

PRO-Core Grade 2 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.2.1] Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2 [RL.2.2] Analyze literary text development. a) Determine the lesson or moral. b) Retell stories, including fables and folktales from diverse cultures.
- 3 [RL.2.3] Describe how characters in a story respond to major events and challenges.
- 4 [RL.2.4] Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 5 [RL.2.5] Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 6 [RL.2.6] Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.
- 7 [RL.2.7] Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 8 [RL.2.9] Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Reading Informational Text [INF]

- 9 [RI.2.1] Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 10 [RI.2.2] Analyze informational text development. a) Identify the main topic of a multi-paragraph text. b) Identify the focus of specific paragraphs within the text.
- 11 [RI.2.3] Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 12 [RI.2.4] Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 13 [RI.2.5] 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.
- 14 [RI.2.6] Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 15 [RI.2.7] Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 16 [RI.2.8] Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
- 17 [RI.2.9] Compare and contrast the most important points presented by two texts on the same topic.

Foundational Skills [FOU]

- 18 [RF.2.3] Know and apply grade-level phonics and word analysis skills in decoding words.
 - a) Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b) Know spelling-sound correspondences for additional common vowel teams. c) Decode regularly spelled two-syllable words with long vowels. d) Decode words with common



prefixes and suffixes. e) Identify words with inconsistent but common spelling-sound correspondences. f) Recognize and read grade-appropriate irregularly spelled words.

Language [VOC]

- 19 [L.2.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Determine the meaning of the new word formed when a known prefix is added to a known word. c) Use a known root word as a clue to the meaning of an unknown word with the same root. d) Use knowledge of the meaning of individual words to predict the meaning of compound words. e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 20 [L.2.5] Demonstrate understanding of word relationships and nuances in word meanings. a) Identify real-life connections between words and their use. b) Distinguish shades of meaning among closely related and closely related adjectives.

PRO-Core Grade 3 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.3.1] Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 2 [RL.3.2] Analyze literary text development. a) Determine a theme and explain how it is conveyed through key details in the text. b) Retell stories, including fables, folktales, and myths from diverse cultures.
- 3 [RL.3.3] Describe characters in a story (traits, motivations, or feelings) and explain how they contribute to the sequence of events.
- 4 [RL.3.4] Determine the meaning of words and phrases, distinguishing literal from non-literal language.
- 5 [RL.3.5] 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.
- 6 [RL.3.6] Describe the difference between points of view in texts, particularly first- and third-person narration.
- 7 [RL.3.7] Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).
- 8 [RL.3.9] Compare and contrast themes, setting, plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading Informational Text [INF]

- 9 [RI.3.1] Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 10 [RI.3.2] Analyze informational text development. a) Determine the main idea of a text. b) Retell the key details and explain how they support the main idea.
- 11 [RI.3.3] 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.
- 12 [RI.3.4] Determine the meaning of general academic and domain-specific words and phrases in a text.
- 13 [RI.3.5] Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic.
- 14 [RI.3.6] Distinguish their own point of view from that of the author of a text.
- 15 [RI.3.7] Use information from illustrations (maps, photos) and words to demonstrate understanding of the text (where, when, why, and how key events occur).
- 16 [RI.3.8] Describe the relationships between the evidence and points an author uses throughout a text.
- 17 [RI.3.9] Compare and contrast most important points and key details presented in two texts on the same topic.

Language [VOC]

- 18 [L.3.4] Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. b)

Determine the meaning of the new word formed when a known affix is added to a known word. c) Use a known root word as a clue to the meaning of an unknown word with the same root. d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

19 [L.3.5] Demonstrate understanding of word relationships and nuances in word meanings.

a) Distinguish the literal and nonliteral meanings of words and phrases in context. b) Identify real-life connections between words and their use. c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

PRO-Core Grade 4 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.4.1] Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 2 [RL.4.2] Analyze literary text development. a) Determine a theme of a story, drama, or poem from details in the text. b) Summarize the text, incorporating a theme determined from details in the text.
- 3 [RL.4.3] 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).
- 4 [RL.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).
- 5 [RL.4.5] 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).
- 6 [RL.4.6] Explain the differences in the point(s) of view in a text and different perspectives of the characters.
- 7 [RL.4.7] 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.
- 8 [RL.4.9] 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.

Reading Informational Text [INF]

- 9 [RI.4.1] Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 10 [RI.4.2] Analyze informational text development. a) Determine the main idea of a text and explain how it is supported by key details. b) Provide a summary of the text that includes the main idea and key details, as well as other important information.
- 11 [RI.4.3] 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.
- 12 [RI.4.4] Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 13 [RI.4.5] 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.
- 14 [RI.4.6] Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 15 [RI.4.7] 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.
- 16 [RI.4.8] Explain how an author uses evidence to support particular points in a text.
- 17 [RI.4.9] Integrate information from two texts on the same topic.

Language [VOC]

- 18 [L.4.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 19 [L.4.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b) Recognize and explain the meaning of common idioms, adages, and proverbs. c) Demonstrate understanding of words by relating them to their antonyms and synonyms.

PRO-Core Grade 5 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.5.1] Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 2 [RL.5.2] Analyze literary text development. a) 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. b) Summarize the text, incorporating a theme determined from details in the text.
- 3 [RL.5.3] 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).
- 4 [RL.5.4] Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.
- 5 [RL.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.
- 6 [RL.5.6] Describe how a narrator's or speaker's point of view influences how events are described.
- 7 [RL.5.7] 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).
- 8 [RL.5.9] Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading Informational Text [INF]

- 9 [RI.5.1] Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 10 [RI.5.2] Analyze informational text development. a) Determine the main ideas of a text and explain how they are supported by key details. b) Provide a summary of the text that includes the main ideas and key details, as well as other important information.
- 11 [RI.5.3] 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.
- 12 [RI.5.4] Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 13 [RI.5.5] 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.
- 14 [RI.5.6] Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 15 [RI.5.7] 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.
- 16 [RI.5.8] Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.
- 17 [RI.5.9] Integrate information from several texts on the same topic.

Language [VOC]

- 18 [L.5.4] 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. a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 19 [L.5.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figurative language, including similes and metaphors, in context. b) Recognize and explain the meaning of common idioms, adages, and proverbs. c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

PRO-Core Grade 6 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.6.1] Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 [RL.6.2] Analyze literary text development. a) Determine a theme of a text and how it is conveyed through particular details. b) Incorporate a theme and story details into an objective summary of the text.
- 3 [RL.6.3] 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.
- 4 [RL.6.4] 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.
- 5 [RL.6.5] 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.
- 6 [RL.6.6] Explain how an author develops the point of view of the narrator or speaker in a text.
- 7 [RL.6.7] 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.
- 8 [RL.6.9] 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.

Reading Informational Text [INF]

- 9 [RI.6.1] Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Cite specific textual evidence to support analysis of primary and secondary sources. • Cite specific textual evidence to support analysis of science and technical texts.
- 10 [RI.6.2] Analyze informational text development. a) Determine a central idea of a text and how it is conveyed through particular details. b) Provide an objective summary of the text that includes the central idea and relevant details. • Analyze content area-specific text development. a) Determine the central ideas or information of a primary or secondary source. b) Provide an accurate and objective summary that includes the central ideas of the source. • a) Determine central ideas or conclusions of a text. b) Provide an accurate and objective summary that includes the central ideas or conclusions of the text.
- 11 [RI.6.3] Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • Identify key steps in a text's description of a process related to history/social studies. • Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- 12 [RI.6.4] Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 13 [RI.6.5] 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. • Describe how

- a text presents information (e.g., sequentially, comparatively, causally). • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 14 [RI.6.6] Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. connotative, and technical meanings. • Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- 15 [RI.6.7] 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. • Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 16 [RI.6.8] 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. • Distinguish among fact, opinion, and reasoned judgment in a text. • Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 17 [RI.6.9] 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). • Analyze the relationship between a primary and secondary source on the same topic. • Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Language [VOC]

- 18 [L.6.4] 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. a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 6 texts and topics.
- 19 [L.6.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings a) Interpret figures of speech (e.g., personification) in context. b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).

PRO-Core Grade 7 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.7.1] Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 [RL.7.2] Analyze literary text development. a) Determine a theme of a text and analyze its development over the course of the text. b) Incorporate the development of a theme and other story details into an objective summary of the text.
- 3 [RL.7.3] Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 4 [RL.7.4] Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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.
- 5 [RL.7.5] Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 6 [RL.7.6] Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7 [RL.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).
- 8 [RL.7.9] 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.

Reading Informational Text [INF]

- 9 [RI.7.1] Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Cite specific textual evidence to support analysis of primary and secondary sources. • Cite specific textual evidence to support analysis of science and technical texts.
- 10 [RI.7.2] Analyze informational text development. a) Determine two or more central ideas in a text and analyze their development over the course of the text. b) Provide an objective summary of the text that includes the central ideas and their development. • Analyze content area-specific text development. a) Determine the central ideas or information of a primary or secondary source. b) Provide an accurate and objective summary that includes the central ideas of the source. • Analyze content area-specific text development. a) Determine central ideas or conclusions of a text. b) Provide an accurate and objective summary that includes the central ideas or conclusions of the text.
- 11 [RI.7.3] 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). • Identify key steps in a text's description of a process related to history/social studies. • Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- 12 [RI.7.4] 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.
- 13 [RI.7.5] 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. • Describe how a text presents information (e.g., sequentially, comparatively, causally). • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 14 [RI.7.6] Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others. • Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- 15 [RI.7.7] 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). • Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 16 [RI.7.8] 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. • Distinguish among fact, opinion, and reasoned judgment in a text. • Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 17 [RI.7.9] 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. • Analyze the relationship between a primary and secondary source on the same topic. • Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Language [VOC]

- 18 [L.7.4] 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. a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 7 texts and topics.

19 [L.7.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

PRO-Core Grade 8 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.8.1] Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 [RL.8.2] Analyze literary text. a) Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b) Incorporate a theme and its relationship to other story elements into an objective summary of the text.
- 3 [RL.8.3] 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.
- 4 [RL.8.4] 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.
- 5 [RL.8.5] 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.8.6] 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.
- 7 [RL.8.7] 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.
- 8 [RL.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.

Reading Informational Text [INF]

- 9 [RI.8.1] Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Cite specific textual evidence to support analysis of primary and secondary sources. • Cite specific textual evidence to support analysis of science and technical texts.
- 10 [RI.8.2] Analyze informational text development. a) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b) Incorporate central ideas and their relationships into an objective summary of the text. • Analyze content area-specific text development. a) Determine the central ideas or information of a primary or secondary source. b) Provide an accurate and objective summary that includes the central ideas of the source. • a) Determine central ideas or conclusions of a text. b) Provide an accurate and objective summary that includes the central ideas or conclusions of the text.
- 11 [RI.8.3] Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). • Identify key steps in a text’s description of a process related to history/social studies. • Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- 12 [RI.8.4] 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.
- 13 [RI.8.5] 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. • Describe how a text presents information (e.g., sequentially, comparatively, causally). • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 14 [RI.8.6] 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. • Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- 15 [RI.8.7] Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. • Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 16 [RI.8.8] 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. • Distinguish among fact, opinion, and reasoned judgment in a text. • Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 17 [RI.8.9] 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. • Analyze the relationship between a primary and secondary source on the same topic. • Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Language [VOC]

- 18 [L.8.4] 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. a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

19 [L.8.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. disagree on matters of fact or interpretation. a) Interpret figures of speech (e.g. verbal irony, puns) in context. b) Use the relationship between particular words to better understand each of the words. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

PRO-Core Grade 9 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.9.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 [RL.9.2] Analyze literary text development. a) Determine a theme 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. b) Provide an objective summary of the text that includes the theme and relevant story elements.
- 3 [RL.9.3] 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.
- 4 [RL.9.4] 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).
- 5 [RL.9.5] 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.
- 6 [RL.9.6] Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 7 [RL.9.7] 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).
- 8 [RL.9.9] Analyze how an author alludes to 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).

Reading Informational Text [INF]

- 9 [RI.9.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- 10 [RI.9.2] Analyze informational text development. a) 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. b) Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. • Analyze content area-specific text development. a) Determine the central ideas or information of a primary or secondary source. b) Provide an accurate and objective summary of how key events or central ideas develop over the course of the text. • Analyze content area-specific text development. a) Determine the central ideas or conclusions of a text. b) Provide an accurate and objective summary of the central ideas of the text that traces the text's explanation or depiction of a complex process, phenomenon, or concept.

- 11 [RI.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. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- 12 [RI.9.4] 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).
- 13 [RI.9.5] 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). • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- 14 [RI.9.6] Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. • Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- 15 [RI.9.7] 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. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- 16 [RI.9.8] 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. • Assess the extent to which the reasoning and evidence in a text support the author’s claims. • Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
- 17 [RI.9.9] 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. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Language [VOC]

- 18 [L.9.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of

strategies. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 9 texts and topics.

- 19 [L.9.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b) Analyze nuances in the meaning of words with similar denotations.

PRO-Core Grade 10 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.10.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 [RL.10.2] Analyze literary text development. a) Determine a theme 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. b) Provide an objective summary of the text that includes the theme and relevant story elements.
- 3 [RL.10.3] 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.
- 4 [RL.10.4] 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).
- 5 [RL.10.5] 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.
- 6 [RL.10.6] Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 7 [RL.10.7] 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).
- 8 [RL.10.9] Analyze how an author alludes to 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).

Reading Informational Text [INF]

- 9 [RI.10.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- 10 [RI.10.2] Analyze informational text development. a) 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. b) Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. • Analyze content area-specific text development. a) Determine the central ideas or information of a primary or secondary source. b) Provide an accurate and objective summary of how key events or central ideas develop over the course of the text. • Analyze content area-specific text development. a) Determine the central ideas or conclusions of a text. b) Provide an accurate and objective summary of the central ideas of the text that traces the text's explanation or depiction of a complex process, phenomenon, or concept.

- 11 [RI.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. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- 12 [RI.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).
- 13 [RI.10.5] 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). • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- 14 [RI.10.6] Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. • Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- 15 [RI.10.7] 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. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- 16 [RI.10.8] 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. • Assess the extent to which the reasoning and evidence in a text support the author’s claims. • Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
- 17 [RI.10.9] 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. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Language [VOC]

- 18 [L.10.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of

- strategies. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 10 texts and topics.
- 19 [L.10.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b) Analyze nuances in the meaning of words with similar denotations.

PRO-Core Grade 11 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.11.1] 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.
- 2 [RL.11.2] Analyze literary text development. a) Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b) Produce a thorough analysis of the text.
- 3 [RL.11.3] 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.)
- 4 [RL.11.4] Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
- 5 [RL.11.5] 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.
- 6 [RL.11.6] 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) and evaluate the impact of these literary devices on the content and style of the text.
- 7 [RL.11.7] 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.
- 8 [RL.11.9] Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.

Reading Informational Text [INF]

- 9 [RI.11.1] 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. • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 10 [RI.11.2] Analyze informational text development. a) 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. b) Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. • Analyze content area-specific text development. a) Determine the central ideas or information of a primary or secondary source. b) Provide an accurate and objective summary that makes clear the relationships among the central ideas and key details. • Analyze content area-specific text

- development. a) Determine the central ideas or conclusions of a text. b) Provide an objective summary of the central ideas of the text, paraphrasing complex concepts, processes, or information presented in simpler but still accurate terms.
- 11 [RI.11.3] 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. • Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- 12 [RI.11.4] 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).
- 13 [RI.11.5] 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. • Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. • Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- 14 [RI.11.6] Determine an author's perspective 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. • Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- 15 [RI.11.7] 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. • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 16 [RI.11.8] Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). • Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 17 [RI.11.9] 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. • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent



understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Language [VOC]

- 18 [L.11.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 11 texts and topics.
- 19 [L.11.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b) Analyze nuances in the meaning of words with similar denotations.

PRO-Core Grade 12 ELA/Reading Standards

Reading Literary Text [LIT]

- 1 [RL.12.1] 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.
- 2 [RL.12.2] Analyze literary text development. a) Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b) Produce a thorough analysis of the text.
- 3 [RL.12.3] 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.)
- 4 [RL.12.4] Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
- 5 [RL.12.5] 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.
- 6 [RL.12.6] 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) and evaluate the impact of these literary devices on the content and style of the text.
- 7 [RL.12.7] 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.
- 8 [RL.12.9] Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.

Reading Informational Text [INF]

- 9 [RI.12.1] 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. • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 10 [RI.12.2] Analyze informational text development. a) 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. b) Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. • Analyze content area-specific text development. a) Determine the central ideas or information of a primary or secondary source. b) Provide an accurate and objective summary that makes clear the relationships among the central ideas and key details. • Analyze content area-specific text

- development. a) Determine the central ideas or conclusions of a text. b) Provide an objective summary of the central ideas of the text, paraphrasing complex concepts, processes, or information presented in simpler but still accurate terms.
- 11 [RI.12.3] 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. • Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- 12 [RI.12.4] 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).
- 13 [RI.12.5] 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. • Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. • Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- 14 [RI.12.6] Determine an author's perspective 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. • Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- 15 [RI.12.7] 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. • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 16 [RI.12.8] Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). • Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 17 [RI.12.9] 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. • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent

understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Language [VOC]

- 18 [L.12.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 12 texts and topics.
- 19 [L.12.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b) Analyze nuances in the meaning of words with similar denotations.