

Progression of Standards K-6

Strand: Reading--Literature

Topic: Key Ideas and Details

Anchor Standard 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.

Grade	Standard
6 (RL.6.1)	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5 (RL.5.1)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4 (RL.4.1)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3 (RL.3.1)	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2 (RL.2.1)	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1 (RL.1.1.)	Ask and answer questions about key details in a text.
K (RL.K.1.)	With prompting and support, ask and answer questions about key details in a text.

Strand: Reading--Literature

Topic: Key Ideas and Details

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade	Standard
6 (RL.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.
5 (RL.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.
4 (RL.4.2)	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3 (RL.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.
2 (RL.2.2)	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
1 (RL.1.2)	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
K (RL.K.2)	With prompting and support, retell familiar stories, including key details.

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Topic: Key Ideas and Details

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade	Standard
6 (RL.6.3)	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
5 (RL.5.3)	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4 (RL.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).
3 (RL.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.
2 (RL.2.3)	Describe how characters in a story respond to major events and challenges.
1 (RL.1.3.)	Describe characters, settings, and major events in a story, using key details.
K (RL.K.3.)	With prompting and support, identify characters, settings, and major events in a story.

Strand: Reading--Literature

Topic: Craft and Structure

Anchor Standard 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

Grade	Standard
6 (RL.6.4)	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5 (RL.5.4)	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4 (RL.4.4)	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
3 (RL.3.4)	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
2 (RL.2.4)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
1 (RL.1.4.)	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
K (RL.K.4.)	Ask and answer questions about unknown words in a text.

Strand: Reading--Literature

Topic: Craft and Structure

Anchor Standard 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.

Grade	Standard
6 (RL.6.5)	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
5 (RL.5.5)	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
4 (RL.4.5)	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
3 (RL.3.5)	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
2 (RL.2.5)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
1 (RL.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.
K (RL.K.5.)	Recognize common types of texts (e.g., storybooks, poems).

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Topic: Craft and Structure

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Grade	Standard
6 (RL.6.6)	Explain how an author develops the point of view of the narrator or speaker in a text.
5 (RL.5.6)	Describe how a narrator's or speaker's point of view influences how events are described.
4 (RL.4.6)	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
3 (RL.3.6)	Distinguish their own point of view from that of the narrator or those of the characters.
2 (RL.2.6)	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
1 (RL.1.6)	Identify who is telling the story at various points in a text.
K (RL.K.6.)	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Strand: Reading--Literature

Topic: Integration of Knowledge and Ideas

Anchor Standard 7: Assess how point of view or purpose shapes the content and style of a text.

Grade	Standard
6 (RL.6.7)	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
5 (RL.5.7)	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
4 (RL.4.7)	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
3 (RL.3.7)	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
2 (RL.2.7)	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
1 (RL.1.7)	Use illustrations and details in a story to describe its characters, setting, or events.
K (RL.K.7)	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).

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Topic: Integration of Knowledge and Ideas

Anchor Standard 8: Assess how point of view or purpose shapes the content and style of a text.

Grade	Standard
6 (RL.6.8)	(Not applicable to literature)
5 (RL.5.8)	(Not applicable to literature)
4 (RL.4.8)	(Not applicable to literature)
3 (RL.3.8)	(Not applicable to literature)
2 (RL.2.8)	(Not applicable to literature)
1 (RL.1.8.)	(Not applicable to literature)
K (RL.K.8.)	(Not applicable to literature)

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Topic: Integration of Knowledge and Ideas

Anchor Standard 9: Assess how point of view or purpose shapes the content and style of a text.

Grade	Standard
6 (RL.6.9)	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
5 (RL.5.9)	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
4 (RL.4.9)	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
3 (RL.3.9)	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).
2 (RL.2.9)	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
1 (RL.1.9)	Compare and contrast the adventures and experiences of characters in stories.
K (RL.K.9.)	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Strand: Reading--Literature

Topic: Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently

Grade	Standard
6 (RL.6.10)	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5 (RL.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.
4 (RL.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.
3 (RL.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.
2 (RL.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.
1 (RL.1.10)	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
K (RL.K.10.)	Actively engage in group reading activities with purpose and understanding.

Strand: Reading—Informational Texts

Topic: Key Ideas and Details

Anchor 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.

Grade	Standard
6 (RI.6.1)	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5 (RI.5.1)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4 (RI.4.1)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3 (RI.3.1)	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2 (RI.2.1)	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1 (RI.1.1)	Ask and answer questions about key details in a text.
K (RI.K.1)	With prompting and support, ask and answer questions about key details in a text.

Strand: Reading--Informational Texts

Topic: Key Ideas and Details

Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade	Standard
6 (RI.6.2)	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
5 (RI.5.2)	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
4 (RI.4.2)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3 (RI.3.2)	Determine the main idea of a text; recount the key details and explain how they support the main idea.
2 (RI.2.2)	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
1 (RI.1.2)	Identify the main topic and retell key details of a text
K (RI.K.2)	With prompting and support, identify the main topic and retell key details of a text.

Strand: Reading--Informational Texts

Topic: Key Ideas and Details

Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade	Standard
6 (RI.6.3)	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
5 (RI.5.3)	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
4 (RI.4.3)	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
3 (RI.3.3)	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
2 (RI.2.3)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
1 (RI.1.3)	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
K (RI.K.3.)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Strand: Reading--Informational Texts

Topic: Craft and Structure

Anchor 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

Grade	Standard
6 (RI.6.4)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5 (RI.5.4)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
4 (RI.4.4)	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
3 (RI.3.4)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
2 (RI.2.4)	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
1 (RI.1.4.)	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
K (RI.K.4.)	With prompting and support, ask and answer questions about unknown words in a text.

Strand: Reading--Informational Texts

Topic: Craft and Structure

Anchor 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.

Grade	Standard
6 (RI.6.5)	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
5 (RI.5.5)	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
4 (RI.4.5)	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
3 (RI.3.5)	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
2 (RI.2.5)	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
1 (RI.1.5.)	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
K (RI.K.5.)	Identify the front cover, back cover, and title page of a book.

Strand: Reading--Informational Texts

Topic: Craft and Structure

Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

Grade	Standard
6 (RI.6.6)	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
5 (RI.5.6)	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
4 (RI.4.6)	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
3 (RI.3.6)	Distinguish their own point of view from that of the author of a text.
2 (RI.2.6)	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
1 (RI.1.6.)	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
K (RI.K.6.)	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Strand: Reading--Informational Texts

Topic: Integration of Knowledge and Ideas

Anchor 7: Assess how point of view or purpose shapes the content and style of a text.

Grade	Standard
6 (RI.6.7)	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
5 (RI.5.7)	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
4 (RI.4.7)	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
3 (RI.3.7)	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).
2 (RI.2.7)	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
1 (RI.1.7)	Use the illustrations and details in a text to describe its key ideas.
K (RI.K.7.)	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Strand: Reading--Informational Texts

Topic: Integration of Knowledge and Ideas

Anchor 8: Assess how point of view or purpose shapes the content and style of a text.

Grade	Standard
6 (RI.6.8)	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
5 (RI.5.8)	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
4 (RI.4.8)	Explain how an author uses reasons and evidence to support particular points in a text.
3 (RI.3.8)	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
2 (RI.2.8)	Describe how reasons support specific points the author makes in a text.
1 (RI.1.8)	Identify the reasons an author gives to support points in a text.
K (RI.K.8.)	With prompting and support, identify the reasons an author gives to support points in a text.

Strand: Reading--Informational Texts

Topic: Integration of Knowledge and Ideas

Anchor 9: Assess how point of view or purpose shapes the content and style of a text.

Grade	Standard
6 (RI.6.9)	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
5 (RI.5.9)	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
4 (RI.4.9)	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3 (RI.3.9)	Compare and contrast the most important points and key details presented in two texts on the same topic.
2 (RI.2.9)	Compare and contrast the most important points presented by two texts on the same topic.
1 (RI.1.9)	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
K (RI.K.9.)	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Strand: Reading--Informational Texts

Topic: Range of Reading and Level of Text Complexity

Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently

Grade	Standard
6 (RI.6.10)	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5 (RI.5.10)	By the end of the year, read and comprehend 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
4 (RI.4.10)	By the end of year, read and comprehend 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.
3 (RI.3.10)	By the end of the year, read and comprehend 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.
2 (RI.2.10)	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1 (RI.1.10)	With prompting and support, read informational texts appropriately complex for grade 1.
K (RI.K.10.)	Actively engage in group reading activities with purpose and understanding.