

PC-CCSS Grade 2 Reading Standards

Literature [RL]

A. Key Ideas and Details

- LIT 1: [1] Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- LIT 2: [2] Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- LIT 3: [3] Describe how characters in a story respond to major events and challenges.

B. Craft and Structure

- LIT 4: [4] Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- LIT 5: [5] Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- LIT 6: [6] Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

C. Integration of Knowledge and Ideas

- LIT 7: [7] Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- LIT 8: [9] Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Informational Text [RI]

A. Key Ideas and Details

- INF 9: [1] Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- INF 10: [2] Identify the main topic of a multi-paragraph text as well as focus of specific paragraphs within text.
- INF 11: [3] Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

B. Craft and Structure

- INF 12: [4] Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- INF 13: [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.
- INF 14: [6] Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

C. Integration of Knowledge and Ideas

- INF 15: [7] Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- INF 16: [8] Describe how reasons support specific points the author makes in a text.
- INF 17: [9] Compare and contrast the most important points presented by two texts on the same topic.

Foundational Skills [RF]

A. Phonics and Word Recognition

- FOU 18: [3] Know and apply grade-level phonics and word analysis skills in decoding words. (long and short vowels, vowel teams, 2-syllable w/ long vowels, common prefixes, suffixes, inconsistent commonly spelled, irregular words)

Language [L]

A. Vocabulary Acquisition and Use

- VOC 19: [4] Determine word meanings of unknown or multiple-meaning words and phrases through the use of one or more strategies. (context clue, word parts, compound words, glossaries or dictionaries)
- VOC 20: [5] Understand word relationships and nuances. (real-life connections, shades of meaning in verbs and adjectives).

PC-CCSS Grade 3 Reading Standards

Literature [RL]

A. Key Ideas and Details

LIT 1: [1] Demonstrate understanding of a text, referring to the text as a basis for the answers.

LIT 2: [2] Use key details in stories from diverse cultures (fables, folktales, myths) to determine central message, lesson, or moral.

LIT 3: [3] Describe characters in a story (traits, motivations, or feelings) and explain how they contribute to the sequence of events.

B. Craft and Structure

LIT 4: [4] Determine the meaning of words and phrases, distinguishing literal from non-literal language.

LIT 5: [5] Describe how successive parts of stories, dramas, poems, (chapter, scene, and stanza) build on earlier sections.

LIT 6: [6] Distinguish their own point of view from that of the narrator or characters.

C. Integration of Knowledge and Ideas

LIT 7: [7] Explain how aspects of a text's illustrations contribute to what is conveyed by the words (mood, character, setting).

LIT 8: [9]. Compare and contrast themes, setting, plots of stories written by the same author about the same or similar characters (books in a series).

Informational Text [RI]

A. Key Ideas and Details

INF 9: [1] Demonstrate understanding of a text, explicitly referring to the text as the basis for the answers.

INF 10: [2] Determine the main idea of a text, recount key details, and explain how they supported the main idea.

INF 11: [3] Describe the relationships between historical events, scientific ideas, or concepts, or steps using language that pertains to time, sequence, and cause/effect.

B. Craft and Structure

INF 12: [4] Determine the meaning of general academic and domain-specific words and phrases in a text.

INF 13: [5] Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic.

INF 14: [6] Distinguish their own point of view from that of the author of a text.

C. Integration of Knowledge and Ideas

INF 15: [7] Use information from illustrations (maps, photos) and words to demonstrate understanding of the text (where, when, why, and how key events occur).

INF 16: [8] Describe the logical connection between particular paragraphs and sentences in a text (comparison, cause/effect, first, second, third in a sequence).

INF 17: [9] Compare and contrast most important points and key details presented in two texts on the same topic.

Foundational Skills [RF]

A. Phonics and Word Recognition

FOU 18: [3] Know and apply grade-level phonics and word analysis skills in decoding words. (common prefixes, suffixes, multi-syllable, irregular spelled words)

Language [L]

A. Vocabulary Acquisition and Use

VOC 19: [4] Determine word meanings of unknown or multiple-meaning words and phrases through the use of one or more strategies. (context clue, word parts, glossaries or dictionaries)

VOC 20: [5] Understand word relationships.(literal and non-literal meanings, real-life connections, shades of meaning).

PC-CCSS GRADE 4 READING STANDARDS

Literature [RL]

A. Key Ideas and Details

LIT 1: [1] Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LIT 2: [2] Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LIT 3: [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).

B. Craft and Structure

LIT 4: [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).

LIT 5: [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, settings, descriptions, dialogue, stage directions) ~~when writing or speaking about a text.~~

LIT 6: [6] Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

C. Integration of Knowledge and Ideas

LIT 7: [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.

LIT 8: [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.

Informational Text [RI]

A. Key Ideas and Details

INF 9: [1] Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INF 10: [2] Determine the main idea of a text and explain how it is supported by key details; summarize the text.

INF 11: [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.

B. Craft and Structure

INF 12: [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.

INF 13: [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.

INF 14: [6] Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

C. Integration of Knowledge and Ideas

INF 15: [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.

INF 16: [8] Explain how an author uses reasons and evidence to support particular points in a text.

INF 17: [9] Integrate information from two texts on the same topic.

Foundational Skills (RF)

A. Phonics and Word Recognition

FOU 18: [3] Know and apply grade-level phonics and word analysis skills in decoding words. (all letter-sound correspondences, syllabication patterns, roots and affixes)

Language: (L)

A. Vocabulary Acquisition and Use

VOC 19: [4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (definitions, examples, or restatements in text; Greek and Latin affixes and roots; reference materials).

VOC 20: [5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (simple similes and metaphors in context; common idioms, adages, and proverbs; antonyms, synonyms).

PC-CCSS GRADE 5 READING STANDARDS

Literature [RL]

A. Key Ideas and Details

- LIT 1: [1] Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- LIT 2: [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 text.
- LIT 3: [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).

B. Craft and Structure

- LIT 4: [4] Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- LIT 5: [5] Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LIT 6: [6] Describe how a narrator's or speaker's point of view influences how events are described.

C. Integration of Knowledge and Ideas

- LIT 7: [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).
- LIT 8: [9] Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Informational Text [RI]

A. Key Ideas and Details

- INF 9: [1] Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- INF 10: [2] Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- INF 11: [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.

B. Craft and Structure

- INF 12: [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.
- INF 13: [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.
- INF 14: [6] Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

C. Integration of Knowledge and Ideas

- INF 15: [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.
- INF 16: [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).
- INF 17: [9] Integrate information from several texts on the same topic.

Foundational Skills (RF)

A. Phonics and Word Recognition

- FOU 18: [3] Know and apply grade-level phonics and word analysis skills in decoding words. (all letter-sound correspondences, syllabication patterns, roots and affixes)

Language: (L)

A. Vocabulary Acquisition and Use

- VOC 19: [4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (context, cause/effect relationships and comparisons in text; Greek and Latin affixes and roots; reference materials)
- VOC 20: [5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Interpret similes and metaphors, in context.; common idioms, adages, and proverbs; synonyms, antonyms, homographs).

PC-CCSS GRADE 6 READING STANDARDS**Literature [RL]***A. Key Ideas and Details*

LIT 1: [1] Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LIT 2: [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.

LIT 3: [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.

B. Craft and Structure

LIT 4: [4] 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.

LIT 5: [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.

LIT 6: [6] Explain how an author develops the point of view of the narrator or speaker in a text.

C. Integration of Knowledge and Ideas

LIT 7: [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.

LIT 8: [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.

Informational Text [RI]*A. Key Ideas and Details*

INF 9: [1] Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INF 10: [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.

INF 11: [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).

B. Craft and Structure

INF 12: [4] Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

INF 13: [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.

INF 14: [6] Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

C. Integration of Knowledge and Ideas

INF 15: [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.

INF 16: [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.

INF 17: [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).

Language: (L)*A. Vocabulary Acquisition and Use*

VOC 18: [4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (context, cause/effect relationships and comparisons in text; Greek and Latin affixes and roots; reference materials)

VOC 19: [5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Interpret figures of speech in context.; relationship between words, connotations of words with similar denotations.)

PC-CCSS GRADE 7 READING STANDARDS

Literature [RL]

A. Key Ideas and Details

LIT 1: [1] Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LIT 2: [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.

LIT 3: [3] Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

B. Craft and Structure

LIT 4: [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 on a specific verse or stanza of a poem or section of a story or drama.

LIT 5: [5] Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

LIT 6: [6] Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

C. Integration of Knowledge and Ideas

LIT 7: [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).

LIT 8: [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.

Informational Text [RI]

A. Key Ideas and Details

INF 9: [1] Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INF 10: [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.

INF 11: [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).

B. Craft and Structure

INF 12: [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.

INF 13: [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.

INF 14: [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.

C. Integration of Knowledge and Ideas

INF 15: [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., delivery, impact of the words).

INF 16: [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.

INF 17: [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.

Language: (L)

A. Vocabulary Acquisition and Use

VOC 18: [4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (context, cause/effect relationships and comparisons in text; Greek and Latin affixes and roots; reference materials)

VOC 19: [5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Interpret figures of speech in context.; relationship between words, connotations of words with similar denotations.)

PC-CCSS GRADE 8 READING STANDARDS

Literature [RL]

A. Key Ideas and Details

LIT 1: [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.

LIT 2: [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.

LIT 3: [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.

B. Craft and Structure

LIT 4: [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.

LIT 5: [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.

LIT 6: [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.

C. Integration of Knowledge and Ideas

LIT 7: [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.

LIT 8: [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.

Informational Text [RI]

A. Key Ideas and Details

INF 9: [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.

INF 10: [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.

INF 11: [3] Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

B. Craft and Structure

INF 12: [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.

INF 13: [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.

INF 14: [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.

C. Integration of Knowledge and Ideas

INF 15: [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.

INF 16: [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.

INF 17: [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.

Language: (L)

A. Vocabulary Acquisition and Use

VOC 18: [4] Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (context, cause/effect relationships and comparisons in text; Greek and Latin affixes and roots; reference materials)

VOC 19: [5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Interpret figures of speech in context.; relationship between words, connotations of words with similar denotations.)

PC-CCSS GRADE 9/10 READING STANDARDS

Literature [RL]*

A. Key Ideas and Details

- LIT 1: [1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LIT 2: [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.
- LIT 3: [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.

B. Craft and Structure

- LIT 4: [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).
- LIT 5: [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.
- LIT 6: [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.

Informational Text [RI]

A. Key Ideas and Details

- INF 7: [1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- INF 8: [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.
- INF 9: [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.

B. Craft and Structure

- INF 10: [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).
- INF 11: [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).
- INF 12: [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.

C. Integration of Knowledge and Ideas

- INF 13: [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.
- INF 14: [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.
- INF 15: [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.

Language: (L)

A. Vocabulary Acquisition and Use

- VOC 16: [4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 9-10 reading and content*, choosing flexibly from a range of strategies.
- VOC 17: [5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

***Integration of Knowledge and Ideas** in Literature is to be applied to in-class instruction

PC-CCSS GRADE 11/12 READING STANDARDS

Literature [RL]

A. Key Ideas and Details

- LIT 1: [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 matter uncertain.
- LIT 2: [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.
- LIT 3: [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.)

B. Craft and Structure

- LIT 4: [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.)
- LIT 5: [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.
- LIT 6: [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).

C. Integration of Knowledge and Ideas

- LIT 7: [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.)

Informational Text [RI]

A. Key Ideas and Details

- INF 8: [1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- INF 9: [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.
- INF 10: [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.

B. Craft and Structure

- INF 11: [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).
- INF 12: [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).
- INF 13: [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.

C. Integration of Knowledge and Ideas

- INF 14: [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.
- INF 15: [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.
- INF 16: [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.

Language: (L)

A. Vocabulary Acquisition and Use

- VOC17: [4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 9-10 reading and content*, choosing flexibly from a range of strategies.
- VOC 18 : [5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.