

# Writing

## Definitions of the Standards' Three Text Types

### Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K-5, the term "opinion" is used to refer to this developing form of argument.

### Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the "pros" (supporting ideas) and "cons" (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

### Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures,

### Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

### Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. For example, *The Longitude Prize*, included above and in Appendix B, embeds narrative elements within a largely expository structure. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample "Fact vs. Fiction and All the Grey Space In Between" found in Appendix C.

## The Special Place of Argument in the Standards

While all three text types are important, the Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that "argument literacy" is fundamental to being educated. The university is largely an "argument culture," Graff contends; therefore, K-12 schools should "teach the conflicts" so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.

The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define *argument* not as "wrangling" but as "a serious and focused conversation among people who are intensely interested in getting to the bottom of things *cooperatively*":

Those values are also an integral part of your education in college. For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form . . . which enables them to assess it and use it. You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones. In an Age of Information, what most professionals do is research, think, and make arguments. (And part of the value of doing your own thinking and writing is that it makes you much better at evaluating the thinking and writing of others.) (ch. 1)

In the process of describing the special value of argument in college- and career-ready writing, Williams and McEnerney also establish argument's close links to research in particular and to knowledge building in general, both of which are also heavily emphasized in the Standards.

Much evidence supports the value of argument generally and its particular importance to college and career readiness. A 2009 ACT national curriculum survey of postsecondary instructors of composition, freshman English, and survey of American literature courses (ACT, Inc., 2009) found that "write to argue or persuade readers" was virtually tied with "write to convey information" as the most important type of writing needed by incoming college students. Other curriculum surveys, including those conducted by the College Board (Milewski, Johnson, Glazer, & Kubota, 2005) and

### "Argument" and "Persuasion"

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

the states of Virginia and Florida<sup>6</sup>, also found strong support for writing arguments as a key part of instruction. The 2007 writing framework for the National Assessment of Educational Progress (NAEP) (National Assessment Governing Board, 2006) assigns persuasive writing the single largest targeted allotment of assessment time at grade 12 (40 percent, versus 25 percent for narrative writing and 35 percent for informative writing). (The 2011 prepublication framework [National Assessment Governing Board, 2007] maintains the 40 percent figure for persuasive writing at grade 12, allotting 40 percent to writing to explain and 20 percent to writing to convey experience.) Writing arguments or writing to persuade is also an important element in standards frameworks for numerous high-performing nations.<sup>7</sup>

Specific skills central to writing arguments are also highly valued by postsecondary educators. A 2002 survey of instructors of freshman composition and other introductory courses across the curriculum at California's community colleges, California State University campuses, and University of California campuses (Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002) found that among the most important skills expected of incoming students were articulating a clear thesis; identifying, evaluating, and using evidence to support or challenge the thesis; and considering and incorporating counterarguments into their writing. On the 2009 ACT national curriculum survey (ACT, Inc., 2009), postsecondary faculty gave high ratings to such argument-related skills as "develop ideas by using some specific reasons, details, and examples," "take and maintain a position on an issue," and "support claims with multiple and appropriate sources of evidence."

The value of effective argument extends well beyond the classroom or workplace, however. As Richard Fulkerson (1996) puts it in *Teaching the Argument in Writing*, the proper context for thinking about argument is one "in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own" (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty-first century.

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<sup>6</sup>Unpublished data collected by Achieve, Inc.

<sup>7</sup>See, for example, frameworks from Finland, Hong Kong, and Singapore as well as Victoria and New South Wales in Australia.

PROGRESSIONS

# Kentucky Common Core Standards for English Language Arts

Standards Alignment for Reading, Writing, Language, and Speaking/Listening: Grades K-12

## Common Core Standards for Reading K-12

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

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

### Reading: Literature

<b>Standard 1</b>	<b>R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>Cluster</b>	<b>Key Ideas and Details</b>
<b>R.L.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>R.L.1.1</b>	Ask and answer questions about key details in a text.
<b>R.L.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<b>R.L.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>R.L.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>R.L.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>R.L.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Standard 2</b>	<b>R.CCR.2: Determine central ideas or themes of a text <u>and</u> analyze their development; summarize the key supporting details and ideas.</b>
<b>Cluster</b>	<b>Key Ideas and Details</b>
R.L.K.2	With prompting and support, retell familiar stories, including key details.
R.L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
R.L.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
R.L.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
R.L.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
R.L.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
R.L.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

<b>Standard 3</b>	<b>R.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
<b>Cluster</b>	<b>Key Ideas and Details</b>
R.L.K.3	With prompting and support, identify characters, settings, and major events in a story.
R.L.1.3	Describe characters, settings, and major events in a story, using key details.
R.L.2.3	Describe how characters in a story respond to major events and challenges.
R.L.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
R.L.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
R.L.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
R.L.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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<b>Standard 4</b>	<b>R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>Cluster</b>	<b>Craft and Structure</b>
R.L.K.4	Ask and answer questions about unknown words in a text.
R.L.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
R.L.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
R.L.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
R.L.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
R.L.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
R.L.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

<b>Standard 5</b>	<b>R.CCR.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
<b>Cluster</b>	<b>Craft and Structure</b>
R.L.K.5	Recognize common types of texts (e.g., storybooks, poems).
R.L.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
R.L.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
R.L.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
R.L.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
R.L.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
R.L.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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<b>Standard 6</b>	<b>R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.</b>
<b>Cluster</b>	<b>Craft and Structure</b>
<b>R.L.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
<b>R.L.1.6</b>	Identify who is telling the story at various points in a text.
<b>R.L.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>R.L.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>R.L.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>R.L.5.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.
<b>R.L.6.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.

<b>Standard 7</b>	<b>R.CCR.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>
<b>Cluster</b>	<b>Integration of Knowledge and Ideas</b>
<b>R.L.K.7</b>	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).
<b>R.L.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>R.L.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>R.L.3.7</b>	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).
<b>R.L.4.7</b>	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.
<b>R.L.5.7</b>	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).
<b>R.L.6.7</b>	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.



<b>Standard 9</b>	<b>R.CCR.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
<b>Cluster</b>	<b>Integration of Knowledge and Ideas</b>
<b>R.L.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>R.L.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.
<b>R.L.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>R.L.3.9</b>	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).
<b>R.L.4.9</b>	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.
<b>R.L.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>R.L.6.9</b>	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.

<b>Standard 10</b>	<b>R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.</b>
<b>Cluster</b>	<b>Range of Reading and Level of Text Complexity</b>
<b>R.L.K.10</b>	Actively engage in group reading activities with purpose and understanding.
<b>R.L.1.10</b>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>R.L.2.10</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>R.L.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
<b>R.L.4.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>R.L.5.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
<b>R.L.6.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading: Informational Text

<b>Standard 1</b>	<b>R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>Cluster</b>	<b>Key Ideas and Details</b>
<b>R.I.K.1</b>	With prompting and support, <b>ask</b> and <b>answer</b> questions about key details in a text.
<b>R.I.1.1</b>	<b>Ask</b> and <b>answer</b> questions about key details in a text.
<b>R.I.2.1</b>	<b>Ask</b> and <b>answer</b> such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<b>R.I.3.1</b>	<b>Ask</b> and <b>answer</b> questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>R.I.4.1</b>	<b>Refer</b> to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>R.I.5.1</b>	<b>Quote</b> accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>R.I.6.1</b>	<b>Cite</b> textual evidence to <b>support analysis</b> of what the text says explicitly as well as inferences drawn from the text.

<b>Standard 2</b>	<b>R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>Cluster</b>	<b>Key Ideas and Details</b>
<b>R.I.K.2</b>	With prompting and <b>support</b> , <b>identify</b> the main topic and <b>retell</b> key details of a text.
<b>R.I.1.2</b>	<b>Identify</b> the main topic and <b>retell</b> key details of a text.
<b>R.I.2.2</b>	<b>Identify</b> the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
<b>R.I.3.2</b>	<b>Determine</b> the main idea of a text; <b>recount</b> the key details and explain how they support the main idea.
<b>R.I.4.2</b>	<b>Determine</b> the main idea of a text and <b>explain</b> how it is supported by key details; <b>summarize</b> the text.
<b>R.I.5.2</b>	<b>Determine</b> two or more main ideas of a text and <b>explain</b> how they are supported by key details; <b>summarize</b> the text.
<b>R.I.6.2</b>	<b>Determine</b> a central idea of a text and how it is conveyed through particular details; <b>provide a summary</b> of the text distinct from personal opinions or judgments.

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<b>Standard 3</b>	<b>R.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
<b>Cluster</b>	<b>Key Ideas and Details</b>
<b>R.1.K.3</b>	With prompting and support, <b>describe</b> the connection between two individuals, events, ideas, or pieces of information in a text.
<b>R.1.1.3</b>	<b>Describe</b> the connection between two individuals, events, ideas, or pieces of information in a text.
<b>R.1.2.3</b>	<b>Describe</b> the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>R.1.3.3</b>	<b>Describe</b> 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.
<b>R.1.4.3</b>	<b>Explain</b> events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>R.1.5.3</b>	<b>Explain</b> the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>R.1.6.3</b>	<b>Analyze</b> in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

<b>Standard 4</b>	<b>R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>Cluster</b>	<b>Craft and Structure</b>
<b>R.1.K.4</b>	With prompting and support, <b>ask</b> and <b>answer</b> questions about unknown words in a text.
<b>R.1.1.4</b>	<b>Ask</b> and <b>answer</b> questions to help <b>determine</b> or <b>clarify</b> the meaning of words and phrases in a text.
<b>R.1.2.4</b>	<b>Determine</b> the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<b>R.1.3.4</b>	<b>Determine</b> the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
<b>R.1.4.4</b>	<b>Determine</b> the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>R.1.5.4</b>	<b>Determine</b> the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<b>R.1.6.4</b>	<b>Determine</b> the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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<b>Standard 5</b>	<b>R.CCR.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
<b>Cluster</b>	<b>Craft and Structure</b>
<b>R.I.K.5</b>	<b>Identify</b> the front cover, back cover, and title page of a book.
<b>R.I.1.5</b>	<b>Know and use</b> various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>R.I.2.5</b>	<b>Know and use</b> various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<b>R.I.3.5</b>	<b>Use</b> text features and search tools (e.g., key words, sidebars, hyperlinks) to <b>locate</b> information relevant to a given topic efficiently.
<b>R.I.4.5</b>	<b>Describe</b> 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.
<b>R.I.5.5</b>	<b>Compare and contrast</b> the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<b>R.I.6.5</b>	<b>Analyze</b> how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

<b>Standard 6</b>	<b>R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.</b>
<b>Cluster</b>	<b>Craft and Structure</b>
<b>R.I.K.6</b>	<b>Name</b> the author and illustrator of a text and <b>define</b> the role of each in presenting the ideas or information in a text.
<b>R.I.1.6</b>	<b>Distinguish</b> between information provided by pictures or other illustrations and information provided by the words in a text.
<b>R.I.2.6</b>	<b>Identify</b> the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>R.I.3.6</b>	<b>Distinguish</b> their own point of view from that of the author of a text.
<b>R.I.4.6</b>	<b>Compare and contrast</b> a firsthand and secondhand account of the same event or topic; <b>describe</b> the differences in focus and the information provided.
<b>R.I.5.6</b>	<b>Analyze</b> multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>R.I.6.6</b>	<b>Determine</b> an author's point of view or purpose in a text and <b>explain</b> how it is conveyed in the text.

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<b>Standard 7</b>	<b>R.CCR.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>
<b>Cluster</b>	<b>Integration of Knowledge and Ideas</b>
<b>R.I.K.7</b>	With prompting and support, <b>describe</b> 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).
<b>R.I.1.7</b>	<b>Use</b> the illustrations and details in a text to <b>describe</b> its key ideas.
<b>R.I.2.7</b>	<b>Explain</b> how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>R.I.3.7</b>	<b>Use</b> information gained from illustrations (e.g., maps, photographs) and the words in a text to <b>demonstrate understanding</b> of the text (e.g., where, when, why, and how key events occur).
<b>R.I.4.7</b>	<b>Interpret</b> information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and <b>explain</b> how the information contributes to an understanding of the text in which it appears.
<b>R.I.5.7</b>	<b>Draw</b> 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.
<b>R.I.6.7</b>	<b>Integrate</b> information presented in different media or formats (e.g., visually, quantitatively) as well as in words to <b>develop</b> a coherent understanding of a topic or issue.

<b>Standard 8</b>	<b>R.CCR.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
<b>Cluster</b>	<b>Integration of Knowledge and Ideas</b>
<b>R.I.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.
<b>R.I.1.8</b>	Identify the reasons an author gives to support points in a text.
<b>R.I.2.8</b>	Describe how reasons support specific points the author makes in a text.
<b>R.I.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>R.I.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>R.I.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>R.I.6.8</b>	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.

<b>Standard 9</b>	<b>R.CCR.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
<b>Cluster</b>	<b>Integration of Knowledge and Ideas</b>
<b>R.I.K.9</b>	With prompting and support, <b>identify</b> basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>R.I.1.9</b>	<b>Identify</b> basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>R.I.2.9</b>	<b>Compare and contrast</b> the most important points presented by two texts on the same topic.
<b>R.I.3.9</b>	<b>Compare and contrast</b> the most important points and key details presented in two texts on the same topic.
<b>R.I.4.9</b>	<b>Integrate</b> information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>R.I.5.9</b>	<b>Integrate</b> information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>R.I.6.9</b>	<b>Compare and contrast</b> one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

<b>Standard 10</b>	<b>R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.</b>
<b>Cluster</b>	<b>Range of Reading and Level of Text Complexity</b>
<b>R.I.K.10</b>	Actively <b>engage</b> in group reading activities with purpose and understanding.
<b>R.I.1.10</b>	With prompting and support, <b>read</b> informational texts appropriately complex for grade 1.
<b>R.I.2.10</b>	By the end of year, <b>read</b> and <b>comprehend</b> informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>R.I.3.10</b>	By the end of the year, <b>read</b> and <b>comprehend</b> informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<b>R.I.4.10</b>	By the end of year, <b>read</b> and <b>comprehend</b> informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>R.I.5.10</b>	By the end of the year, <b>read</b> and <b>comprehend</b> informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<b>R.I.6.10</b>	By the end of the year, <b>read</b> and <b>comprehend</b> literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.