

6th Grade Reading Standards

Literature

Standard 1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2:	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.
Standard 3:	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.
Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Standard 7:	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.
Standard 8:	Explain how an author develops the point of view of the narrator or speaker in a text.
Standard 9:	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.
Standard 10:	Compare and contrast texts in different forms or genres
Standard 11:	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.

Informational Text

Standard 1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Standard 3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Standard 7:	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.
Standard 8:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Standard 9:	Integrate information presented in different media or formats
Standard 10:	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.
Standard 11:	Compare and contrast one author's presentation of events with that of another
Standard 12:	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.

7th Grade Reading Standards	
Literature	
Standard 1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2:	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.
Standard 3:	Analyze how particular elements of a story or drama interact
Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds
Standard 7:	Analyze how a drama's or poem's form or structure
Standard 8:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Standard 9:	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
Standard 10:	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.
Standard 11:	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.
Informational Text	
Standard 1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Standard 3:	Analyze the interactions between individuals, events, and ideas in a text
Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
Standard 7:	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.
Standard 8:	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.
Standard 9:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
Standard 10:	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.
Standard 11:	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.
Standard 12:	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.

8th Grade Reading Standards

Literature

Standard 1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2:	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.
Standard 3:	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.
Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Standard 7:	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.
Standard 8:	Analyze how differences in the points of view of the characters and the audience or reader
Standard 9:	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.

Standard 10:	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.
Standard 11:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
Informational Text	
Standard 1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Standard 3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events
Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Standard 7:	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.
Standard 8:	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.
Standard 9:	Evaluate the advantages and disadvantages of using different mediums
Standard 10:	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.
Standard 11:	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.
Standard 12:	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.

9th and 10th Grade Reading Standards

Literature

Standard 1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2:	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.
Standard 3:	Analyze how complex characters

Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone
Standard 7:	Analyze how an author's choices concerning how to structure a text, order events within it
Standard 8:	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.
Standard 9:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
Standard 10:	Analyze how an author draws on and transforms source material in a specific work
Standard 11:	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.
Informational Text	
Standard 1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2:	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.
Standard 3:	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.
Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone
Standard 7:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
Standard 8:	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.
Standard 9:	Analyze various accounts of a subject told in different mediums
Standard 10:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Standard 11:	Analyze seminal U.S. documents of historical and literary significance

Standard 12:	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.
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11th and 12th Grade Reading Standards

Literature

Standard 1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Standard 2:	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.
Standard 3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
Standard 7:	Analyze how an author's choices concerning how to structure specific parts of a text
Standard 8:	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant
Standard 9:	Analyze multiple interpretations of a story, drama, or poem
Standard 10:	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.
Standard 11:	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.

Informational Text

Standard 1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Standard 2:	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.
Standard 3:	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.

Standard 4:	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
Standard 5:	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
Standard 6:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
Standard 7:	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.
Standard 8:	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.
Standard 9:	Integrate and evaluate multiple sources of information presented in different media or formats
Standard 10:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning
Standard 11:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance
Standard 12:	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.