|  |  |
| --- | --- |
| **Literature/****Informational** | **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.** |
| **Cluster** | **Key Ideas and Details** |
| **R.L.K.1** | With prompting and support, ask and answer questions about key details in a text. |
| **R.L.1.1** | Ask and answer questions about key details in a text. |
| **R.L.2.1** | Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. |
| **R.L.3.1** | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| **R.L.4.1** | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **R.L.5.1** | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **R.L.6.1** | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **R.L.7.1** | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **R.L.8.1** | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| **R.L.9-10.1** | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **R.L.11-12.1** | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

|  |  |
| --- | --- |
| **Standard 10** | **R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.** |
| **Cluster** | **Range of Reading and Level of Text Complexity** |
| **R.L.K.10** | Actively engage in group reading activities with purpose and understanding. |
| **R.L.1.10** | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
| **R.L.2.10** | 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. |
| **R.L.3.10** | 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. |
| **R.L.4.10** | 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. |
| **R.L.5.10** | 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. |