

**Operations and Algebraic Thinking****2.OA****Represent and solve problems involving addition and subtraction.**

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>

**Add and subtract within 20.**

2. Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.

**Work with equal groups of objects to gain foundations for multiplication.**

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

**Number and Operations in Base Ten****2.NBT****Understand place value.**

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
  - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**Use place value understanding and properties of operations to add and subtract.**

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>3</sup>

<sup>1</sup>See Glossary, Table 1.<sup>2</sup>See standard 1.OA.6 for a list of mental strategies.<sup>3</sup>Explanations may be supported by drawings or objects.

## Ratios and Proportional Relationships

7.RP

**Analyze proportional relationships and use them to solve real-world and mathematical problems.**

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between quantities.
  - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
  - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
  - c. Represent proportional relationships by equations. *For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .*
  - d. Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

## The Number System

7.NS

**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
  - a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
  - b. Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
  - c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
  - d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
  - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

# Functions Overview

## Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

## Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

## Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

## Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Causation and Argumentation

No historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past are unexpected and contingent, not pre-determined. Along with claims about causes and effects,

historical arguments can also address issues of change over time, the relevance of sources, the perspectives of those involved, and many other topics, but must be based on evidence that is used in a critical, coherent, and logical manner.

*Indicators of Dimension 2—Causation and Argumentation—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 23.*

**TABLE 23: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Causation and Argumentation**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<p><b>D2.His.14.K-2.</b> Generate possible reasons for an event or development in the past.</p> <p><i>Begins in grades 6–8</i></p>	<p><b>D2.His.14.3-5.</b> Explain probable causes and effects of events and developments.</p> <p><i>Begins in grades 6–8</i></p>	<p><b>D2.His.14.6-8.</b> Explain multiple causes and effects of events and developments in the past.</p> <p><b>D2.His.15.6-8.</b> Evaluate the relative influence of various causes of events and developments in the past.</p>	<p><b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.</p> <p><b>D2.His.15.9-12.</b> Distinguish between long-term causes and triggering events in developing a historical argument.</p>
<p><b>D2.His.16.K-2.</b> Select which reasons might be more likely than others to explain a historical event or development.</p> <p><i>Begins in grades 3–5</i></p>	<p><b>D2.His.16.3-5.</b> Use evidence to develop a claim about the past.</p> <p><b>D2.His.17.3-5.</b> Summarize the central claim in a secondary work of history.</p>	<p><b>D2.His.16.6-8.</b> Organize applicable evidence into a coherent argument about the past.</p> <p><b>D2.His.17.6-8.</b> Compare the central arguments in secondary works of history on related topics in multiple media.</p>	<p><b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>D2.His.17.9-12.</b> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</p>

## Developing Claims and Using Evidence

This subsection focuses on argumentation. In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more

sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

*Indicators of Dimension 3—Developing Claims and Using Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 26.*

**TABLE 26: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 3, Developing Claims and Using Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<i>Begins in grades 3–5</i>	<b>D3.3.3-5.</b> Identify evidence that draws information from multiple sources in response to compelling questions.	<b>D3.3.6-8.</b> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	<b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
<i>Begins in grades 3–5</i>	<b>D3.4.3-5.</b> Use evidence to develop claims in response to compelling questions	<b>D3.4.6-8.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.	<b>D3.4.9-12.</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

## NGSS Science and Engineering Practices\* (September 2012 Draft)

Science and Engineering Practices	K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
<p><b>Asking Questions and Defining Problems</b></p> <p>practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world works and which can be empirically tested.</p> <p>Engineering questions clarify problems to determine criteria for successful solutions and identify constraints to solve problems about the designed world.</p> <p>Both scientists and engineers ask questions to clarify ideas of others.</p>	<ul style="list-style-type: none"> <li>Ask questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</li> <li>Ask questions about observations of the natural and designed world.</li> </ul>	<p>Asking questions and defining problems in grades 3–5 builds from grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> <li>Identify scientific (testable) and non-scientific questions.</li> <li>Ask questions based on careful observations of phenomena and information.</li> <li>Ask questions of others to clarify ideas or request evidence.</li> <li>Ask questions that relate one variable to another variable.</li> <li>Ask questions to clarify the constraints of solutions to a problem.</li> <li>Use prior knowledge to describe problems that can to be solved.</li> </ul>	<p>Asking questions and defining problems in grades 6–8 builds from grades K–5 experiences and progresses to formulating and refining empirically testable questions and explanatory models.</p> <ul style="list-style-type: none"> <li>Ask questions that arise from phenomena, models, or unexpected results.</li> <li>Ask questions to clarify or identify the premise(s) of an argument.</li> <li>Ask questions to determine relationships between independent and dependent variables.</li> <li>Ask questions that challenge the interpretation of a data set.</li> <li>Ask questions to refine a model, an explanation, or an engineering problem.</li> <li>Define design problems that have constraints or limits and criteria for success.</li> </ul>	<p>Asking questions and defining problems in grades 9–12 builds from grades K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and explanatory models and simulations.</p> <ul style="list-style-type: none"> <li>Ask questions that arise from phenomena, models, theory, or unexpected results.</li> <li>Ask questions that require relevant empirical evidence.</li> <li>Ask questions to determine quantitative relationships between independent and dependent variables.</li> <li>Ask questions that challenge the premise of an argument, the interpretation of a data set, or the suitability of a design.</li> <li>Define a problem about the natural or designed world considering criteria for successful results or solutions and constraint or limits on acceptable solutions.</li> </ul>

## NGSS Science and Engineering Practices\* (September 2012 Draft)

Science and Engineering Practices	K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practice
<p><b>Obtaining, Evaluating, and Communicating Information</b></p> <p>Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Obtaining and communicating as individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, photos, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to acquire information that is used to evaluate the merit and validity of claims, methods, and designs.</p>	<p>Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> <li>• Read and comprehend grade-appropriate texts and/or use other reliable media to acquire scientific and/or technical information.</li> <li>• Critique and communicate information or design ideas with others in oral and/or written forms using models, drawings, writing, or numbers.</li> <li>• Record observations, thoughts, and ideas.</li> </ul>	<p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> <li>• Compare and/or synthesize across texts and/or other reliable media to acquire and/or generate appropriate scientific and/or technical information.</li> <li>• Synthesize information in written text with that contained in corresponding tables, diagrams, and/or charts.</li> <li>• Generate and communicate scientific and/or technical information orally and/or in written formats using various forms of media and may include tables, diagrams, and charts.</li> <li>• Use models to share findings or solutions in oral and/or written presentations, and/or extended discussions.</li> </ul>	<p>Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> <li>• Communicate understanding of scientific information that is presented in different formats (e.g., verbally, graphically, textually, mathematically).</li> <li>• Generate and communicate ideas using scientific language and reasoning.</li> <li>• Gather, read, and explain information from appropriate sources and evaluate the credibility of the publication, authors, possible bias of the source, and methods used.</li> <li>• Read critically using scientific knowledge and reasoning to evaluate data, hypotheses, conclusions, and competing information.</li> </ul>	<p>Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> <li>• Critically read scientific literature adapted for classroom use to identify key ideas and major points and to evaluate the validity and reliability of the claims, methods, and designs.</li> <li>• Generate, synthesize, communicate, and critique claim methods, and designs that appear in scientific and technical texts (e.g., media reports).</li> <li>• Recognize the major features of scientific and technical writing a speaking and produce written or oral presentations that communicate ideas and accomplishments.</li> </ul>

## NGSS Science and Engineering Practices\* (September 2012 Draft)

Science and Engineering Practices	K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practice
<p><b>Engaging in Argument from Evidence</b></p> <p><i>Argumentation is the process by which explanations and solutions are reached.</i></p> <p>science and engineering, sorting and argument based on evidence are essential to identifying the best explanation of a natural phenomenon or the solution to a design problem.</p> <p>engineers and engineers use argumentation to listen to, compare, and evaluate competing ideas and methods based on merits.</p> <p>engineers and engineers engage in argumentation when investigating a phenomenon, solving questions about designs, and using evidence to identify strengths and weaknesses in claims.</p>	<p>Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world.</p> <ul style="list-style-type: none"> <li>Distinguish arguments that are supported by evidence from those that are not.</li> <li>Listen actively to others' arguments and ask questions for clarification.</li> </ul>	<p>Engaging in argument from evidence in 3–5 builds from K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world.</p> <ul style="list-style-type: none"> <li>Construct and/or support scientific arguments drawing on evidence, data, or a model.</li> <li>Compare and refine multiple arguments based on the strengths and weaknesses of the evidence supporting the argument.</li> <li>Respectfully provide and receive critique on the scientific arguments proposed by peers by citing relevant evidence and/or making logical arguments.</li> </ul>	<p>Engaging in argument from evidence in 6–8 builds from K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.</p> <ul style="list-style-type: none"> <li>Use oral and written arguments supported by empirical evidence and reasoning to support or refute an argument for a phenomenon or a solution to a problem.</li> <li>Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.</li> <li>Compare two arguments from evidence to identify which is better by identifying flaws in logic or methods.</li> </ul>	<p>Engaging in argument from evidence in 9–12 builds from K–5 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world. Arguments may also come from current scientific historical episodes in science.</p> <ul style="list-style-type: none"> <li>Critique and evaluate argument and design solutions in light of new evidence, limitations (e.g., trade-offs), constraints, and ethical issues.</li> <li>Evaluate the merits of competing arguments, design solutions, and/or models.</li> <li>Evaluate the claims, evidence, a reasoning of currently accepted explanations or solutions as a basis for the merits of the arguments.</li> <li>Construct a counter-argument that is based in data and evidence that challenges another proposed argument.</li> </ul>



## Reading Standards for Literature 6-12

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Grade 6 students:

### Grade 7 students:

### Grade 8 students:

#### Key Ideas and Details

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|---|---|--|
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.        | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| 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. | 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. | 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   | 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                | 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  |

#### Craft and Structure

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| 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. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.               | 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   | 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text.  | 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   | 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  |

## Reading Standards for Literature 6–12

RL

**Grade 6 students:****Grade 7 students:****Grade 8 students:**

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8. (Not applicable to literature)

8. (Not applicable to literature)

8. (Not applicable to literature)

9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

# Reading Standards for Informational Text K-5

RI

## Kindergartners:

## Grade 1 students:

## Grade 2 students:

### Key Ideas and Details

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| <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol> | <ol style="list-style-type: none"> <li>1. Ask and answer questions about key details in a text.</li> <li>2. Identify the main topic and retell key details of a text.</li> <li>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol> | <ol style="list-style-type: none"> <li>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ol> |
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### Craft and Structure

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| <ol style="list-style-type: none"> <li>4. With prompting and support, ask and answer questions about unknown words in a text.</li> <li>5. Identify the front cover, back cover, and title page of a book.</li> <li>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ol> | <ol style="list-style-type: none"> <li>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ol> | <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</li> <li>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.</li> <li>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ol> |
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### Integration of Knowledge and Ideas

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| <ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>8. With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ol> | <ol style="list-style-type: none"> <li>7. Use the illustrations and details in a text to describe its key ideas.</li> <li>8. Identify the reasons an author gives to support points in a text.</li> <li>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ol> | <ol style="list-style-type: none"> <li>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>8. Describe how reasons support specific points the author makes in a text.</li> <li>9. Compare and contrast the most important points presented by two texts on the same topic.</li> </ol> |
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### Range of Reading and Level of Text Complexity

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|---|---|--|
| <ol style="list-style-type: none"> <li>10. Actively engage in group reading activities with purpose and understanding.</li> </ol> | <ol style="list-style-type: none"> <li>10. With prompting and support, read informational texts appropriately complex for grade 1.</li> </ol> | <ol style="list-style-type: none"> <li>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol> |
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## Reading Standards for Informational Text 6-12

RI

## Grade 6 students:

## Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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).

## Grade 7 students:

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. 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.
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).

## Grade 8 students:

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

## Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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.
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.
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.

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.
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.
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.

## Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

7. Compare and contrast a text to an audio, video, or multimedia version of the text; analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

## Reading Standards for Literacy in History/Social Studies 6–12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

RH

### Grades 6–8 students:

#### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze the relationship between a primary and secondary source on the same topic.

#### Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### Grades 9–10 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

4. 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.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### Grades 11–12 students:

1. 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.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. 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).

5. 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.

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

7. 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.

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

## Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

## Grades 6–8 students:

## Grades 9–10 students:

## Grades 11–12 students:

## Key Ideas and Details

- |   |  |  |
|---|--|--|
| <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of science and technical texts.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of science and technical texts, attending to precise details of explanations or descriptions.</li> </ol>  | <ol style="list-style-type: none"> <li>1. 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.</li> </ol>        |
| <ol style="list-style-type: none"> <li>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</li> </ol> | <ol style="list-style-type: none"> <li>2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</li> </ol>          | <ol style="list-style-type: none"> <li>2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> </ol>         |
| <ol style="list-style-type: none"> <li>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</li> </ol>                | <ol style="list-style-type: none"> <li>3. 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.</li> </ol> | <ol style="list-style-type: none"> <li>3. 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.</li> </ol> |

## Craft and Structure

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|---|--|---|
| <ol style="list-style-type: none"> <li>4. 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.</li> </ol> | <ol style="list-style-type: none"> <li>4. 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 9–10 texts and topics.</li> </ol> | <ol style="list-style-type: none"> <li>4. 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 11–12 texts and topics.</li> </ol> |
| <ol style="list-style-type: none"> <li>5. 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.</li> </ol>  | <ol style="list-style-type: none"> <li>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i>, <i>friction</i>, <i>reaction force</i>, <i>energy</i>).</li> </ol>         | <ol style="list-style-type: none"> <li>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</li> </ol>  |
| <ol style="list-style-type: none"> <li>6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</li> </ol>   | <ol style="list-style-type: none"> <li>6. 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.</li> </ol>                       | <ol style="list-style-type: none"> <li>6. 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.</li> </ol>                      |

## Integration of Knowledge and Ideas

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|--|---|--|
| <ol style="list-style-type: none"> <li>7. 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).</li> </ol> | <ol style="list-style-type: none"> <li>7. 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.</li> </ol> | <ol style="list-style-type: none"> <li>7. 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.</li> </ol>               |
| <ol style="list-style-type: none"> <li>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</li> </ol>   | <ol style="list-style-type: none"> <li>8. 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.</li> </ol>  | <ol style="list-style-type: none"> <li>8. 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.</li> </ol>   |
| <ol style="list-style-type: none"> <li>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</li> </ol>                             | <ol style="list-style-type: none"> <li>9. 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.</li> </ol>                       | <ol style="list-style-type: none"> <li>9. 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.</li> </ol> |

## Range of Reading and Level of Text Complexity

- |   |   |   |
|---|---|---|
| <ol style="list-style-type: none"> <li>10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</li> </ol> | <ol style="list-style-type: none"> <li>10. By the end of grade 10, read and comprehend science/technical texts in grades 9–10 text complexity band independently and proficiently.</li> </ol> | <ol style="list-style-type: none"> <li>10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</li> </ol> |
|---|---|---|