	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.	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.	
	RH	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
5th	RST	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
	RL	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).	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.	
4th	RI	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.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 4-5 text complexity band independently and proficiently.	RL 4.7 Students <i>make connections</i> between the <i>visual presentation</i> of John Tenniel's illustrations in Lewis Carroll's <i>Alice's Adventures in Wonderland</i> and the text of the story to <i>identify</i> how the pictures of Alice reflect <i>specific descriptions</i> of her in the text. RI 4.7 Students <i>interpret</i> the visual <i>chart</i> that accompanies Steve Otfinoski's <i>The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It</i> and <i>explain</i> how the information found within it <i>contributes to an understanding</i> of how to create a budget.
	RL	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.	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.	
3rd	RI	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.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL 3.7 Students <i>explain</i> how Mark Teague's <i>illustrations</i> contribute to what is conveyed in Cynthia Rylant's <i>Poppleton in Winter</i> to <i>create the mood and emphasize aspects of characters and setting</i> in the story.
	RL	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).	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.	
2nd	RI	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).	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 2-3 text complexity band independently and proficiently.	RI 2.7 Students <i>explain</i> how the <i>specific image</i> of a soap bubble and <i>other accompanying illustrations</i> in Walter Wick's <i>A Drop of Water: A Book of Science and Wonder</i> <i>contribute to and clarify</i> their understanding of bubbles and water.
	RL	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	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.	
1st	RI	Use the illustrations and details in a text to describe its key ideas.	With prompting and support, read informational texts appropriately complex for grade 1.	RI 1.7 Students use the <i>illustrations</i> along with <i>textual details</i> in Wendy Pfeffer's <i>From Seed to Pumpkin</i> to <i>describe</i> the <i>key idea</i> of how a pumpkin grows.
	RL	Use illustrations and details in a story to describe its characters, setting, or events.	With prompting and support, read prose and poetry of appropriate text complexity for grade 1.	
K	RI	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).	Actively engage in group reading activities with purpose and understanding.	RL K.7 Students (<i>with prompting and support from the teacher</i>) <i>describe</i> the <i>relationship</i> between key events of the <i>overall story</i> of <i>Little Bear</i> by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak.
	RL	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).		

Grade Level	Reading Standard #8		Text Complexity	Sample Performance Tasks using Exemplar Texts
CCR	RL	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.	Read and comprehend complex literary and informational texts independently and proficiently.	
	RI			
	RH			
	RST			
11 th – 12 th	RL	(Not applicable to literature)	(Not applicable to literature)	<p>RI 11-12.8 Students <i>delineate</i> and <i>evaluate</i> the <i>argument</i> that Thomas Paine makes in Common Sense. They <i>assess the reasoning</i> present in his analysis, including the <i>premises and purposes</i> of his essay.</p> <p>RH 11-12.8 Students <i>evaluate</i> the <i>premises</i> of James M. McPherson’s argument regarding why Northern soldiers fought in the Civil War by <i>corroborating</i> the <i>evidence</i> provided from the letters and diaries of these soldiers with <i>other</i> primary and secondary <i>sources</i> and <i>challenging</i> McPherson’s <i>claims</i> where appropriate.</p>
	RI	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., <i>The Federalist</i> , presidential addresses).	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.	
	RH	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
	RST	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	By the end of grade 12, read and comprehend science / technical texts in the grades 11-CCR text complexity band independently and proficiently.	
9 th - 10 th	RL	(Not applicable to literature)	(Not applicable to literature)	<p>RI 9-10.8 Students <i>evaluate</i> the <i>argument and specific claims</i> about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” <i>assessing the relevance and sufficiency of the evidence and the validity of his reasoning</i>.</p> <p>RST 9-10.8 Students read in Phillip Hoose’s <i>Race to Save Lord God Bird</i> about the attempts scientists and bird-lovers made to save the ivory-billed woodpecker from extinction and <i>assess the extent to which the reasoning and evidence</i> Hoose presents <i>supports</i> his <i>scientific</i> analysis of why protecting this particular species was so challenging.</p>
	RI	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.	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.	
	RH	Compare and contrast treatments of the same topic in several primary and secondary sources.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	
	RST	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	By the end of grade 10, read and comprehend science and technical texts in the grades 9-10 text complexity band independently and proficiently.	
8 th	RL	(Not applicable to literature)	(Not applicable to literature)	
	RI	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.	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.	
	RH	Analyze the relationship between a primary and secondary source on the same topic.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
7 th	RL	(Not applicable to literature)	(Not applicable to literature)	
	RI	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.	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.	
	RH	Analyze the relationship between a primary and secondary source on the same topic.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
6 th	RL	(Not applicable to literature)	(Not applicable to literature)	<p>RI 6.8 Students <i>trace</i> the line of <i>argument</i> in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and <i>evaluate</i> his <i>specific claims</i> and opinions <i>in the text</i>, <i>distinguishing</i> which <i>claims</i> are <i>supported by facts, reasons, and evidence</i>, and which <i>are not</i>.</p>
	RI	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.	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.	
	RH	Analyze the relationship between a primary and secondary source on the same topic.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
5 th	RL	(Not applicable to literature)	(Not applicable to literature)	
	RI	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 4-5 text complexity band independently and proficiently.	

4 th	RL	(Not applicable to literature)	(Not applicable to literature)	RI 4.8 Students <i>explain how Melvin Berger uses reasons and evidence</i> in his book <i>Discovering Mars: The Amazing Story of the Red Planet</i> to support particular points regarding the topology of the planet.
	RI	Explain how an author uses reasons and evidence to support particular points in a text.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
3 rd	RL	(Not applicable to literature)	(Not applicable to literature)	
	RI	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 2-3 text complexity band independently and proficiently.	
2 nd	RL	(Not applicable to literature)	(Not applicable to literature)	RI 2.8 Students <i>describe the reasons</i> behind Joyce Milton's statement that bats are nocturnal in her <i>Bats: Creatures of the Night</i> and how she <i>supports the points</i> she is making in the text.
	RI	Describe how reasons support specific points the author makes in a text.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
1 st	RL	(Not applicable to literature)		RI 1.8 Students <i>identify</i> the reasons Clyde Robert Bulla gives in his book <i>A Tree Is a Plant</i> in support of his <i>point</i> about the function of roots in germination.
	RI	Identify the reasons an author gives to support points in a text.	With prompting and support, read informational texts appropriately complex for grade 1.	
K	RL	(Not applicable to literature)	Actively engage in group reading activities with purpose and understanding.	
	RI	With prompting and support, identify the reasons an author gives to support points in a text.		

Grade Level	Reading Standard #9		Text Complexity	Sample Performance Tasks using Exemplar Texts
CCR	RL	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Read and comprehend complex literary and informational texts independently and proficiently.	
	RI			
	RH			
	RST			
11 th – 12 th	RL	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.	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.	<p>RL 11-12.9 Students compare and contrast how the protagonists of Herman Melville’s <i>Billy Budd</i> and Nathaniel Hawthorne’s <i>Scarlet Letter</i> maintain their integrity when confronting authority, and they relate their <i>analysis</i> of that <i>theme</i> to other portrayals in <i>nineteenth- and early-twentieth-century foundational works of American literature</i> they have read.</p> <p>RI 11-12.9 Students <i>analyze Thomas Jefferson’s Declaration of Independence</i>, identifying its <i>purpose</i> and evaluating <i>rhetorical features</i> such as the listing of grievances. Students compare and contrast the <i>themes</i> and argument found there to those of other U.S. documents of historical and literary significance, such as the Olive Branch Petition.</p>
	RI	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.	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.	
	RH	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
	RST	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	By the end of grade 12, read and comprehend science / technical texts in the grades 11-CCR text complexity band independently and proficiently.	
9 th - 10 th	RL	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).	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.	<p>RL 9-10.9 Students <i>analyze how</i> the Japanese filmmaker Akira Kurosawa in his film <i>Throne of Blood</i> <i>draws on and trans forms Shakespeare’s play <i>Macbeth</i></i> in order to develop a similar plot set in feudal Japan.</p> <p>RI 9-10.9 Students compare George Washington’s Farewell Address to other foreign policy statements, such as the Monroe Doctrine, and <i>analyze how both texts address similar themes and concepts</i> regarding “entangling alliances.”</p> <p>RH 9-10.9 Students analyze the role of African American soldiers in the Civil War by <i>comparing and contrasting primary source materials</i> against <i>secondary syntheses</i> such as Jim Haskins’s <i>Black, Blue and Gray: African Americans in the Civil War</i>.</p>
	RI	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.	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.	
	RH	Compare and contrast treatments of the same topic in several primary and secondary sources.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	
	RST	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	By the end of grade 10, read and comprehend science and technical texts in the grades 9-10 text complexity band independently and proficiently.	
8 th	RL	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.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	<p>RST 6-8.9 Students construct a holistic picture of the history of Manhattan by <i>comparing and contrasting the information gained from Donald Mackay’s <i>The Building of Manhattan</i></i> with the <i>multimedia sources</i> available on the “Manhattan on the Web” portal hosted by the New York Public Library (http://legacy.www.nypl.org/branch/manhattan/index2.cfm?Trg=1&d1=865).</p>
	RI	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.	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.	
	RH	Analyze the relationship between a primary and secondary source on the same topic.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
7 th	RL	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.	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.	RL 7.9 Students <i>compare and contrast Laurence Yep’s fictional portrayal of Chinese immigrants</i> in turn-of-the-twentieth-century San Francisco in

	RI	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.	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.	<i>Dragonwings</i> to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real.
	RH	Analyze the relationship between a primary and secondary source on the same topic.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
6th	RL	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.	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.	
	RI	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).	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.	
	RH	Analyze the relationship between a primary and secondary source on the same topic.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
	RST	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	By the end of grade 8, read and comprehend science and technical texts in the grades 6-8 text complexity band independently and proficiently.	
5th	RL	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	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.	RL 5.9 Students <i>compare and contrast</i> coming-of-age stories by Christopher Paul Curtis (<i>Bud, Not Buddy</i>) and Louise Erdrich (<i>The Birchbark House</i>) by identifying <i>similar themes</i> and examining the stories' <i>approach</i> to the topic of growing up.
	RI	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 4-5 text complexity band independently and proficiently.	
4th	RL	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.	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.	
	RI	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
3rd	RL	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).	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.	
	RI	Compare and contrast the most important points and key details presented in two texts on the same topic.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects at the high end of the grades 2-3 text complexity band independently and proficiently.	
2nd	RL	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	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.	
	RI	Compare and contrast the most important points presented by two texts on the same topic.	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical subjects in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
1st	RL	Compare and contrast the adventures and experiences of characters in stories.	With prompting and support, read prose and poetry of appropriate text complexity for grade 1.	
	RI	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, read informational texts appropriately complex for grade 1.	
K	RL	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Actively engage in group reading activities with purpose and understanding.	RL K.9 Students (<i>with prompting and support from the teacher</i>) <i>compare and contrast</i> the adventures and experiences of the owl in Arnold Lobel's <i>Owl at Home</i> to those of the owl in Edward Lear's poem "The Owl and the Pussycat."
	RI	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		