



LDC Reading Standard Rubric

Beta Version February 2017

These rubrics attempt to describe how students develop and demonstrate the skills embedded within the CCSS Reading Literature and Reading Informational Text standards. They are specifically designed to be used with performance assessments (mini-tasks or full LDC teaching tasks) that demand students apply the skills at a higher DOK than selected-response assessments, which is why in some cases the descriptors may seem to demand more complexity than what is explicitly described in the language of the standards. Rather than describing “correct” or “incorrect” responses, these rubrics describe degrees of complexity or quality in how a student demonstrates interpretive reading skills.

A few key considerations for using these rubrics:

- Rubric dimensions can be pulled into the “Content Understanding” row of the LDC writing rubrics to assess specific reading skills within a task’s final product, or they can be used alone to assess student work in response to mini-tasks as students develop the skills necessary to complete a full task.
- All rubric dimensions are tied to specific standards; some standards are broken into **multiple** rubric dimensions because they contain multiple “constructs” (distinct skills that can be measured separately). When assessing student work on a particular task or mini-task, you can use all rubrics associated with a specific standard or use just one or two. Not all parts of each standard need to be addressed in every task or minitask. For example, students do not always need to provide an objective summary of the text when addressing standard 2.
- The language in these rubrics attempts to describe varying skill levels in students’ developing interpretations of texts, **not their writing skills or their ability to express these interpretations formally**. As such, these rubrics should allow for student responses in a variety or a combination of modes, including speaking, writing, graphical representations, etc. While of course students will need to express their ideas clearly enough to be understood, these rubrics should not be used to assess formality of language, elegance of expression, organization of ideas, use of academic vocabulary, etc. These aspects of student work can be assessed using the writing rubric if appropriate and desired. Verbs such as “demonstrates” and “represents” are often used in lieu of the more traditional “explains” to indicate that students may represent their interpretation by explaining, verbally or in writing; by representing relationships graphically, symbolically, etc.; or by using some combination of modes.
- The rubrics do not designate specific approaches to or frameworks for thinking and talking about literature or argumentation beyond what is described in the common core state standards. For instance, teachers may ask students to talk about arguments in terms of warrants, premises and conclusions, etc. - but this is not required by the standards or the corresponding rubrics.
- As with all common rubrics, if there are more specific features you wish to assess in relation to a particular assignment, you can use a task-specific checklist to supplement the rubric.



Reading Literature Standards

RL.1

K	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.
2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
11-12	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.

RL.1 Use Key Details

Gr K: Ask and answer questions about key details in a text (with prompting and support).

Gr 1: Ask and answer questions about key details in a text.

Gr 2: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Gr 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Gr 4: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Gr 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

	1	2	3	4	NOTES
K-1	With prompting and guidance, asks and answers questions not related to the text.	With prompting and guidance, asks and answers general questions about the text.	With prompting and guidance, asks and answers specific questions about the text.	With minimal guidance, asks and answers specific questions about key details in the text.	
1	Asks and answers questions not related to the text.	Asks and answers general questions about the text.	Asks and answers specific questions about the text.	Asks and answers specific questions about key details in the text.	
Asks Questions					
2	Asks questions that are unrelated to the text.	Asks general questions about the text.	Asks specific questions about the text.	Asks specific questions about key details in a text.	
Answers Questions					
2	Answers questions based on the text in general and/or about insignificant details in the text.	Answers questions based on minor details in the text.	Answers questions based on key details in a text.	Answers questions based on key details in a text and makes connections to and/or observations about those details.	
Asks Questions					
3	Asks general questions about the text.	Asks specific questions about the text.	Asks specific questions about key details in the text.	Asks interpretive or higher-order questions about key details in the text.	
Answers Questions Using Details from Text					
3	Answers questions about a text without referring to the text.	Answers questions about a text with general references to the text.	Answers questions about a text with explicit reference to specific details in the text.	Answers questions about a text with explicit reference to specific details in the text, and provides an explanation.	

	Drawing Inferences				
4	Mostly recounts explicitly stated information from the text.	Makes inferences that are loosely connected to the text.	Makes inferences that are defensible in light of some parts of the text.	Makes logical inferences that are defensible in light of the full text.	
	Details / Use of Evidence				
4	Identifies textual details and examples related to the text's meaning.	Makes connections between textual details and examples and the text's meaning.	Explains connections between textual details and examples and the text's explicit and implicit meaning.	Precisely explains connections between key textual details and examples and the text's explicit and implicit meaning.	
	Drawing Inferences				
5	Mostly recounts explicitly stated information from the text.	Makes inferences that are loosely connected to the text.	Makes inferences that are defensible in light of some parts of the text.	Makes logical inferences that are defensible in light of the full text.	
	Details / Use of Evidence				
5	Identifies quotations in the text related to the text's explicit meaning.	Generally explains explicit meaning in the text using quotations.	Generally explains explicit and implicit meaning in the text using accurate quotations.	Precisely explains explicit and implicit meaning in the text using relevant , accurate quotations.	

RL.1.A Draw Inferences

Gr 6: ...analysis of what the text says explicitly as well as **inferences drawn from the text.**

Gr 7: ...analysis of what the text says explicitly as well as **inferences drawn from the text.**

Gr 8: ... analysis of what the text says explicitly as well as **inferences drawn from the text.**

HS: ...analysis of what the text says explicitly as well as inferences drawn from the text. (9-10 AND 11-12)

...including determining where the text leaves matters uncertain. (11-12 only)

	1	2	3	4	NOTES
6-8	Mostly recounts explicitly stated information from the text	Makes inferences that are loosely connected to the text	Makes inferences that are defensible in light of some parts of the text	Makes logical inferences that are defensible in light of the full text	
9-10	Mostly recounts explicitly stated information from the text OR Makes inferences that are loosely connected to the text	Makes inferences that are defensible in light of some parts of the text	Makes logical inferences that are defensible in light of the full text	Makes logical, complex* inferences that are defensible in light of the full text	* “Complex” inferences require multi-step reasoning or integration of evidence from multiple points in the text (see Hillocks & Ludlow Taxonomy of Skills in Reading and Interpreting Fiction)
11-12	Makes inferences that are defensible in light of some parts of the text	Makes logical inferences that are defensible in light of the full text	Makes logical, complex* inferences that are defensible in light of the full text	Level 3 + Identifies gaps in available evidence and notes where the text leaves matters uncertain	* “Complex” inferences require multi-step reasoning or integration of evidence from multiple points in the text (see Hillocks & Ludlow Taxonomy of Skills in Reading and Interpreting Fiction)

RL.1.B Cite Evidence to Support Analysis

Gr 6: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Gr 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Gr 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

HS: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	1	2	3	4	NOTES
6-8	<p>Does not cite textual evidence to support inferences or analysis</p> <p>OR</p> <p>Identifies and cites textual evidence that is unrelated to inferences or analysis.</p>	Identifies and cites textual evidence that is related to inferences or analysis	Identifies and cites relevant textual evidence to support inferences or analysis	Identifies and cites the textual evidence that best supports inferences or analysis	
9-10	Identifies and cites textual evidence that is loosely related to inferences or analysis	Identifies and cites relevant textual evidence to support inferences or analysis	Identifies and cites strong textual evidence to support inferences or analysis;	Identifies and cites strong textual evidence from across the text to support inferences or analysis;	
11-12	Identifies and cites textual evidence that is loosely related to inferences or analysis	Identifies and cites relevant textual evidence to support inferences or analysis	Identifies and cites strong textual evidence to support inferences or analysis;	Identifies and cites strong textual evidence from across the text to support inferences or analysis;	

RL.2

K	With prompting and support, retell familiar stories, including key details.
1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
6	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.
7	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.
8	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.
9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
11-12	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.2 Retell Stories & Determine Theme

Gr K: With prompting and support, retell* familiar stories, including key details.

Gr 1: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Gr 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Gr 3: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Gr 4: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Gr 5: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

	1	2	3	4	NOTES
K	Does not retell familiar stories or the retelling is unclear .	With prompting and guidance, retells familiar stories with related details and/or some events out of sequence .	With prompting and guidance, retells familiar stories including key details .	With minimal guidance, precisely retells stories including key details.	
1	Does not retell stories or the retelling is unclear.	Retells stories with related details and/or some events out of sequence .	Retells stories, including key details, and generally conveys their central message or lesson .	Precisely retells stories, including key details, and demonstrates their central message or lesson.	
2	Recounts stories with some events out of sequence and/or key details missing .	Recounts stories, but does not convey the central message, lesson, or moral .	Recounts stories and generally conveys their central message, lesson, or moral.	Precisely recounts stories and conveys their central message, lesson, or moral.	
3	Recounts stories using minor details in the text.	Recounts stories and conveys their central message, lesson, or moral through minor details in the text.	Recounts stories and explains their central message, lesson, making connections to key details in the text.	Precisely recounts stories and demonstrates how their central message, lesson, or moral is conveyed through key details in the text.	
Determine Theme					
4	Describes the theme vaguely or inaccurately .	Generally describes the theme.	Accurately describes the theme using details from the text.	Accurately describes the theme using the most relevant details from the text .	
Summarize Text					
4	Summarizes the text but some relevant details are missing .	Summarizes the text including some extraneous details.	Accurately summarizes the text.	Accurately summarizes the text including the most relevant details.	
Determine Theme					
5	Describes the theme vaguely or inaccurately .	Generally describes the theme.	Accurately describes the theme using details from the text.	Accurately describes the theme using the most relevant details from the text .	
Summarize Text					
5	Summarizes the text but some relevant details are missing .	Summarizes the text including some extraneous details.	Accurately summarizes the text.	Accurately summarizes the text including the most relevant details.	

RL.2.A Determine Theme or Central Idea

Gr 6: 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.

Gr 7: Determine a theme or central idea in a text and analyze its development over the course of the text; provide an objective summary of the text.

Gr 8: Determine a theme or 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.

Gr 9-10: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Gr 11-12: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

	1	2	3	4	NOTES
6-8	Identifies a topic of the text OR Recounts ideas that are explicitly stated or that are not significant in the text	Representation of theme or central idea is oversimplified or partially accurate .	Accurately determines a theme or significant recurring idea in the text	Accurately determines a major theme or central idea in the text	
9-10	Identifies a topic of the text OR Recounts ideas that are explicitly stated or that are not significant in the text OR Representation of theme or central idea is indefensible or oversimplified.	Determines an implicit theme or recurring idea in the text	Accurately determines a major implicit theme or central idea in the text	Accurately determines multiple implicit themes/central ideas or a complex theme/central idea	

11-12	Identifies a topic of the text OR Recounts ideas that are explicitly stated or that are not significant in the text OR Representation of theme or central idea from the text is indefensible or oversimplified.	Determines one or more implicit themes or recurring ideas in the text	Accurately determines more than one major implicit theme or central idea in the text	Precisely describes multiple implicit themes/central ideas or a complex theme/central idea	
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RL.2.B Analyze Development of Theme / Central Idea

Gr 6: 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.

Gr 7: Determine a theme or central idea in a text and **analyze its development over the course of the text**; provide an objective summary of the text.

Gr 8: 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.

9-10: Analyze in detail [a theme or central idea’s] development over the course of the text, including how it emerges and is shaped and refined by specific details

11-12: Analyze [themes’/central ideas’] development over the course of the text, including how they interact and build on one another to produce a complex account

	1	2	3	4	NOTES
6-8	Discusses the development of a theme or central idea with no or minimal reference to specific textual details	Demonstrates how some specific details* in the text convey a theme or central idea	Identifies specific details from across the text that contribute to the development of a theme or central idea Accurately demonstrates how those details contribute to the development of a theme or central idea	Identifies key details from across the text that contribute to the development of a theme or central idea Accurately demonstrates how those details develop a theme or central idea over the course of the text.	*In grade 8, “specific details in the text” should include attention to characters, setting, and plot

9-10	Discusses the development of a theme or central idea with no or minimal reference to specific textual details	Demonstrates how some details in the text connect to a theme or central idea	Identifies and cites key details that contribute to the development of a theme or central idea Accurately demonstrates how those details interact to develop the theme or central idea (<i>e.g., by repeating over time in a pattern, by developing sequentially, by providing a meaningful juxtaposition, etc.</i>)*	Level 3+ Accurately demonstrates how the theme or central idea is shaped and refined by key details over the course of the text	
11-12	Discusses the development of a theme or central idea with no or minimal reference to specific textual details	Demonstrates** how some details in the text connect to a theme or central idea	Identifies and cites key details that contribute to the development of a theme or central idea Accurately demonstrates how multiple themes or aspects of a complex theme interact	Level 3+ Accurately demonstrates how multiple themes or aspects of a complex theme interact and build over the course of the text	

RL.2.C Provide Objective Summary of the Text

Gr 6: ...provide a summary of the text distinct from personal opinions or judgments.

Gr 7, 8, 9-10, 11-12: ...provide an objective summary of the text.

	1	2	3	4	NOTES
6-8	Summary of the text contains inaccuracies, bias, or arguable statements.	Summary of the text is accurate but incomplete or contains extraneous detail.	Summary of the text is accurate and complete.	Summary of the text is accurate, complete, and focuses on the key points of the text.	
9-10	Summary of the text contains inaccuracies, bias, or arguable statements.	Summary of the text is accurate but incomplete or contains extraneous detail.	Summary of the text is accurate and complete.	Summary of the text is accurate, complete, and focuses on the key points of the text.	
11-12	Summary of the text contains inaccuracies, bias, or arguable statements.	Summary of the text is accurate but incomplete or contains extraneous detail.	Summary of the text is accurate and complete.	Summary of the text is accurate, complete, and focuses on the key points of the text.	

RL.3

K	With prompting and support, identify characters, settings, and major events in a story.
1	Describe characters, settings, and major events in a story, using key details.
2	Describe how characters in a story respond to major events and challenges.
3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4	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).
5	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).
6	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.
7	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
8	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.
9-10	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.
11-12	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).

RL.3 Describing Characters, Settings, and Events

Gr K: With prompting and support, identify characters, settings, and major events in a story.

Gr 1: Describe characters, settings, and major events in a story, using key details.

Gr 2: Describe how characters in a story respond to major events and challenges.

Gr 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Gr 4: 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).

Gr 5: 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).

	1	2	3	4	NOTES
K	With prompting and guidance, inaccurately identifies characters, and/or settings, and/or events in a story.	With prompting and guidance, identifies some characters, and/or settings, and/or events in a story.	With prompting and guidance, accurately identifies characters, settings, and major events in a story.	With minimal guidance, generally describes characters, settings, and major events in a story.	Identification and description of story elements can include the use of illustrations, student drawings, story props, dramatic representations, oral recitations, and written work.
1	Does not describe characters, and/or settings, and/or events in a story, or the description is unclear .	Describes some characters, and/or settings, and/or events in a story.	Generally describes characters, settings, and major events in a story using key details .	Precisely describes characters, settings, and major events in a story, using key details.	Identification and description of story elements can include the use of illustrations, student drawings, story props, dramatic representations, oral recitations, and written work.
2	Identifies events and challenges that affect characters in the story.	Identifies characters’ responses to events and challenges.	Generally describes how characters respond to major events and challenges.	Precisely describes how characters respond to major events and challenges.	
3	Identifies characters and their actions.	Generally describes characters and their actions.	Describes characters and generally demonstrates how their actions contribute to the plot .	Precisely describes characters and precisely demonstrates how their actions contribute to the plot.	
4	Generally describes story elements.	Generally describes story elements using textual details .	Accurately describes story elements in depth using specific textual details.	Precisely describes story elements in depth using specific textual details from various points in the text .	
5	Describes characters, settings, or events.	Generally describes similarities and/or differences in characters, settings, or events.	Compares and contrasts characters, settings, or events using specific textual details .	Precisely compares and contrasts characters, settings, or events using specific textual details from various points in the text .	

RL.3.A Analyze Story Elements

Gr 6: 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.

Gr 7: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Gr 8: 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.

9-10: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters...

11-12: 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).

	1	2	3	4	NOTES
6-8	Describes story or drama elements* such as plot episodes, setting, and characters with no discussion of how the elements interact OR Discussion of how story elements interact is inaccurate	Describes story or drama elements* with general discussion of how the elements interact	Identifies story or drama elements that have significance in the text Accurately demonstrates how the story elements interact	Identifies key story or drama elements Precisely demonstrates how those story elements interact	* Refer to standard RL.3 for guidance on what story/drama elements should be addressed at each grade level and what kind of interactions should be analyzed (e.g., how characters respond or change as the plot progresses in grade 6, the how setting shapes the characters or plot in grade 7, and how particular lines of dialogue or incidents “propel the action, reveal aspects of a character, or provoke a decision” at grade 8.)
9-10	Describes in general terms how characters interact, change and/or develop over the course of the text	Describes, with some details , how characters interact, change and/or develop over the course of the text	Demonstrates , using specific and varied details, how characters interact, change, and/or develop over the course of the text	Demonstrates, using specific and varied details, how and why characters interact, change, and/or develop over the course of the text, taking into account the complexity of the character(s)	
11-12	Describes story or drama element(s) with some implicit or general discussion of the impact of the story element(s)	Identifies story or drama element(s) that have some significance in the text Describes the impact of the story element(s) in terms of meaning or effect on the reader/audience (e.g., parallels and contrasts, symbolic significance, development of theme, creation of dramatic irony, etc.)	Identifies specific story or drama element(s) (e.g., the setting of a particular scene) that have a significant impact on the text as a whole Demonstrates how the story element(s) generate a specific effect	Identifies specific story or drama element(s) that have a significant impact on the text as a whole and provides a thorough, nuanced explanation of how the story element(s) generate a specific effect OR Demonstrates how multiple significant story/drama element(s) interact to generate complex effect(s)	

RL.3.B Analyze Development of Character and Plot/Theme

9-10: Analyze how complex characters . . . advance the plot or develop the theme.

	1	2	3	4	NOTES
6-8	N/A	N/A	N/A	N/A	
9-10	<p>Describes in general terms how the character relates to the plot or theme.</p> <p><i>e.g., "X is the protagonist and is responsible for a lot of the actions in the plot."</i></p>	<p>Describes in specific terms how the character relates to the plot or theme</p> <p><i>e.g., "The character's internal conflicts mirror or parallel the big thematic question/conflict." Or "The narrator's constant misinterpretation of what's happening provides the humor of the text and leads to each subsequent major event."</i></p>	<p>Demonstrates, using specific and varied details, how the character's actions, words, etc. advance the plot or develop the theme</p>	<p>Level 3 + Discusses multiple aspects of the character such as conflicting motivations, varied interactions with other characters, etc.</p>	
11-12		N/A	N/A	N/A	

RL.4

K	Ask and answer questions about unknown words in a text.
1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
7	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.
8	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.
9-10	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).
11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.4 Determine Meaning of Words in Context

Gr K: Ask and answer questions about unknown words in a text.

Gr 1: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Gr 2: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Gr 3: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Gr 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).

Gr 5: ...including figurative language such as metaphors and similes.

	1	2	3	4	NOTES
K	Asks and answers questions unrelated to words in the text.	Asks and answers questions related to words in the text.	Asks and answers questions about unknown words in a text.	Asks and answers questions about unknown words in a text and makes connections to and/or observations about those words.	
1	Identifies descriptive words in a text.	Identifies descriptive words and phrases in a text.	Generally identifies feelings or sensory words and phrases in a text.	Precisely identifies feelings or sensory words and phrases in a text and makes connections to and/or observations about those words.	
2	Identifies unknown words and phrases in a text.	Identifies words and phrases that supply rhythm and meaning in the text.	Generally describes how words and phrases supply rhythm and meaning in the text.	Precisely describes how words and phrases supply rhythm and meaning in the text.	
3	Identifies literal and/or nonliteral language in the text.	Determines the meaning of literal language in the text.	Determines the meaning of literal and nonliteral language in the text, distinguishing between the two.	Precisely determines the meaning of literal and nonliteral language in the text, distinguishing between the two.	
4	Identifies unknown words and phrases in the text.	Generally determines the meaning of words and phrases in the text.	Determines the meaning of words and phrases in the text, including those related to mythological characters.	Precisely determines the meaning of words and phrases in the text, including those related to mythological characters, using varied strategies (e.g., using context clues, root words).	
5	Identifies unknown words and phrases in the text.	Generally determines the meaning of words and phrases in the text.	Determines the meaning of words and phrases in the text, including figurative language.	Precisely determines the meaning of words and phrases in the text, including figurative language, using varied strategies (e.g., using context clues, root words).	

RL.4.A Determine Meaning of Words in Context

Gr 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

Gr 7: 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.

Gr 8: 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.

HS: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings

	1	2	3	4	NOTES
6-8	Determines the meaning of words and phrases in the text, with superficial or inaccurate discussion of context, connotation, or figurative use	Identifies words and phrases that impact the meaning or tone of the text Demonstrates how those words are used / what they mean in context	Identifies words and phrases that impact the meaning or tone of the text Accurately demonstrate how those words are used / what they mean in context, including figurative and connotative meanings	Identifies the most impactful words and phrases in the text Thoroughly and accurately demonstrates how those words are used / what they mean in context, including figurative and connotative meanings	
9-10	Determines the meaning of words and phrases in the text, with superficial or inaccurate discussion of context, connotation, or figurative use	Identifies words and phrases that impact the meaning or tone of the text Demonstrates how those words are used / what they mean in context	Identifies words and phrases that impact the meaning or tone of the text Accurately demonstrates how those words are used / what they mean in context, including figurative and connotative meanings	Identifies the most impactful words and phrases in the text Thoroughly and accurately demonstrates how those words are used / what they mean in context, including figurative and connotative meanings	
11-12	Determines the meaning of words and phrases in the text, with superficial or inaccurate discussion of context, connotation, or figurative use	Identifies words and phrases that impact the meaning or tone of the text Explains how those words are used / what they mean in context	Identifies words and phrases that impact the meaning or tone of the text Accurately explains how those words are used / what they mean in context, including figurative and connotative meanings	Identifies the most impactful words and phrases in the text Thoroughly and accurately explains how those words are used / what they mean in context, including figurative and connotative meanings	

RL.4.B Analyze Impact of Word Choice

Gr 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; **analyze the impact of a specific word choice on meaning and tone**

Gr 7: 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.**

Gr 8: 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.**

HS: 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).

	1	2	3	4	NOTES
6-8	<p>Describes in general terms the impact of word choice in the text</p> <p>OR</p> <p>Inaccurately identifies effects created by specific word choices in the text</p>	<p>Identifies effects created by specific word choices in the text</p>	<p>Accurately identifies effects created by specific word choices in the text</p> <p>Draws connections between word choices and meaning and/or tone</p>	<p>Accurately identifies effects created by specific word choices in the text</p> <p>Clearly demonstrates how specific word choices affect meaning and/or tone</p>	<p>This dimension N/A in Grade 6 as the Gr 6 standard does not ask students to analyze the impact of word choice on meaning and tone.</p>
9-10	<p>Describes in general terms the impact of word choice in the text</p> <p>OR</p> <p>Inaccurately identifies specific effects created by patterns of word choice in the text</p>	<p>Identifies specific effects created by patterns of word choice in the text</p>	<p>Describes meaningful patterns of word choice in the text and identifies specific effects created by those patterns</p> <p>Draws connections between word choices and meaning and/or tone</p>	<p>Describes meaningful patterns of word choice in the text and identifies specific effects created by those patterns</p> <p>Thoroughly demonstrates how word choices affect meaning and/or tone</p>	
11-12	<p>Describes in general terms the impact of word choice in the text</p> <p>OR</p> <p>Inaccurately identifies specific effects created by patterns of word choice in the text</p>	<p>Identifies specific effects created by patterns of word choice in the text</p>	<p>Describes meaningful patterns of word choice in the text and identifies specific effects created by those patterns</p> <p>Draws connections between word choices and meaning and/or tone</p>	<p>Describes meaningful patterns of word choice in the text and identifies specific effects created by those patterns</p> <p>Thoroughly demonstrates how word choices affect meaning and/or tone</p>	<p>* NOTE – In 11th & 12th grade students’ analysis should specifically focus on words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>

RL.5

K	Recognize common types of texts (e.g., storybooks, poems).
1	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
2	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
3	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.
4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
7	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
8	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.
9-10	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.
11-12	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.

RL.5 Determine Text Structure

Gr K: Recognize common types of texts (e.g., storybooks, poems).

Gr 1: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Gr 2: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Gr 3: 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.

Gr 4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), when writing or speaking about a text.

Gr 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

	1	2	3	4	NOTES
K	Does not identify common types of texts.	Identifies some common types of texts.	Accurately identifies common types of texts.	Accurately identifies common types of texts and explains their reasoning.	Text types typically found in primary classrooms may include fictional stories, personal narratives, how-to texts, all-about nonfiction texts, informational articles, chants, poems, and songs.
1	Generally describes fiction or nonfiction texts, but the description is minimal or incomplete.	Generally describes fiction and nonfiction texts.	Generally demonstrates the major differences between fiction and nonfiction texts.	Precisely demonstrates the major differences between fiction and nonfiction texts.	Text types typically found in primary classrooms may include fictional stories, personal narratives, how-to texts, all-about nonfiction texts, informational articles, chants, poems, and songs.
2	Identifies the structure of a story (e.g., the beginning, middle, and ending).	Generally describes the structure of a story.	Generally describes the structure of a story, including the purpose of the beginning and ending of the text.	Precisely describes the structure of a story, including the purpose of the beginning and ending of the text.	
3	Refers to parts of texts.	Refers to parts of texts, and generally describes how those parts are connected .	Refers to parts of texts using accurate terms, and generally describes how those parts build on one another .	Refers to parts of texts using accurate terms, and precisely describes how those parts build on one another.	
4	Identifies differences between genres of text.	Generally explains differences between genres of text.	Explains major differences between genres of text, including references to the texts' structural elements .	Precisely explains major differences between genres of text, including specific references to the texts' structural elements.	
5	Describes structural elements in a text.	Describes a series of structural elements in a text.	Generally demonstrates how a series of structural elements works together in a text.	Precisely demonstrates how a series of specific structural elements works together in a text.	

RL.5.A Analyze Text Structure

Gr 6: 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.

Gr 7: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

Gr 8: 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.

9-10: 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.

11-12: 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

	1	2	3	4	NOTES
6-8	Provides a general, vague, or inaccurate representation and/or analysis of a text's structure	Represents a text's structure with minor inaccuracy or incompleteness	Accurately represents a text's structure, with some analysis of how specific portions contribute to the development of theme, setting, or plot	Precisely represents a text's structure, including accurate analysis of how specific portions contribute to the development of theme, setting, or plot	In Grade 6, students should analyze how particular portions of the text (sentence, chapter, scene, or stanza) contributes to the development
9-10	Describes structural features of the text such as parallel plots, pacing, flashbacks, etc. with some implicit or general discussion of effects generated by those structural features.	Identifies structural choices that have some significance in the text Describes effects generated by those structural choices	Identifies specific structural choices that have a significant impact on the text as a whole Describes the effects of those choices with some analysis of how the choices connect to specific effects	Identifies specific structural choices that have a significant impact on the text as a whole Thoroughly demonstrates how those structural choices generate specific effects	See below
11-12	Describes structural features of the text with some implicit or general connections to the overall structure and/or meaning of the text	Identifies structural choices that have some significance in the text Describes the impact of the choices on the overall structure and/or meaning of the text	Identifies specific structural choices that have a significant impact on the text as a whole Demonstrates how the structural choices contribute to the overall structure and/or meaning of the text	Identifies specific structural choices that have a significant impact on the text as a whole and provides a thorough, nuanced explanation of how the structural choices contribute to the overall structure and/or meaning of the text OR Demonstrates how multiple significant structural choices interact to generate complex effect(s)	"Structural choices" may be general authorial choices as referenced in the standard. "Structural choices" may also relate to overall <i>text structures</i> or <i>specific structural features</i> within the text. Some common text structures in literature are Freytag's pyramid 5-part plot structure, the monomyth cycle/hero's journey, episodic structure, alternating or rotating points of view, stream of consciousness, frame narrative, parallel plots, etc. Some common text structures in poetry include sonnet, soliloquy, ballad, epic, etc. Discussion of poetic structure may also refer to meter, stress, caesura, enjambment, unusual line breaks, etc. Structural features may include chapters, vignettes, stanzas, acts, scenes, paragraphs, section headings, illustrations, charts, and so on.

RL.5.B Analyze Relationship Between Structure and Meaning

Gr 6: 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.

Gr 7: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

Gr 8: 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.

	1	2	3	4	NOTES
6-8	Provides a vague or inaccurate representation of the relationship between a text's structure and meaning and/or style	Generally describes how structure relates to meaning and/or style*	Accurately demonstrates how structure contributes to meaning and/or style	Thoroughly demonstrates how structure contributes to meaning and/or style, using specific details to illustrate.	In Grade 8, students should compare the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
9-10	N/A	N/A	N/A	N/A	
11-12	N/A	N/A	N/A	N/A	

RL.6

K	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
1	Identify who is telling the story at various points in a text.
2	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3	Distinguish their own point of view from that of the narrator or those of the characters.
4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
5	Describe how a narrator's or speaker's point of view influences how events are described.
6	Explain how an author develops the point of view of the narrator or speaker in a text.
7	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
8	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.
9-10	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
11-12	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).

RL.6 Determine Point of View

Gr K: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Gr 1: Identify who is telling the story at various points in a text.

Gr 2: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Gr 3: Distinguish their own point of view from that of the narrator or those of the characters.

Gr 4: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Gr 5: Describe how a narrator’s or speaker’s point of view influences how events are described.

	1	2	3	4	NOTES
K	Does not describe the roles of author and illustrator or confuses their roles.	With prompting and guidance, describes the role of author and/or illustrator, with some inaccuracy or incompleteness.	With prompting and guidance, accurately defines the roles of author and illustrator.	With minimal guidance, makes a clear distinction between the roles of author and illustrator.	
1	Does not identify who is telling the story.	Generally identifies who is telling the story in some parts of the text.	Accurately identifies who is telling the story at any point in the text.	Accurately identifies who is telling the story at any point in the text supported by textual details.	
2	Does not convey points of view of characters.	Generally conveys the point of view of a character.	Generally conveys points of view of different characters.	Precisely conveys points of view of different characters.	
3	Identifies own point of view.	Describes own point of view.	Generally distinguishes own point of view from those of the narrator or characters.	Explains distinction between own point of view and those of the narrator or characters.	
4	Describes narrative points of view in different stories.	Identifies some similarities and differences in narrative points of view in different stories.	Compares and contrasts the narrative points of view in different stories; identifies differences between first- and third-person narration.	Precisely compares and contrasts specific aspects of narrative point of view in different stories, including first- and third-person.	
5	Generally describes the point of view and events in a text.	Generally describes the connection between point of view and events in a text.	Generally describes how point of view affects the description of events in a text.	Explains precisely how point of view affects specific descriptions of events in a text.	

RL.6 Analyze Point of View

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

Gr 7: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Gr 8: 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.

9-10: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

11-12: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

	1	2	3	4	NOTES
6-8	Describes the point of view of one or more characters in the text	Describes the point of view of one or more characters in the text and identifies moments in the text that contribute to the development of point(s) of view	Demonstrates how specific moments in the text develop the point(s) of view of one or more characters	Precisely demonstrates how specific moments in the text develop the point(s) of view of one or more characters	
9-10	Describes author or speaker's point of view or cultural experience	Describes author or speaker's point of view or cultural experience, including what distinguishes it from others (e.g., biases, limitations, cultural values, unique experiences)	Describes author or speaker's point of view or cultural experience, including what distinguishes it from others Refers to specific details from the text that illustrate the POV or are shaped by the POV	Describes author or speaker's point of view or cultural experience, including what distinguishes it from others Demonstrates how specific details from the text illustrate the POV or how the POV shapes key aspects of the text	

11-12	Describes moment(s) in the text in which there is a difference between what is directly stated and what is really meant	Identifies the literary device being used (e.g., irony, satire, sarcasm, understatement); Distinguishes the surface meaning from the underlying meaning	Identifies the literary device being used (e.g., irony, satire, sarcasm, understatement); Explains the difference between the surface meaning and the underlying meaning in terms of purpose and/or effect <i>E.g., to create suspense, humor, foreshadowing, to allow a character to “sneakily” express what they really mean in a way their conversation partner won’t understand</i>	Level 3 + Explains how the use of irony, satire, sarcasm, or understatement relates to the point of view	
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RL.6.B Compare and Contrast Point of View

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

Gr 7: Analyze how an author develops **and contrasts the points of view of different characters or narrators in a text.**

Gr 8: 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.

	1	2	3	4	NOTES
6-8	Describes the point of view of one or more characters or speakers in the text	Describes differences in points of view , with some description of how the author develops one or more points of view	Demonstrates how the author develops multiple points of view; Describes effects of differences in points of view	Demonstrates how the author develops and distinguishes multiple points of view Analyzes how differences in points of view create specific effects	N/A in Grade 6 Different points of view may mean different characters or narrators within the text (7th grade) or between characters and the audience/reader (8th grade)
9-10	N/A	N/A	N/A	N/A	
11-12	N/A	N/A	N/A	N/A	

RL.7

K	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
1	Use illustrations and details in a story to describe its characters, setting, or events.
2	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
3	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
4	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.
5	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).
6	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).
8	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.
9-10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
11-12	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.7 Integrate Content in Multiple Formats

Gr K: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Gr 1: Use illustrations and details in a story to describe its characters, setting, or events.

Gr 2: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Gr 3: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Gr 4: 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.

Gr 5: 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).

	1	2	3	4	NOTES
K	With prompting and guidance, identifies the illustrations and text.	With prompting and guidance, generally describes the illustrations and text.	With prompting and guidance, generally describes the relationship between illustrations and text.	With minimal guidance, precisely describes the relationship between illustrations and text.	
1	Identifies characters, setting, or events from the text.	Generally describes characters, setting, or events from the text.	Generally describes characters, setting, or events using illustrations and details from the text.	Precisely describes characters, setting, or events using illustrations and details from the text.	
2	Describes the illustrations and/or words in a text.	Generally describes information gained from the illustrations and/or words in a text.	Generally explains information gained from the illustrations and words in a text related to characters, setting, or plot.	Precisely explains information gained about characters, setting, or plot from the illustrations and words in a text.	
3	Describes images in the text.	Describes specific aspects of images that are key to the meaning of the text.	Generally explains the contribution of specific aspects of illustrations to the meaning of a text.	Precisely explains the contribution of specific aspects of illustrations to the meaning of a text.	
4	Makes general connections between the printed version and the visual or oral version of the text.	Makes general connections between the printed version and the visual or oral version of the text; Identifies where some elements of the written text are reflected in the performed version.	Makes accurate connections between the printed version and the visual or oral version of the text; Identifies where specific descriptions and directions are reflected in the performed version.	Makes precise connections between the printed version and the visual or oral version of the text; Demonstrates how specific descriptions and directions are reflected in the performed version.	
5	Describes visual and multimedia elements without connection to the text’s meaning, tone, or beauty.	Superficially connects visual and multimedia elements to the text’s meaning, tone, or beauty.	Generally demonstrates how visual and multimedia elements contribute to the text’s meaning, tone, or beauty.	Precisely demonstrates how specific visual and multimedia elements contribute to the text’s meaning, tone, or beauty.	

RL.7 Analyze Multiple Representations or Interpretations

Gr 6: 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.

Gr 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).

Gr 8: 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.

9-10: 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).

11-12: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

	1	2	3	4	NOTES
6-8	Identifies similarities and differences between written version and performed version of a text	Describes, with examples of techniques unique to each medium , similarities and differences between versions	Compares and contrasts versions by explaining the effects of techniques unique to each medium	Level 3 + Evaluates the choices made by directors or actors in terms of their effect on the story (meaning, character development, etc.)	
9-10	Identifies similarities and differences in treatments	Describes, with specific details to illustrate , similarities and differences in treatments	Determines what is emphasized or significantly absent in each treatment Describes aesthetic impact of differences , OR differences in meaning/tone that result	Level 3 + Explains differences in terms of medium or purpose (e.g., <i>constraints of different mediums, the need to directly engage a live audience, etc.</i>)	Review standard RL.7 for specific guidelines about appropriate tasks for each grade level. In grades 9-10, students should be analyzing the representation of a key subject or scene in two different artistic mediums.
11-12	Identifies similarities and differences in treatments	Describes, with specific details to illustrate , similarities and differences in treatments	Determines what is emphasized or significantly absent in each treatment Describes aesthetic impact of differences , OR differences in meaning/tone that result	Level 3 + Explains differences in terms of medium or purpose (e.g., <i>constraints of different mediums, the need to directly engage a live audience, etc.</i>)	Review standard RL.7 for specific guidelines about appropriate tasks for each grade level. In grades 11-12, students should be analyzing multiple representations of a story, drama, or poem.

RL.9

K	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
1	Compare and contrast the adventures and experiences of characters in stories.
2	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
3	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
4	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.
5	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
6	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.
7	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history
8	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.
9-10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
11-12	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.9 Compare and Contrast (Characters, Versions of a Story, etc.)

Gr K: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Gr 1: Compare and contrast the adventures and experiences of characters in stories.

Gr 2: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Gr 3: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Gr 4: 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.

Gr 5: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

	1	2	3	4	NOTES
K	With prompting and guidance, identifies the adventures and experiences of characters in familiar stories.	With prompting and guidance, describes the adventures and experiences of characters in familiar stories.	With prompting and guidance, describes general similarities and differences between the adventures and experiences of characters in familiar stories.	With minimal guidance, precisely describes similarities and differences between the adventures and experiences of characters in familiar stories.	
1	Identifies the adventures and experiences of characters in stories.	Generally describes the adventures and experiences of characters in stories.	Describes general similarities and differences between the adventures and experiences of characters in stories.	Precisely describes similarities and differences between the adventures and experiences of characters in stories.	
2	Identifies different versions of the same story.	Describes different versions of the same story.	Generally describes similarities and differences between versions of the same story.	Precisely describes similarities and differences between versions of the same story.	
3	Describes different stories by the same author.	Generally describes similarities and differences between stories by the same author.	Generally compares and contrasts the themes, settings, and plots of different stories by the same author about the same or similar characters.	Precisely compares and contrasts the themes, settings, and plots of different stories by the same author about the same or similar characters.	
4	Identifies similar topics and/or events in texts from different cultures.	Generally describes similarities and/or differences in the treatment of similar topics or events in texts from different cultures.	Describes significant similarities and differences in the treatment of similar themes , topics, or events in texts from different cultures.	Precisely describes significant similarities and differences in the treatment of similar themes, topics, or events in texts from different cultures.	
5	Identifies similar approaches to topics in stories from the same genre.	Generally describes similarities and/or differences in the treatment of similar topics in stories from the same genre.	Describes significant similarities and differences in the treatment of similar themes and topics in stories from the same genre.	Precisely describes significant similarities and differences in the treatment of similar themes and topics in stories from the same genre.	

RL.9 Analyze Intertextuality

Gr 6: 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.

Gr 7: 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

Gr 8: 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.

Gr 9-10: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Gr 11-12: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

	1	2	3	4	NOTES
6-8	Identifies similarities and differences between texts	<p>Describes similarities and differences between texts</p> <p>Makes some connections to genre</p>	<p>Accurately describes significant similarities and differences between texts.</p> <p>Explains similarities and differences in terms of genre</p>	<p>Level 3 +</p> <p>Discusses generalizations or implications of the comparison (<i>e.g., "how authors of fiction use or alter history,"</i>)</p>	Review standard RL.9 for specific guidelines about appropriate tasks for each grade level. In grade 6, students should be comparing and contrasting texts in different genres in terms of their approaches to similar themes and topics. In grade 7, students should 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. Because of the similarities in the standard between grade 8 and grade 9, teachers of grade 8 may wish to use the 9-10 rubric for RL.9.
9-10	Identifies similarities and differences between text and source material	Describes how the text draws on and transforms source material.	<p>Describes, with specific details to illustrate, how the text draws on and transforms source material.</p> <p>Describes the purpose and/or effect of the reference</p>	<p>Describes, with specific details to illustrate, how the text draws on and transforms source material</p> <p>Thoroughly explains the purpose and/or effect of the reference</p>	
11-12	Identifies similarities and differences between treatments of a similar theme or topic	Describes, with specific details to illustrate , similarities and differences between treatments of a similar theme or topic	Explains how and why treatments vary , calling upon relevant knowledge of the time period (<i>e.g., different literary schools / styles, gender / nationality / social standing of author, different political beliefs or lived experiences...</i>)	<p>Level 3 +</p> <p>Makes explicit connections between specific details in the texts and the stated reason for the differences between treatments</p>	In Grades 11-12, students should demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI.1

K	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.
2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
11-12	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.

RI.1 Use Key Details

Gr K: Ask and answer questions about key details in a text (with prompting and support).

Gr 1: Ask and answer questions about key details in a text.

Gr 2: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Gr 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Gr 4: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Gr 5: Quote accurately from a text when explaining...

	1	2	3	4	NOTES
K-1	With prompting and guidance, asks and answers questions not related to the text.	With prompting and guidance, asks and answers general questions about the text.	With prompting and guidance, asks and answers specific questions about the text.	With minimal guidance, asks and answers specific questions about key details in the text.	
1	Asks and answers questions not related to the text.	Asks and answers general questions about the text.	Asks and answers specific questions about the text.	Asks and answers specific questions about key details in the text.	
Asks Questions					
2	Asks questions that are unrelated to the text.	Asks general questions about the text.	Asks specific questions about the text.	Asks specific questions about key details in a text.	
Answers Questions					
2	Answers questions based on the text in general and/or about insignificant details in the text.	Answers questions based on minor details in the text.	Answers questions based on key details in a text.	Answers questions based on key details in a text and makes connections to and/or observations about those details.	
Asks Questions					
3	Asks general questions about the text.	Asks specific questions about the text.	Asks specific questions about key details in the text.	Asks interpretive or higher-order questions about key details in the text.	
Answers Questions Using Details from Text					
3	Answers questions about a text without referring to the text.	Answers questions about a text with general references to the text.	Answers questions about a text with explicit reference to specific details in the text.	Answers questions about a text with explicit reference to specific details in the text, and provides an explanation.	

	Drawing Inferences				
4	Mostly recounts explicitly stated information from the text.	Makes inferences that are loosely connected to the text.	Makes inferences that are defensible in light of some parts of the text.	Makes logical inferences that are defensible in light of the full text.	
	Details / Use of Evidence				
4	Identifies textual details and examples related to the text's meaning.	Makes connections between textual details and examples and the text's meaning.	Explains connections between textual details and examples and the text's explicit and implicit meaning.	Precisely explains connections between key textual details and examples and the text's explicit and implicit meaning.	
	Drawing Inferences				
5	Mostly recounts explicitly stated information from the text.	Makes inferences that are loosely connected to the text.	Makes inferences that are defensible in light of some parts of the text.	Makes logical inferences that are defensible in light of the full text.	
	Details / Use of Evidence				
5	Identifies quotations in the text related to the text's explicit meaning.	Generally explains explicit meaning in the text using quotations.	Generally explains explicit and implicit meaning in the text using accurate quotations.	Precisely explains explicit and implicit meaning in the text using relevant, accurate quotations.	

RI.1.A Draw Inferences

Gr 6: ...analysis of what the text says explicitly as well as **inferences drawn from the text**.

Gr 7: ...analysis of what the text says explicitly as well as **inferences drawn from the text**.

Gr 8: ... analysis of what the text says explicitly as well as **inferences drawn from the text**.

HS: ...analysis of what the text says explicitly as well as inferences drawn from the text. (9-10 AND 11-12)

...including determining where the text leaves matters uncertain. (11-12 only)

	1	2	3	4	NOTES
6-8	Mostly recounts explicitly stated information from the text	Makes inferences that are loosely connected to the text	Makes inferences that are defensible in light of some parts of the text	Makes logical inferences that are defensible in light of the full text	
9-10	Mostly recounts explicitly stated information from the text OR Makes inferences that are loosely connected to the text	Makes inferences that are defensible in light of some parts of the text	Makes logical inferences that are defensible in light of the full text	Makes logical, complex* inferences that are defensible in light of the full text	* “Complex” inferences require multi-step reasoning or integration of evidence from multiple points in the text (see Hillocks & Ludlow Taxonomy of Skills in Reading and Interpreting Fiction)
11-12	Makes inferences that are defensible in light of some parts of the text	Makes logical inferences that are defensible in light of the full text	Makes logical, complex* inferences that are defensible in light of the full text	Level 3 + Identifies gaps in available evidence and notes where the text leaves matters uncertain	* “Complex” inferences require multi-step reasoning or integration of evidence from multiple points in the text (see Hillocks & Ludlow Taxonomy of Skills in Reading and Interpreting Fiction)

RI.1.B Cite Evidence to Support Analysis

Gr 6: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Gr 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Gr 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

HS: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	1	2	3	4	NOTES
6-8	<p>Does not cite textual evidence to support inferences or analysis</p> <p>OR</p> <p>identifies and cites textual evidence that is unrelated to inferences or analysis.</p>	Identifies and cites textual evidence that is related to inferences or analysis	Identifies and cites relevant textual evidence to support inferences or analysis	Identifies and cites the textual evidence that best supports inferences or analysis	
9-10	Identifies and cites textual evidence that is loosely related to inferences or analysis	Identifies and cites relevant textual evidence to support inferences or analysis	Identifies and cites strong textual evidence to support inferences or analysis	Identifies and cites strong textual evidence from across the text to support inferences or analysis	
11-12	Identifies and cites textual evidence that is loosely related to inferences or analysis	Identifies and cites relevant textual evidence to support inferences or analysis	Identifies and cites strong textual evidence to support inferences or analysis	Identifies and cites strong textual evidence from across the text to support inferences or analysis	

RI.2

K	With prompting and support, identify the main topic and retell key details of a text.
1	Identify the main topic and retell key details of a text.
2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	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.
7	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.
8	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.
9-10	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
11-12	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.2 Determine Main Idea

Gr K: With prompting and support, identify the main topic and retell key details of a text.

Gr 1: Identify the main topic and retell key details of a text.

Gr 2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Gr 3: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Gr 4: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Gr 5: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

	1	2	3	4	NOTES
K	Does not identify the main topic and/or retell details.	With prompting and guidance, inaccurately identifies the main topic and/or retells some minor details of the text.	With prompting and guidance, accurately identifies the main topic and retells key details of the text.	With minimal guidance, accurately identifies the main topic and retells key details of the text.	Identification and retelling may take many forms including the use of illustrations, student drawings, story props, dramatic representations, oral recitations, and written work.
1	Does not identify the main topic and/or retells insignificant details.	Identifies the main topic and/or retells some minor details of the text.	Identifies the main topic and retells key details of the text.	Identifies the main topic and precisely retells key details of the text.	Identification and retelling may take many forms including the use of illustrations, student drawings, story props, dramatic representations, oral recitations, and written work.
2	Identifies minor details of the text OR Inaccurately identifies the main topic of the text.	Identifies the main topic of the text.	Identifies the main topic and some subtopics within the text.	Identifies the main topic and key subtopics within the text.	
3	Recounts minor details of the text OR Inaccurately determines the main idea of the text.	Determines the main idea of the text and recounts some related details.	Determines the main idea; recounts key details , and describes their connection to the main idea.	Determines the main idea of the text, recounts key details in order , and precisely explains how they support the main idea.	
4	Recounts the text, but the recounting is unclear and/or does not convey the text's main idea(s)*.	Recounts the text and conveys the main idea(s) and key details.	Summarizes the text , conveys the main idea, and generally explains how key details support the main idea(s).	Precisely summarizes the text, conveys the main idea, and precisely explains how key details support the main idea(s).	

5	Recounts the text, but the recounting is unclear and/or does not convey the text's main idea(s)* .	Recounts the text and conveys the main idea(s) and key details..	Summarizes the text , conveys the main idea, and generally explains how key details support the main idea(s).	Precisely summarizes the text, conveys the main idea, and precisely explains how key details support the main idea(s).	In 5th grade, the standards specify that students should determine multiple main ideas in a text.
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RI.2.A Determine Central Idea

Gr 6: 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.

Gr 7: 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.

Gr 8: 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.

HS: Determine a theme or central idea of a text (9-10) / Determine two or more themes or central ideas of a text (11-12)

	1	2	3	4	NOTES
6-8	Identifies a topic of the text OR Recounts ideas that are not significant in the text	Determines an important or recurring idea in the text OR Determines a central idea with some inaccuracy or incompleteness	Accurately determines a central idea in the text	Accurately determines multiple central ideas or a complex central idea in the text.	
9-10	Identifies a topic of the text OR Recounts ideas that are not significant in the text OR Representation of central idea is indefensible or oversimplified	Determines an important or recurring idea in the text OR Determines a central idea with some inaccuracy or incompleteness	Accurately determines a central idea in the text	Accurately determines multiple central ideas or a complex central idea in the text.	

<p>11-12</p>	<p>Identifies a topic of the text</p> <p>OR</p> <p>Recounts ideas that are not significant in the text</p> <p>OR</p> <p>Representation of central idea is indefensible or oversimplified</p>	<p>Determines an important or recurring idea in the text</p> <p>OR</p> <p>Determines a central idea with some inaccuracy or incompleteness</p>	<p>Accurately determines a central idea in the text</p>	<p>Accurately determines multiple central ideas or a complex central idea in the text.</p>	<p>* In grades 11 and 12, to meet the criteria for levels 2 and 3, must identify either multiple central ideas or a complex/multi-part central idea</p>
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RI.2.B Analyze Development of Central Idea

Gr 6: 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.

Gr 7: 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.

Gr 8: 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.

9-10: Analyze in detail [a theme or central idea’s] development over the course of the text, including how it emerges and is shaped and refined by specific details

11-12: Analyze [themes’/central ideas’] development over the course of the text, including how they interact and build on one another to produce a complex account

	1	2	3	4	NOTES
6-8	Discusses the development of a central idea with no or minimal reference to specific textual details	Demonstrates how some specific details* in the text convey a central idea	Identifies specific details from across the text that contribute to the development of a theme or central idea Accurately demonstrates how those details contribute to the development of a theme or central idea	Identifies key details from across the text that contribute to the development of a theme or central idea Accurately demonstrates how those details develop a theme or central idea over the course of the text.	In Grade 8, “specific/key details” should include supporting ideas.
9-10	Discusses the development of a central idea with no or minimal reference to specific textual details	Demonstrates how some details in the text connect to a central idea	Identifies and cites key details that contribute to the development of a central idea Accurately demonstrates how those details interact to develop the central idea (e.g., by repeating over time in a pattern, by developing sequentially, by providing a meaningful juxtaposition, etc.)*	Level 3+ Accurately demonstrates how the central idea is shaped and refined by key details over the course of the text*	The verb “Demonstrates” is used here (and elsewhere) to indicate that students may do this by explaining, verbally or in writing; by representing relationships graphically, symbolically, etc.; or by using some combination of these modes.

11-12	Discusses the development of a theme or central idea with no or minimal reference to specific textual details	Demonstrates how some details in the text connect to a theme or central idea	Identifies and cites key details that contribute to the development of a theme or central idea Accurately demonstrates how multiple themes or aspects of a complex theme interact	Level 3+ Accurately demonstrates how multiple themes or aspects of a complex theme interact and build over the course of the text	
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RI.2.C Provide Objective Summary of Text

Gr 6: ...provide a summary of the text distinct from personal opinions or judgments.

Gr 7, 8, 9-10, 11-12: ...provide an objective summary of the text.

	1	2	3	4	NOTES
6-8	Summary of the text contains inaccuracies, bias, or arguable statements.	Summary of the text is accurate but incomplete or contains extraneous detail.	Summary of the text is accurate and complete.	Summary of the text is accurate, complete, and focuses on the key points of the text.	
9-10	Summary of the text contains inaccuracies, bias, or arguable statements.	Summary of the text is accurate but incomplete or contains extraneous detail.	Summary of the text is accurate and complete.	Summary of the text is accurate, complete, and focuses on the key points of the text.	
11-12	Summary of the text contains inaccuracies, bias, or arguable statements.	Summary of the text is accurate but incomplete or contains extraneous detail.	Summary of the text is accurate and complete.	Summary of the text is accurate, complete, and focuses on the key points of the text.	

RI.3

K	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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.
4	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.
5	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.
6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
7	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
8	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
9-10	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.
11-12	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.

RI.3 Explain Connections Among Individuals, Events, and Ideas

Gr K: Describe the connection between two individuals, events, ideas, or pieces of information in a text (with prompting and support).

Gr 1: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Gr 2: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Gr 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.

Gr 4: 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.

Gr 5: 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.

	1	2	3	4	NOTES
K	Does not describe two individuals, events, ideas, or information in the text, or the description is unclear .	With prompting and guidance, describes two individuals, events, ideas, or information in the text.	With prompting and guidance, describes the connection between two individuals, events, ideas, or information in the text.	With minimal guidance, precisely describes the connection between two individuals, events, ideas, or information in the text.	Descriptions of the connections between text elements can include the use of illustrations, student drawings, story props, dramatic representations, oral recitations, and written work.
1	Does not describe two individuals, events, ideas, or information in the text, or the description is unclear .	Describes two individuals, events, ideas, or information in the text.	Describes the connection between two individuals, events, ideas, or information in the text.	Precisely describes the connection between two individuals, events, ideas, or information in the text.	
2	Identifies the events, ideas, or steps in the text.	Describes the events, ideas, or steps in the text.	Generally describes the connection between events, ideas, or steps in the text.	Precisely describes the connection between events, ideas, or steps in the text.	
3	Describes the events, ideas, or steps in the text.	Describes the connection between events, ideas, or steps in the text.	Describes the relationship between events, ideas, or steps in a text using some relevant academic language . (e.g., words pertaining to time, sequence, cause/effect).	Accurately describes the relationship between events, ideas, or steps in a text using precise academic language.	
4	Describes events, procedures, ideas, or concepts in the text.	Generally explains events, procedures, ideas, or concepts in the text.	Accurately explains events, procedures, ideas, or concepts, including what happened and why , using specific information in the text	Precisely explains events, procedures, ideas, or concepts, including what happened and why, using specific information in the text.	
5	Describes events, ideas, or concepts in the text.	Generally explains the relationships between events, ideas, or concepts in a text.	Accurately explains the relationships between events, ideas, or concepts in a text using specific information in the text.	Precisely describes the relationships between events, ideas, or concepts in a text using precise academic language.	

RI.3.A Analyze Development (Structure and Sequencing) of Individuals, Events, and Ideas

9-10: 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.

11-12: 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.

	1	2	3	4	NOTES
6-8	N/A	N/A	N/A	N/A	
9-10	<p>Determines simple patterns or structures in the text</p> <p>OR</p> <p>Inaccurately determines patterns or structures in how ideas/events are ordered and organized</p>	<p>Accurately determines patterns or structures in how ideas/events are ordered and organized*</p> <p>Describes relationships and connections among ideas/events</p>	<p>Accurately demonstrates how the author uses structure and sequencing to establish and develop connections among ideas, with some attention to purpose or effect on the text’s meaning</p>	<p>Accurately demonstrates how the author uses structure and sequencing to develop a complex set of ideas or sequence of events</p> <p>Analyzes the purpose or effect of structure and sequencing on the text’s meaning</p>	<p>“How ideas/events are ordered and organized” e.g., sequencing, repetition, grouping, spiraling/recurring, comparison, analogy, classification, chronological order, definition, process, problem/solution, cause/effect</p> <p>“Structure and sequencing” e.g., where and when ideas/events are placed in relation to one another—including withholding information until a key moment—how the author links ideas/events with words/phrases/other textual features,</p> <p>“Purpose or effect” e.g., to show similarity, to establish contrast, to elaborate one idea with examples/illustrations/anecdotes, to cause the reader to reinterpret earlier events/ideas with a new lens...)</p>
11-12	<p>Determines simple patterns or structures in the text</p> <p>OR</p> <p>Inaccurately determines patterns or structures in how ideas/events are ordered and organized</p>	<p>Accurately determines patterns or structures in how ideas/events are ordered and organized*</p> <p>Describes relationships and connections among ideas/events</p>	<p>Accurately demonstrates how the author uses structure and sequencing to establish and develop connections among ideas, with some attention to purpose or effect on the text’s meaning</p>	<p>Accurately demonstrates how the author uses structure and sequencing to develop a complex set of ideas or sequence of events</p> <p>Analyzes the purpose or effect of structure and sequencing on the text’s meaning</p>	

RI.3.B Analyze Development and Interaction of Individuals, Ideas, and Events

Gr 6: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Gr 7: 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).

Gr 8: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

9-10: 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.

11-12: 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.

	1	2	3	4	NOTES
6-8	Describes key individuals, events, or ideas with no discussion of how the elements interact OR Explanation of how individuals, events, or ideas interact is inaccurate	Describes key individuals, events, or ideas with general discussion of how they are connected	Accurately demonstrates how key individuals, events, or ideas interact in the text Identifies techniques used in the text to connect and/or distinguish among individuals, ideas, or events	Precisely demonstrates how the text uses specific techniques to develop the connections and distinctions among individuals, ideas, or events	
9-10	Identifies individuals, ideas, or events that interact in the text	Explains the interaction among individuals, ideas, or events with some incomplete or inaccurate reasoning or interpretation	Accurately explains the interaction among individuals, ideas, or events and describes the development of the interaction over the course of the text	Explains how the interaction and development of specific individuals, ideas, or events over the course of the text contributes to the text's overall meaning or impact	Interaction - How ideas, events, and individuals connect to one another, respond to one another, are distinguished from one another, influence one another, help reader understand one another, etc... Development - How interactions change (or don't), how they build toward a central idea or other culmination, etc...
11-12	Identifies individuals, ideas, or events that interact in the text	Explains the interaction among individuals, ideas, or events with some incomplete or inaccurate reasoning or interpretation	Accurately explains the interaction among individuals, ideas, or events and describes the development of the interaction over the course of the text	Explains how the interaction and development of specific individuals, ideas, or events over the course of the text contributes to the text's overall meaning or impact	Interaction - How ideas, events, and individuals connect to one another, respond to one another, are distinguished from one another, influence one another, help reader understand one another, etc... Development - How interactions change (or don't), how they build toward a central idea or other culmination, etc...

RI.4

K	With prompting and support, ask and answer questions about unknown words in a text.
1	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
7	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.
8	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.
9-10	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).
11-12	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).

RI.4 Determine Meaning of Words in Context

Gr K: With prompting and support, ask and answer questions about unknown words in a text.

Gr 1: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Gr 2: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Gr 3: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Gr 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.

Gr 5: ...relevant to a grade 5 topic or subject area.

	1	2	3	4	NOTES
K	Even with prompting and guidance, asks and answers questions unrelated to words in the text.	With prompting and guidance, asks and answers questions related to words in the text.	With prompting and guidance, asks and answers questions about unknown words in a text.	With minimal guidance, asks and answers questions about unknown words in a text and makes connections to and/or observations about those words.	
1	Asks and answers questions unrelated to the words and phrases in a text.	Asks and answers questions related to words and phrases in a text.	Asks and answers questions to make meaning of words and phrases in a text.	Asks and answers questions to make meaning of words and phrases in a text and makes connections to and/or observations about those words.	
2	Identifies unknown words and/or phrases in a text.	Identifies key words and/or phrases in a text and identifies some textual information to determine the meaning of key words and/or phrases.	Identifies useful textual information to determine the meaning of key words and/or phrases.	Uses textual information to determine the meaning of key words and/or phrases.	
3	Identifies key words and/or phrases in a text.	Identifies useful textual information to determine the meaning of key words and/or phrases.	Uses textual information to determine the meaning of key words and/or phrases.	Integrates textual information from across the text to determine the precise meaning of key words and/or phrases.	
4	Identifies key words and/or phrases in a text.	Identifies useful textual information to determine the meaning of key words and/or phrases.	Uses textual information to determine the meaning of key words and/or phrases.	Integrates textual information from across the text to determine the precise meaning of key words and/or phrases.	
5	Identifies key words and/or phrases in a text.	Identifies useful textual information to determine the meaning of key words and/or phrases.	Uses textual information to determine the meaning of key words and/or phrases.	Integrates textual information from across the text to determine the precise meaning of key words and/or phrases.	

RI.4.A Determine Meaning of Word in Context

Gr 6, 7, 8, 9-10, 11-12: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

	1	2	3	4	NOTES
6-8	Determines the meaning of words and phrases in the text, with superficial or inaccurate discussion of context, connotation, or figurative use	Identifies words and phrases that impact the meaning or tone of the text Demonstrates how those words are used / what they mean in context	Identifies words and phrases that impact the meaning or tone of the text Demonstrates explains how those words are used / what they mean in context, including figurative, connotative, and technical meanings	Identifies the most impactful words and phrases in the text Thoroughly and accurately demonstrates how those words are used / what they mean in context, including figurative, connotative, and technical meanings	
9-10	Determines the meaning of words and phrases in the text , with superficial or inaccurate discussion of context, connotation, or technical use	Identifies words and phrases that impact the meaning or tone of the text Demonstrates how those words are used / what they mean in context	Identifies words and phrases that impact the meaning or tone of the text Accurately demonstrates how those words are used / what they mean in context, including figurative, connotative, and/or technical meanings	Identifies the most impactful words and phrases in the text Thoroughly and accurately demonstrates how those words are used / what they mean in context, including figurative, connotative, and technical meanings	
11-12	Determines the meaning of words and phrases in the text, with superficial or inaccurate discussion of context, connotation, or technical use	Identifies words and phrases that impact the meaning or tone of the text Demonstrates how those words are used / what they mean in context	Identifies words and phrases that impact the meaning or tone of the text Accurately demonstrates how those words are used / what they mean in context, including figurative, connotative, and/or technical meanings	Identifies the most impactful words and phrases in the text Thoroughly and accurately demonstrates how those words are used / what they mean in context, including figurative, connotative, and technical meanings	

RI.4.B Analyze Impact of Word Choice

Gr 6: N/A

Gr 7: 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.**

Gr 8: 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.**

9-10: 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).

11-12: 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).

	1	2	3	4	NOTES
6-8	<p>Describes in general terms the impact of word choice in the text</p> <p>OR</p> <p>Inaccurately identifies effects created by specific word choices in the text</p>	<p>Identifies effects created by specific word choices in the text</p>	<p>Accurately identifies effects created by specific word choices in the text</p> <p>Draws connections between word choices and meaning and/or tone</p>	<p>Accurately identifies effects created by specific word choices in the text</p> <p>Clearly demonstrates how specific word choices affect meaning and/or tone</p>	<p>This dimension N/A in Grade 6 as the Gr 6 standard does not ask students to analyze the impact of word choice on meaning and tone. In Grade 7, analysis of word choice should include the impact of rhyme and other repetition of sound (e.g., alliteration). In Grade 8, analysis of word choice should include the impact of analogies and allusions to other texts.</p>
9-10	<p>Describes in general terms the impact of word choice in the text</p> <p>OR</p> <p>Inaccurately identifies the cumulative impact of specific word choices in the text</p>	<p>Identifies specific effects created by patterns of word choice in the text</p>	<p>Describes meaningful patterns of specific word choice in the text and identifies specific effects created by those patterns</p> <p>Draws connections between word choices and meaning, tone, and/or context (e.g., text genre, purpose for writing)</p>	<p>Describes meaningful patterns of word choice in the text and identifies specific effects created by those patterns</p> <p>Thoroughly and accurately demonstrates how word choices relate to meaning, tone, and/or context (e.g., text genre, purpose for writing)</p>	
11-12	<p>Describes in general terms the impact of word choice in the text</p> <p>OR</p> <p>Inaccurately identifies the cumulative impact of specific word choices in the text</p>	<p>Identifies specific effects created by patterns of word choice in the text</p>	<p>Describes meaningful patterns of specific word choice in the text and identifies specific effects created by those patterns</p> <p>Draws connections between word choices and meaning, tone, and/or context (e.g., text genre, purpose for writing)</p>	<p>Describes meaningful patterns of word choice in the text and identifies specific effects created by those patterns</p> <p>Thoroughly and accurately demonstrates how word choices relate to meaning, tone, and/or context (e.g., text genre, purpose for writing)</p>	

RI.5

K	Identify the front cover, back cover, and title page of a book.
1	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.
2	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.
3	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6	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.
7	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
8	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.
9-10	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).
11-12	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.

RI.5 Use Text Features and Determine Text Structure

Gr K: Identify the front cover, back cover, and title page of a book.

* For mastery of this standard parts of a book include the front and back covers, and the title page.

Gr 1: 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.

Gr 2: 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.

Gr 3: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Gr 4: 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.

Gr 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.

	1	2	3	4	NOTES
K	Does not identify the parts of a book*.	Identifies some of the parts of a book.	Accurately identifies all parts of a book.	Accurately identifies all parts of a book and their purpose .	
1	Does not identify or use text features to locate information in a text.	Identifies text features, but does not use them to locate information in a text.	Accurately identifies and uses text features to locate information in a text.	Accurately identifies text features, explains their purpose , and uses them to locate information in a text.	
2	Identifies text features, but does not use them to locate information in a text.	Identifies and uses text features to locate information in a text, but the process is inefficient .	Identifies and uses text features to efficiently locate information in a text.	Accurately identifies text features, explains their purpose , and uses them to efficiently locate information in a text.	
3	Identifies text features or search tools, but does not use them to locate information in a text.	Identifies text features and search tools, and uses them to locate information in a text, but the process is inefficient .	Uses text features and search tools to efficiently locate information in a text.	Uses most relevant text features and search tools to efficiently locate information in a text.	
4	Generally describes the events, ideas, concepts, or information in part of the text.	Describes some patterns in the events, ideas, concepts, or information in part of the text.	Accurately describes the overall structure of the text.	Precisely describes the structure of specific events, ideas, concepts, or information in all or part of the text.	
5	Generally describes the events, ideas, concepts, or information in two or more texts.	Describes the overall structure of two or more texts.	Describes similarities and differences in the overall structure two or more texts .	Describes similarities and differences in the structure of specific events, ideas, concepts, or information in two or more texts.	

RI.5 Analyze Text Structure

Gr 6: 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.

Gr 7: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Gr 8: 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.

9-10: 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).

11-12: 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.

	1	2	3	4	NOTES
6-8	Provides a general, vague, or inaccurate representation and/or analysis of a text's structure	Represents a text's structure with minor inaccuracy or incompleteness Implicitly or generally describes the role of particular portions of the text in developing ideas	Accurately represents a text's structure, with some analysis of the relationship of specific parts to the whole Accurately demonstrates how particular portions of the text develop ideas	Precisely represents a text's structure, including accurate analysis of the relationships of specific parts to the whole Thoroughly demonstrates how particular portions of the text develop ideas, using specific details to illustrate.	"Portions" or "parts" may refer to a sentences, paragraphs, chapters, or larger sections. In 7th grade, students should focus on how major sections contribute to the whole text. In 8th grade, students should focus on the role of particular sentences in developing and refining a key concept.
9-10	Identifies portions* of the text that contribute to the author's ideas or claims, without explaining how OR Inaccurately describes relationship between particular portions and ideas or claims	Identifies portions of the text that contribute to the author's ideas or claims Implicitly or generally describes relationship between particular portions and ideas or claims	Identifies portions of the text that develop or refine the author's ideas or claims Accurately demonstrates how particular portions develop or refine the author's ideas or claims, using specific details to illustrate	Identifies particularly significant portions of the text that develop or refine the author's ideas or claims Demonstrates, in nuanced detail , how particular portions develop or refine the author's ideas or claims, using specific details to illustrate	* "Portions" = sentences, paragraphs, or larger portions of the text (e.g., a section or chapter)
11-12	Provides a general or vague description and evaluation of the structure used in an exposition or argument	Describes the structure used in an exposition or argument Evaluates the effectiveness of the structure with some incomplete reasoning	Accurately describes the structure used in an exposition or argument Evaluates the effectiveness of specific aspects of the structure in making points clear, convincing, and engaging	Precisely describes the structure used in an exposition or argument Evaluates the effectiveness of specific aspects of the structure in making points clear, convincing, and engaging in relation to the particular content, audience and/or purpose of the exposition or argument	

RI.6

K	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
1	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
2	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
3	Distinguish their own point of view from that of the author of a text.
4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
7	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.
8	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
9-10	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
11-12	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.6 Determine Point of View

Gr K: Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.

Gr 1: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Gr 2: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Gr 3: Distinguish their own point of view from that of the author of a text.

Gr 4: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information presented.

Gr 5: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

	1	2	3	4	NOTES
K	Does not describe the roles of author and illustrator or confuses their roles.	Describes the role of author and/or illustrator, with some inaccuracy or incompleteness.	Accurately defines the roles of author and illustrator.	Makes a clear distinction between the roles of author and illustrator.	
1	Describes information provided by one source (words or pictures).	Describes information provided by different sources (words and pictures).	Makes general distinctions between sources of information.	Makes detailed distinctions between sources of information.	“Sources of information” include pictures or other illustrations and the words in the text.
2	Identifies the main topic of the text.	Identifies the main topic of the text and/or identifies the main purpose , but the purpose is unclear or incorrect.	Generally identifies the main purpose and topic of the text.	Precisely identifies the main purpose and topic of the text.	
3	Identifies own point of view.	Describes own point of view.	Generally distinguishes own point of view from that of the author.	Explains distinction between own point of view and that of the author.	
4	Describes accounts of the same event or topic..	Identifies similarities and differences in two accounts of the same event or topic.	Accurately describes key similarities and differences in focus and information presented in two accounts of the same event or topic.	Precisely describes key differences in focus and information presented in two accounts of the same event or topic; connects those differences to the point of view of each account (first- or second-hand).	
5	Describes multiple accounts of the same event or topic.	Identifies similarities and differences between accounts of the same event or topic, with some reference to point of view.	Accurately describes key similarities and differences between accounts of the same event or topic; connects differences to point of view.	Precisely describes key similarities and differences between accounts of the same event or topic; explains differences in terms of point of view.	

RI.6.A Determine Point of View or Purpose

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

Gr 7: 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.

Gr 8: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

9-10: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

11-12: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

	1	2	3	4	NOTES
6-8	Determines author's point of view or purpose generally or with some inaccuracy.	Accurately determines author's point of view or purpose and identifies details that convey that point or view or purpose	Accurately explains how author's point of view or purpose is conveyed through details	Precisely describes author's point of view or purpose and analyzes how that point of view or purpose is conveyed and developed through details	
9-10	Partially or inaccurately determines author's point of view or purpose	Accurately determines author's point of view or purpose	Accurately determines author's point of view or purpose with some connection to rhetorical context*	Accurately determines author's point of view or purpose and demonstrates how the point of view or purpose relates to a specific rhetorical context	* " rhetorical context " may include audience, occasion or motivation for writing, time and place, information about the author, etc. as appropriate to the text and assignment.
11-12	Partially or inaccurately determines author's point of view or purpose	Accurately determines author's point of view or purpose	Accurately determines author's point of view or purpose with some connection to rhetorical context*	Accurately determines author's point of view or purpose and demonstrates how the point of view or purpose relates to a specific rhetorical context	* " rhetorical context " may include audience, occasion or motivation for writing, time and place, information about the author, etc. as appropriate to the text and assignment.

RI.6.B Analyze Point of View

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

Gr 7: 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.**

Gr 8: Determine an author's point of view or purpose in a text and **analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**

9-10: Determine an author's point of view or purpose in a text and **analyze how an author uses rhetoric to advance that point of view or purpose.**

11-12: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, **analyzing how style and content contribute to the power, persuasiveness or beauty of the text.**

	1	2	3	4	NOTES
6-8	Identifies the author's position or viewpoint	Describes how the author's position or viewpoint differs from that of others	Demonstrates how the author uses evidence and reasoning to distinguish his or her position from that of other Identifies the author's response to conflicting evidence or viewpoints	Demonstrates how the author uses evidence and reasoning to distinguish his or her position from that of others Demonstrates how the author uses specific techniques to acknowledge and respond to conflicting evidence or viewpoints	
9-10	Discusses use of rhetoric* in the text with minimal connection to point of view / purpose OR Inaccurately describes use of rhetoric in the text	Makes connections between use of rhetoric in the text and the author's point of view / purpose	Accurately demonstrates how use of rhetoric advances the author's point of view or purpose	Accurately demonstrates how specific instances of rhetoric work together to advance the author's point of view or purpose	*“Rhetoric” may include rhetorical devices, appeals, structure, diction and tone, etc. as appropriate to the text and assignment.
11-12	Discusses style/content* of the text with minimal connection to the power, persuasiveness, or beauty of the text OR Inaccurately describes the style/content of the text	Makes connections between style/content* of the text and the power, persuasiveness, or beauty of the text	Accurately demonstrates how the style/content contributes to the power, persuasiveness, or beauty of the text	Accurately demonstrates how specific instances of style/content work together to develop the power, persuasiveness, or beauty of the text	*“Style/content” may be interpreted as “Style and content,” “Style or content,” or “Style and/or content” depending on the text and the demands of the task

RI.7

K	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).
1	Use the illustrations and details in a text to describe its key ideas.
2	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
3	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
5	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
6	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).
8	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
9-10	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.
11-12	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.

RI.7 Integrate Content in Multiple Formats

Gr K: 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).

Gr 1: Use illustrations and details in a text to describe its key ideas.

Gr 2: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Gr 3: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Gr 4: 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.

Gr 5: 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.

	1	2	3	4	NOTES
K	With prompting and guidance, identifies the illustrations and text.	With prompting and guidance, generally describes the illustrations and text.	With prompting and guidance, generally describes the relationship between illustrations and text .	With minimal guidance , describes the specific relationship between illustrations and text.	
1	Identifies minor ideas from the text.	Generally describes minor ideas from the text.	Generally describes key ideas using illustrations and details from the text.	Precisely describes key ideas using specific illustrations and details from the text.	
2	Describes images in the text.	Describes specific images that are key to the meaning of the text.	Generally explains the contribution of specific images to the meaning of the text.	Precisely explains the contribution of specific images to the meaning of the text.	
3	Describes the illustrations and/or words in a text.	Describes information gained from the illustrations and/or words in a text.	Generally explains information gained from the illustrations and words in a text.	Precisely explains information gained from the illustrations and words in a text.	
4	Describes information presented visually, orally, or quantitatively .	Describes information presented visually, orally, or quantitatively and provides partial or inaccurate explanation of its contribution to the meaning of a text.	Accurately interprets information presented visually, orally, or quantitatively; generally explains the contribution of the information to the meaning of a text.	Precisely interprets information presented visually, orally, or quantitatively; precisely explains the contribution of the information to the meaning of a text.	
5	Includes or refers to information from multiple sources when answering a question or solving a problem.	Uses information from multiple sources to answer questions or solve problems.	Draws on relevant information from multiple sources to answer questions or solve problems efficiently .	Draws on the most relevant information from multiple sources to answer questions or solve problems precisely and efficiently .	

RI.7 Analyze Multiple Accounts or Representations

Gr 6: 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.

Gr 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).

Gr 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

9-10: 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.

11-12: 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.

	1	2	3	4	NOTES
6-8	Identifies similarities and differences between versions of a text in different media (e.g., written and video)	Describes, with examples of techniques unique to each medium , similarities and differences between versions	Compares and contrasts versions by explaining the effects of techniques unique to each medium	Level 3 + Evaluates the advantages and disadvantages of each medium to present a particular topic or idea in the text	*Because the standard for grade 6 is so similar to the standard for grade 5, teachers may wish to use the Gr 5 rubric for this standard.
9-10	Identifies similarities and differences in accounts	Describes, with specific details to illustrate , similarities and differences in accounts	Determines what details are emphasized in each account Describes the impact of the difference in emphasis	Level 3 + Explains differences in terms of medium or purpose (e.g., constraints of different mediums, the author's perspective on the subject, etc.)	

RI.8

K	With prompting and support, identify the reasons an author gives to support points in a text.
1	Identify the reasons an author gives to support points in a text.
2	Describe how reasons support specific points the author makes in a text.
3	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
4	Explain how an author uses reasons and evidence to support particular points in a text.
5	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
6	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.
7	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.
9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
11-12	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.8 Trace and Evaluate Arguments

Gr K: Identify the reasons an author gives to support points in a text (with prompting and support).

Gr 1: Identify the reasons an author gives to support points in a text.

Gr 2: Describe how reasons support specific points the author makes in a text.

Gr 3: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Gr 4: Explain how an author uses reasons and evidence to support particular points in a text.

Gr 5: ...identifying which reasons and evidence support which point(s).

	1	2	3	4	NOTES
K-1	<p>Does not identify the points made in the text.</p> <p>*K – with prompting and guidance</p>	<p>Identifies the points made in the text.</p> <p>*K – with prompting and guidance</p>	<p>Generally identifies the reasons the author gives to support points made in the text.</p> <p>*K – with prompting and guidance</p>	<p>Precisely identifies the reasons the author gives to support points made in the text.</p> <p>*K – with minimal guidance</p>	
2	<p>Identifies the points made in the text.</p>	<p>Describes the reasons and points made in the text.</p>	<p>Generally describes how reasons support specific points made in the text.</p>	<p>Precisely describes how reasons support specific points made in the text.</p>	
3	<p>Identifies related sentences and paragraphs in the text.</p>	<p>Describes related sentences and paragraphs in the text.</p>	<p>Generally describes the connection between specific sentences and paragraphs in the text.</p>	<p>Precisely describes the connection between specific sentences and paragraphs in the text.</p>	
4	<p>Identifies the points an author makes and the related reasons and evidence.</p>	<p>Describes the relationship between the points an author makes and the related reasons and evidence.</p>	<p>Explains how an author uses reasons and evidence to support points in a text.</p>	<p>Precisely explains how an author uses reasons and evidence to support points in a text.</p>	
5	<p>Identifies the points an author makes and the related reasons and evidence.</p>	<p>Describes the relationship between the points an author makes and the related reasons and evidence.</p>	<p>Explains how an author uses reasons and evidence to support points in a text; connects some reasons and evidence to specific points.</p>	<p>Precisely explains how an author uses reasons and evidence to support points in a text; specifically identifies which reasons and evidence support which points.</p>	

RI.8.A Delineate Arguments

Gr 6: 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.

Gr 7: 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.

Gr 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.

HS: Delineate and evaluate **the argument and specific claims in a text...**

	1	2	3	4	NOTES
6-8	Represents the main argument and/or specific claims of the text inaccurately, incompletely, or superficially	Accurately represents the texts' main argument and specific claims Includes incomplete or inaccurate depiction of the argument's evidence and reasoning	Accurately represents the text's main argument, specific claims, evidence and reasoning Includes some description of the progression of ideas and/or the relationships among components of the argument	Level 3 + Accurately represents the progression of ideas and the specific relationships among components of the argument	
9-10	Represents the main argument and/or specific claims of the text inaccurately, incompletely, or superficially	Accurately represents the texts' main argument and specific claims Includes incomplete or inaccurate depiction of the argument's evidence and reasoning*	Accurately represents the text's main argument, specific claims, evidence and reasoning Includes some description of the progression of ideas and/or the relationships among components of the argument	Level 3 + Accurately represents the progression of ideas and the specific relationships among components of the argument	*Reasoning may be discussed in terms of premises and conclusions, warrants, etc.
11-12	Represents the main argument and/or specific claims of the text inaccurately, incompletely, or superficially	Accurately represents the texts' main argument and specific claims Includes incomplete or inaccurate depiction of the argument's evidence and reasoning*	Accurately represents the text's main argument, specific claims, evidence and reasoning Includes some description of the progression of ideas and/or the relationships among components of the argument	Level 3 + Accurately represents the progression of ideas and the specific relationships among components of the argument	Note: In grades 11-12, students should apply this skill to analyzing the application of constitutional principles and the use of legal reasoning in seminal U.S. texts and analyzing the premises, purposes, and arguments in works of public advocacy.

RI.8.B Evaluate Arguments

Gr 6: 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.

Gr 7: 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.

Gr 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.

HS: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient

	1	2	3	4	NOTES
6-8	Provides a general evaluation of the overall soundness of an argument	Distinguishes between sound and unsound reasoning in the text Evaluates the relevance and/or sufficiency of some evidence in the text	Distinguishes between sound and unsound reasoning, indicating how reasoning is or is not sound Evaluates the extent to which reasoning and evidence in a text support the author's claims , with attention to relevance and sufficiency of evidence throughout the text	Level 3 + Differentiates points that are adequately supported with relevant and sufficient evidence from points that are not	
9-10	Provides a general evaluation of the overall validity of an argument	Distinguishes between valid and invalid reasoning in the text Evaluates the relevance and/or sufficiency of some evidence in the text	Distinguishes between valid and invalid reasoning, indicating how reasoning is or is not valid Evaluates the extent to which reasoning and evidence in a text support the author's claims , with attention to relevance and sufficiency of evidence throughout the text	Level 3 + Differentiates points that are adequately supported with relevant and sufficient evidence from points that are not, with explanation of why	
11-12	Provides a general evaluation of the overall validity of an argument	Distinguishes between valid and invalid reasoning in the text Evaluates the relevance and/or sufficiency of some evidence in the text	Distinguishes between valid and invalid reasoning, indicating how reasoning is or is not valid Evaluates the extent to which reasoning and evidence in a text support the author's claims , with attention to relevance and sufficiency of evidence throughout the text	Level 3 + Differentiates points that are adequately supported with relevant and sufficient evidence from points that are not, with explanation of why	Note: In grades 11-12, students should apply this skill to analyzing the application of constitutional principles and the use of legal reasoning in seminal U.S. texts and analyzing the premises, purposes, and arguments in works of public advocacy.

RI.8.C Identify False Statements and Fallacious Reasoning

HS: ...identify false statements and fallacious reasoning.

	1	2	3	4	NOTES
6-8	N/A	N/A	N/A	N/A	
9-10	Superficially or inaccurately acknowledges false statements and/or fallacious reasoning	Identifies false statements and/or fallacious reasoning, with incomplete reasoning or explanation of how statements are false / reasoning is fallacious	Identifies false statements and/or fallacious reasoning* and accurately explains how statements are false / reasoning is fallacious	Level 3 + Plausibly explains the purpose or effect of such statements <i>(e.g., to inspire fear that would override logic...)</i>	Note: Unless specifically taught and called for by the assignments, students do not need to name specific logical fallacies (e.g., red herring, loaded words, straw man, ad hominem attack...)
11-12	Superficially or inaccurately acknowledges false statements and/or fallacious reasoning	Identifies false statements and/or fallacious reasoning, with incomplete reasoning or explanation of how statements are false / reasoning is fallacious	Identifies false statements and/or fallacious reasoning* and accurately explains how statements are false / reasoning is fallacious	Level 3 + Plausibly explains the purpose or effect of such statements <i>(e.g., to inspire fear that would override logic...)</i>	Note: Unless specifically taught and called for by the assignments, students do not need to name specific logical fallacies (e.g., red herring, loaded words, straw man, ad hominem attack...) Note: In grades 11-12, students should apply this skill to analyzing the application of constitutional principles and the use of legal reasoning in seminal U.S. texts and analyzing the premises, purposes, and arguments in works of public advocacy.

RI.9

K	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
2	Compare and contrast the most important points presented by two texts on the same topic.
3	Compare and contrast the most important points and key details presented in two texts on the same topic.
4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
6	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
7	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.
8	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.
9-10	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.
11-12	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.

RI.9 Analyze or Use Multiple Texts

Gr K: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) (with prompting and support).

Gr 1: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Gr 2: Compare and contrast the most important points presented by two texts on the same topic.

Gr 3: ...and key details...

Gr 4: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Gr 5: Integrate information from several texts on the same topic ...

	1	2	3	4	NOTES
K	With prompting and guidance, does not identify similarities and/or differences between two texts on the same topic.	With prompting and guidance, identifies general similarities and/or differences between two texts on the same topic.	With prompting and guidance, accurately identifies specific similarities and differences between two texts on the same topic.	With minimal guidance, describes similarities and differences between two texts on the same topic.	
1	Does not identify similarities and/or differences between two texts on the same topic.	Identifies general similarities and/or differences between two texts on the same topic.	Accurately identifies specific similarities and differences between two texts on the same topic.	Describes similarities and differences between two texts on the same topic.	
2	Describes points in two different texts on the same topic.	Compares related points between two texts on the same topic.	Generally compares most important points between two texts on the same topic.	Precisely compares most important points between two texts on the same topic.	
3	Describes points or details in two texts on the same topic.	Compares related points and/or details between two texts on the same topic.	Generally compares most important points and key details between two texts on the same topic.	Precisely compares most important points and key details between two texts on the same topic.	
4	Refers to information from two texts on the same topic when writing or speaking.	Refers to related information from two texts on the same topic when writing or speaking.	Draws on relevant information from two texts on the same topic when writing or speaking.	Draws on the most relevant information from two texts on the same topic when writing or speaking.	
5	Refers to information from several texts on the same topic when writing or speaking.	Refers to related information from several texts on the same topic when writing or speaking.	Draws on relevant information from several texts on the same topic when writing or speaking.	Draws on the most relevant information from several texts on the same topic when writing or speaking.	

RI.9 Analyze Intertextuality

Gr 6: 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).

Gr 7: 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.

Gr 8: 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.

9-10: 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.

11-12: 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.

	1	2	3	4	NOTES
6-8	Identifies similarities and differences between texts about the same topic or event	Describes moments in the texts where authors emphasize different evidence or present different interpretations of facts	Explains how authors emphasize different evidence or present different interpretations of facts in two texts on the same topic or event, with some discussion or the likely purpose or effect of the differences between accounts	Explains how authors emphasize different evidence or present different interpretations of facts in two texts on the same topic or event Accurately evaluates the likely purpose or effect of the differences between accounts	
9-10	N/A	N/A	N/A	N/A	No separate rubric will be designed for this standard in grades 9-10; instead, rubrics for standards 2, 4, 5, 6, and 8 should be used as needed to evaluate students' analyses of themes, purposes, and rhetorical features.
11-12	N/A	N/A	N/A	N/A	No separate rubric will be designed for this standard in grades 11-12; instead, rubrics for standards 2, 4, 5, 6, and 8 should be used as needed to evaluate students' analyses of themes, purposes, and rhetorical features.