English Language Arts
Core Content Connectors

Developed by the National Center and State Collaborative (NCSC)

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msaa
Multi-State Alternate Assessment

Introduction: Maine joined the National Center and State Collaborative (NCSC) to develop a rigorous Alternate Assessment based on Alternate Achievement Standards to assess students with the most significant cognitive disabilities. The goal of NCSC was the support students with the most significant cognitive disabilities in achieving increasingly higher academic outcomes, and preparing them to leave high school ready for post-secondary options. In 2010, NCSC began development of a new alternate assessment based on alternate achievement standards (AA-AAS). Core Content Connectors (CCC) were developed by NCSC which provide a link, reduced in breadth and complexity, to the Common Core State Standards (CCSS).

In 2014-15, the reading , writing and math portions of the Personalized Alternate Assessment Portfolio Assessment (PAAP) were replaced with the National Center and State Collaborative (NCSC) alternate assessment in the State of Maine. The NCSC grant closed and Maine joined the **Multi-State Alternate Assessment (MSAA)** to continue development and administration of the NCSC alternate assessment in ELA/literacy and mathematics.

This document provides the Common Core State Standards (CCSS) and the Core Content Connectors (CCC) which were used to guide item development on the MSAA. The CCC are written below each corresponding CCSS, reduced in complexity and breadth, into more accessible steps for student with significant cognitive disabilities. **Bolded CCC are target areas that will be measured on the MSAA alternate assessment.**

NOTE: This CCC standards outline is meant to be used <u>in conjunction</u> with the Maine Learning Results and other resources.

IEP Team Guidance: Prior to 2015, the alternate assessment for reading, writing, and math was aligned with Alternate Grade Level Expectations (AGLEs) IEP Teams created IEP annual goals and short term objectives aligned with the AGLEs. It is now expected that all IEP teams are now expected to align IEPs with the Maine Learning Results and provide students with the most significant cognitive disabilities access to these same rigorous standards. IEP teams can use the Core Content Connectors as additional guidance, particularly when creating short term objectives.

CCSS Reading: Literature

This document is meant to be used in addition to the College and Career Readiness Anchor Standards for Literature and Informational Text. While the State standards for Literary and Informational Text are included in this document, you may need to refer back to the CCSS standards document for additional information. The Core Content Connectors (CCCs) were developed by National Center and State Consortium (NCSC). The CCCs aid in instructional decisions for students with severe cognitive disabilities so they can access the State standards.

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Kindergarten students:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
K.RL.e2 With prompting and support answer questions about key details in a story.	1.RL.d1 Answer questions about key details in a story (e.g., *who, what, when, where, why*). 1.RL.d2 Ask questions about key details in a familiar story.	2.RL.d1 Answer *who, what, where, when, why*, and *how* questions from stories.
2. With prompting and support, retell familiar stories, including key details.	**2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
K.HD.d2: With prompting and support, retell a favorite story, including key details.	1.HD.d4 Retell a favorite text, including key details.	2.RL.e1 Use details to recount stories, including fables and folktales from diverse cultures.
K.RL.c1 With prompting and support sequence a set of events in a familiar story.	2.HD.d1 Retell a favorite text, including key details.	2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures.
K.RL.c2 With prompting and support identify the beginning, middle, and ending of a familiar story.	1.RL.e2 Use details to tell what happened in a story.	
K.RL.e1 Retell a familiar story (e.g., What was the story about?).	1.RL.e3 Retell the sequence of events in a story.	

Kindergarten students:	Grade 1 students:	Grade 2 students:
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
K.RL.d1 With prompting and support identify characters in a story.	1.RL.c3 Answer questions about the beginning, middle, and end of a story	2.RL.d2 Describe or select a description of a major event or problem in a story.
K.RL.d2 With prompting and support identify major events (e.g., problem or solution) in a story.	1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story .	2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story.
K.RL.f1 With prompting and support show how characters interacted in a story.	1.RL.d3 Identify and/or describe the characters from a story.	
K.RL.f2 With prompting and support identify a setting in a story.	1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.	
	1.RL.e1 Answer questions regarding key events of stories.	
	1.RL.f2 Identify and/or describe a setting in a story.	
	1.RL.f3 Describe feelings of characters.	

Craft and Structure

Kindergarten students:	Grade 1 students:	Grade 2 students:
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
K.RWL.a1 Ask questions about unknown words in a text.	1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.	No CCCs developed for this CCSS
K.RWL.a2 Answer questions about unknown words in a text.	1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.	
	1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.	
	1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.	

Kindergarten students:	Grade 1 students:	Grade 2 students:
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"	1.HD.g1 Read books to examine how certain genres are written.	2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story.
K.RL.g1 Recognize common types of text.	2.HD.g1 Read books to examine how to write certain genres.	2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story.
	1.RL.g1 Identify the purpose of storybooks and informational text.	2.RL.c5 Use signal words (e.g., *then, while, because, when, after-before, later*) to describe event sequence, actions, and interactions in a story.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
K.RL.c3 With prompting and support identify the author of a familiar story (*e.g., Show me the author, Show me who wrote the book*).	1.RL.f1 Identify who is telling the story in a text.	2.RL.f2 Identify different points of view different characters in a story. (e.g., who thinks it is a bad idea to play a joke on a friend?)
K.RL.c4 With prompting and support define the role of the author.		
K.RL.c5 With prompting and support, identify the illustrator.		
K.RL.c6 With prompting and support define the role of the illustrator.		

Kindergarten students:	Grade 1 students:	Grade 2 students:
Integration of Knowledge and Ideas		
7. 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).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
K.HD.e2 With prompting and support, identify illustrations to aid comprehension. K.RL.c7 With prompting and support identify the relationship between an illustration and the story.	1.HD.e3 Use text features to aid comprehension. 2.HD.e2 Use text features to aid comprehension. 1.RL.c1 Explain a key illustration in the story. 1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events. 2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events.	2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story. 2.RL.f1 Use information gained from illustrations to describe a elements within the setting. 2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted. 2.RL.f4 Use information gained from illustrations to describe a relationships between characters. (e.g., mother/daughter, love/hate)
8. Not applicable to literature	8. Not applicable to literature	8. Not applicable to literature
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.	1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories.	2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RLg2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.

Kindergarten students:	Grade 1 students:	Grade 2 students:
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"	1.HD.b1 Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes.	2.HD.b1 Choose information or narrative text or adapted text to read and reread, listen to, or view for leisure purposes.
K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.		
K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.		
1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.		

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	**1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**
3.RL.h1 Answer questions related to the relationship between characters , setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	**4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.**	**5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.**
3.RL.i2 Answer literal questions and refer to text to support your answer.	4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.	5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.
3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.	4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).	
2. 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.	**2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.**	**2. 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.**
3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text.	4.RL.i3 Use evidence from the text to summarize a story, poem or drama.	5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.
3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.	**4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.**	**5.RL.c2 Summarize a text from beginning to end in a few sentences.**
3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.		5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.		

Grade 3 students:	Grade 4 students:	Grade 5 students:
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**3. 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).**	**3. 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).**
3.RL.h2 Explain how characters actions contribute to the sequence of events/plot. 3.RL.l1 Describe a character's traits in a story using details from the text and illustrations. 3.RL.l2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. 3. RL.l3 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. 3.RL.l4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). 3.RL.m1 Analyze how a character's point of view influences a conflict within a text.	4.RL.h1 Answer questions related to the relationship between characters , setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). **4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.** 4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.	**5.RL.d1 Compare characters , settings, events within a story; provide or identify specific details in the text to support the comparison.** 5.RL.d2 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).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
3.RWL.k2 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.		5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.

Grade 3 students:	Grade 4 students:	Grade 5 students:
5. 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.	5. 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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph). 3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks acts/scenes instead of chapter).	4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph). 4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks acts/scenes instead of chapter).	5.RL.e1 Use signal words to identify common types of text structure within a text. 5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
3.RL.j4 Identify narrator or character's point of view. 3.RL.j5 Identify own point of view. 3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.	4.RL.m1 Determine the author's point of view (first- or third- person). 4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described. 5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed. 5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text. 5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Integration of Knowledge and Ideas		
7. 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).	7. 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.	7. 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).
3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations. 3.RL.m2 Use descriptive words and illustrations/visuals froma story read or viewed to explain the mood in a given part of the story.	4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions. 4.RL.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer. 4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.	5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. Not applicable to literature	8. Not applicable to literature	8. Not applicable to literature
9. 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).	9. 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.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
3.HD.h2 Compare two or more texts or adapted texts on the same topic or by the same author.	4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories myths, and traditional literature from different cultures. 4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. 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.	10. 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.	10. 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.
3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text.	4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text and adapted text.	5.HD.a1 Read or be read to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels. 5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.** **6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.** **6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.**	**1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** 7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. **7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.**	**1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.** 8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. **8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.** 8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
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. 6.RLc1 Select key details about a character and relate those details to a theme within the text. 6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details. **6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.**	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. 7.RL.i3 Determine the theme or central idea of a text. **7.RL.j1 Analyze the development of the theme or central idea over the course of the text.**	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. 8.RL.j1 Determine the theme or central idea of a text. **8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.** 8.RL.j3 Provide/create an objective summary of a text.

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.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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.
6.RL.b1 Describe how the plot unfolds in a story. 6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.	7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text). 7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	8.RL.j4 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. 8.RL.k1 Identify the use of literary techniques within a text. 8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.

Craft and Structure

4. 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.	*4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.*	**4.** 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.
6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrase. 7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 7.RWL.l1 Identify alliteration within text. 7.RWL.l2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.	8.RWL.k4 Identify and interpret an analogy within a text. 8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

Grade 6 students:	Grade 7 students:	Grade 8 students:
5. 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.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. 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.
6.RL.e1 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.	7.RL.l1 Examine how the structure of a poem or drama adds to its meaning.	8.RL.l1 Compare and contrast the structure of two or more texts.

8.RL.l2 Explain how language use contributes to the meaning of a poem or drama. |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text. | 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | 6. 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. |
| 6.RL.f1 Determine the narrative point of view.

6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation.

6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text. | 7.RL.m1 Compare and contrast the points of view of different characters in the same text.

8.RL.m1 Compare and contrast the points of view of different characters in the same text. | 8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. |

Integration of Knowledge and Ideas

Grade 6 students:	Grade 7 students:	Grade 8 students:
7. 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.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. 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.
6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.	7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums.

7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums. | 8.RL.m3 Compare and contrast content presented in text, media, and live performance. |
| 8. Not applicable to literature | 8. Not applicable to literature | 8. Not applicable to literature |

Grade 6 students:	Grade 7 students:	Grade 8 students:
9. 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.	9. 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.	9. 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.
6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.	7.RL.m4 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.	8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.

Range of Reading and Level of Text Complexity

Grade 6 students:	Grade 7 students:	Grade 8 students:
10. 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.	10. 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.	10. 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.
6.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels. 6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	7.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. 7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.	8.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. 8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.

Grade 9-10 students:	Grade 11-12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**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.**
910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	**1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.**
910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
	1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.
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.	**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.
910.RL.c1 Determine the theme or central idea of an adapted grade-appropriate text.	1112.RL.c1 Determine two or more themes or central ideas of an adapted grade appropriate text.
910.RL.c2 Determine how the theme develops.	1112.RL.c2 Determine how the theme develops.
910.RL.c3 Determine how key details support the development of the theme of an adapted grade appropriate text.	1112.RL.c3 Provide/create an objective summary of a text.
3. 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.	3. 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).
910.RL.c4 Identify character with multiple or conflicting motivations(i.e., a complex character).	1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.
910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.	1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Grade 9-10 students:	Grade 11-12 students:

Craft and Structure

Grade 9-10 students:	Grade 11-12 students:
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)..	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
5. 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.	**5. 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.**
910.RL.d1 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.	**1112.RL.d1 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.**
6. 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.	6. 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).
910.RL.e1 Compare and contrast works from different cultures with a common theme.	1112.RL.d2 Define satire, sarcasm, irony. 1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.

Integration of Knowledge and Ideas

Grade 9-10 students:	Grade 11-12 students:
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's "Landscape with the Fall of Icarus").	7. 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.)
910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.	1112.RL.e1 Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.

Grade 9-10 students:	**Grade 11-12 students:**

8. Not applicable to literature	8. Not applicable to literature
9. 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). 910.RL.f1 Analyze how an author draws on 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.	9. 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. 1112.RL.f1 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 (historical reflection, social, morals).

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. 10.a Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 910.HD.a1 910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums.	10. 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. 10.a Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 1112.HD.a1 1112.HD.e1 Independently read challenging grade appropriate texts or grade appropriate adapted texts. 1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.

CCSS Reading: Informational

This document is meant to be used in addition to the College and Career Readiness Standards for Literary and Informational Text. The Core Content Connectors (CCCs) were developed by National Center and State Consortium (NCSC). The CCCs aid in instructional decisions for students with severe cognitive disabilities so they can access the CCSS.

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Kindergartens:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
K.RI.d1 With prompting and support, answer questions about key details in a text.	1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.	2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
K.HD.d3 Discuss key details and main topic of a preferred text. K.RI.d2 With prompting and support identify the main topic. K.RI.d3 With prompting and support, retell/identify key details in a text.	1.HD.d5 Discuss key details and main topic of a preferred text. 1.RI.d2 Identify the main topic of an informational text. 1.RI.d3 Retell/identify key details in an informational text.	2.RI.d2 Identify the main topic of a multi-paragraph informational text. 2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.	1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.	2.RI.f2 Identify the sequence of events in an informational text. 2.RI.f3 Identify the steps in a process in an informational text. 2.RI.f4 Identify the cause and effect relationships in an informational text.

Kindergartens:	Grade 1 students:	Grade 2 students:
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
K.RWL.a1 Ask questions about unknown words in a text. K.RWL.a2 Answer questions about unknown words in a text.	1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text. 1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text. 1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.	
5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
K.RI.b2 Distinguish front of book from back of book. K.RI.b3 Identify the title of an informational text or the title page. K.RL.b2 Distinguish front of book from back of book. K.RL.b3 Identify the title of a story or poem or the title page.	1.HD.e2 Identify text features to aid comprehension. 1.HD.e3 Use text features to aid comprehension. 2.HD.e1 Identify text features to aid comprehension. 2.HD.e2 Use text features to aid comprehension. 1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.	2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
K.RI.g1 Identify the author's purpose in an informational text.	1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.

Kindergartens:	Grade 1 students:	Grade 2 students:
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text. K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas. 2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas.	2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.	1. RI.g1 Identify the facts and details an author gives to support points in a text.	2. RI.g2 Identify the facts and details an author gives to support points in a text. 2.RI.g3 Describe how facts and details support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).	1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.

Kindergartens:	Grade 1 students:	Grade 2 students:
Range of Reading and Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding.
K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes. K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed 1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.	1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).	2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes. 2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). 2.HD.d4 Discuss key details and main topic of a preferred text.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly. 4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.	5.RI.c2 Quote accurately from a text when explaining what the text says explicitly. 5.RI.c3 Quote accurately from a text to support inferences.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	**2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	**2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**
3.RI.i2 Determine the main idea of text read, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. **3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.** 3.RI.n1 Identify facts that an author uses to support a specific point or opinion.	**4.RI.i3 Determine the main idea of an informational text.** 4.RI.i4 Identify supporting details of an informational text.	**5.RI.c4 Determine the main idea, and identify key details to support the main idea.** 5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.

Grade 3 students:	Grade 4 students:	Grade 5 students:
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.
		5.RI.d2 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.
		5.RI.d3 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.

Craft and Structure

Grade 3 students:	Grade 4 students:	Grade 5 students:
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Grade 3 students:	Grade 4 students:	Grade 5 students:
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**
3.RI.h1 Identify the purpose of a variety of text features. 3.RI.h2 Use text features(keywords, glossary) to locate information relevant to a given topic or question. 3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. 4.RI.h1 Use text features(keywords, glossary) to locate information relevant to a given topic or question. 4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. 5.RI.b3 Use search tools or text features as a means of locating relevant information.	4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g, description, problem/solution, time/order, compare/contrast, cause/effect, directions. 4.RI.j2 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. 4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.	5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result) 5.RI.b2 Use signal word to identify common types of text structure. **5.RI.d5 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.**
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view.
3.RI.k1 Identify the author's purpose in an informational text. 3.RI.k2 Identify own point of view about a topic. 3.RI.k3 Compare their own point of view to that of the author.	4.RI.k1 Determine if information in a text is firsthand or secondhand. 4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.	5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions. 3.RI.l1 Identify information learned from illustrations and information learned from the words in an informational text . 3.RI.l2 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). 3.RI.l3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas. 4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.	**4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.** 4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears. **4.RI.l1 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.**	5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. 5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	**8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**
3.RI.j1 Identify signal words that help determine what the text structure is in an informational text. 3.RI.j2 Describe the connection between sentences and paragraphs in a text.	4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts. 4. RI.k5 Identify reasons that the author uses to support ideas in an informational text. 4. RI.n1 Identify facts that an author uses to support a specific point or opinion.	**5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.** 5.RI.e3. Identify reasons and evidence that support an author's point(s) in a text. 5.RI.g1 Identify the author's stated thesis/claim/opinion. 5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**

9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
3.HD.h2 Compare two or more texts on the same topic or by the same author. 3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.	4.HD.h2 Report out about two or more texts on the same self-selected topic. 4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?). 5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion .

Range of Reading and Level of Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
		5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction and nonfiction novels. 5.RI.a1 Use a variety of strategies(e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**
6.RI.d2 Use textual evidence to support inferences.	**7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.**	**8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.** 8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	7.RI.j2 Determine the central idea of a text. 7.RI.j3 Analyze the development of the central idea over the course of the text. 7.RI.j4 Provide/create an objective summary of a text.	8.RI.j3 Determine two or more central ideas in a text. 8.RI.j4 Analyze the development of the central ideas over the course of the text. 8.RI.j5 Provide/create an objective summary of a text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
6.RI.g1 Identify key individuals, events, or ideas in a text. 6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text. 6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text. 6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	7.RI.j5 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).	8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Grade 6 students:	Grade 7 students:	Grade 8 students:
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 7.RWL.l3 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.	8.RWL.k4 Identify and interpret an analogy within a text. 8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 8.RWL.l1 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
No CCCs developed for this CCSS at this grade	7.RI.i1 Use signal words as a means of locating information. 7.RI.i3 Outline a given text to show how ideas build upon one another. 7.RI.k1 Determine the structure of a text. 7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.	8.RI.i1 Use signal words as a means of locating information. 8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph. 8.RI.k1 Determine the structure of a text. 8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.	No CCCs developed for this CCSS at this grade	8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author

acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words. **6.RI.b4 Summarize information gained from a variety of sources including media or texts.** 6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?)	No CCCs developed for this CCSS at this grade	No CCCs developed for this CCSS at this grade
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	*8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*
6.RI.g5 Identify an argument or claim that the author makes. 6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence. 6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.	7.RI.k3 Identify an argument or claim that the author makes. 7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence. 7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.	8.RI.k4 Identify an argument or claim that the author makes. 8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.

Grade 6 students:	Grade 7 students:	Grade 8 students:
9. 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).	**9. 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.**	9. 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.
6.RI.e3 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).	**7.RI.l1 Compare/contrast how two or more authors write about the same topic.** 7.RI.l2 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. 7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.	8.RI.l1 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.

Range of Reading and Level of Text Complexity		
10. 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.	10. 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.	10. 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.
6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels. 6.RI.a1 Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts.	7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. 7.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.	8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. 8.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts.

Grade 9-10 students:	Grade 11-12 students:

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**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.**
910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries.	**1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.**
910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.	1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.
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.	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.
910.RI.b3 Determine the central idea of a text.	1112.RI.b3 Determine two or more central ideas of a text.
910.RI.b4 Determine how the central idea develops.	1112.RI.b4 Determine how the central ideas develop.
910.RI.b5 Determine how key details support the development of the central idea of a text.	1112.RI.b5 Determine how key details support the development of the central idea of a text.
910.RI.b6 Provide/create an objective summary of a text.	1112.RI.b6 Provide/create an objective summary of a text.
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.	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.
910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.	1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.
910.RI.c2 Identify connections between key points.	1112.RI.c2 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.

Grade 9-10 students:	Grade 11-12 students:
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.	1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
5. 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).	5. 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.
910.RI.c3 Analyze in detail how an author's ideas or claims are developed. 910.RI.c4 Identify key sentences or paragraphs that support claims.	1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument. 1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.
6. 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.	**6. 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.**
910.RI.c5 Determine the author's point of view or purpose in a text. 910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose. 910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.	**1112.RI.d1 Determine the author's point of view or purpose in a text.** 1112.RI.d2 Determine what arguments the author makes. 1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness, or beauty of the text. *1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.*

Grade 9-10 students:	Grade 11-12 students:
Integration of Knowledge and Ideas	
7. 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.	**7. 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.**
910.RI.e1 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.	**1112.RI.e1 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.**
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
910.RI.d1 Identify claims and arguments made by the author.	1112.RI.d4 Identify claims made by the author as being fact or opinion.
910.RI.d2 Delineate/trace the authors argument and specific claims.	1112.RI.d5 Distinguish reliable sources from non reliable.
910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.	1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.
910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.	1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.
910.RI.f2 Assess the validity of the arguments across texts on related topics.	1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.

Grade 9-10 students:	Grade 11-12 students:
9. 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.	9. 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.
910.RI.e2 Identify central ideas and concepts in 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). 910.RI.e3 Analyze how 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), address similar central ideas.	1112.RI.e2 identify central ideas and concepts in 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). 1112.RI.e3 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‖), address similar central ideas.

Range of Reading and Level of Text Complexity

10. 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.	10 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.
910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 910.HD.e1 Read challenging grade appropriate texts. 910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.	1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 1112.HD.e1 Independently read challenging grade appropriate texts. 1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.