

CLUSTER: READING Anchor Standard One: *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	GRADES 9-10	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Essential Elements	EERL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	EERI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can find citations that demonstrate what the text says explicitly and find text that supports an inference. 3. I can choose from provided samples text that supports an inference and select other samples that cite explicit text. 2. I can choose text that supports an inference from two samples and find the explicit citation in a teacher selected passage. 1. I can attend to explicit citations and inferences drawn from text.	4. I can find citations that demonstrate what the text says explicitly and find text that supports an inference. 3. I can choose from provided samples text that supports an inference and select other samples that cite explicit text. 2. I can choose text that supports an inference from two samples and find the explicit citation in a teacher selected passage. 1. I can attend to explicit citations and inferences drawn from text.
Examples:	4. Use a highlighter to mark citations that demonstrate what the text says and another color to mark text that supports an inference drawn. 2. Highlight 3 sentences. Read a specific sentence and have the student circle the sentence.	
Assessment questions:	<input type="checkbox"/> Where does it tell about ___? Use a highlighter to mark citations that demonstrate what the text says and another color to mark text that supports an inference drawn. <input type="checkbox"/> Given the inference, the student will find specific sentences within the text that support the inference. <input type="checkbox"/> The teacher will highlight 3 sentences in the text. The teacher will read one of the three sentences and asks the student circle the sentence that was read. <input type="checkbox"/> Did the student attend to the explicit citations and inferences drawn from the text?	<input type="checkbox"/> Where does it tell about ___? Use a highlighter to mark citations that demonstrate what the text says and another color to mark text that supports an inference drawn. <input type="checkbox"/> Given the inference, the student will find specific sentences within the text that support the inference. <input type="checkbox"/> The teacher will highlight 3 sentences in the text. The teacher will read one of the three sentences and asks the student circle the sentence that was read. <input type="checkbox"/> Did the student attend to the explicit citations and inferences drawn from the text?

Grade	GRADES 11-12	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	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.	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.
Essential Elements	EERL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.	EERI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify the textual evidence that supports the literal and implied meaning of the text. 3. I can choose the textual evidence that supports the literal and implied meaning of the text from teacher selected passage. 2. I can pick textual evidence that supports the literal and implied meaning of the text from two choices. 1. I can attend to textual evidence that supports the literal and implied meaning of the text.	4. I can identify the textual evidence that supports the literal and implied meaning of the text. 3. I can choose the textual evidence that supports the literal and implied meaning of the text from a teacher selected passage. 2. I can pick textual evidence that supports the literal and implied meaning of the text from two choices. 1. I can attend to textual evidence that supports the literal and implied meaning of the text.
Assessment questions:	<ul style="list-style-type: none"> <input type="checkbox"/> Given a teacher selected passage, the student will be able to answer literal questions using evidence from the text. <input type="checkbox"/> Given a teacher selected passage, the student will be able to answer implied questions using evidence from the text. <input type="checkbox"/> When given choices, the student will select evidence that supports literal or implied questions. <input type="checkbox"/> Did the student attend to the evidence that supports literal and implied meaning of the text? <p>Note: Teacher should scaffold the format to match the learning level of the students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Given a teacher selected passage, the student will be able to answer literal questions using evidence from the text. <input type="checkbox"/> Given a teacher selected passage, the student will be able to answer implied questions using evidence from the text. <input type="checkbox"/> When given choices, the student will select evidence that supports literal or implied questions. <input type="checkbox"/> Did the student attend to the evidence that supports literal and implied meaning of the text? <p>Note: Teacher should scaffold the format to match the learning level of the students.</p>

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

Grade	GRADES 9-10	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	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.	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.
Essential Elements	EERL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.	EERI.9-10.2 Determine the central idea of the text and select details to support it.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can retell the events in a text that are related to the theme or central idea. 3. I can choose two events related to the theme or central idea. 2. I can pick one event related to the theme or central idea when given two choices. 1. I can attend to events related to the theme or central idea.	4. I can identify the central idea of the text and give details from the text that describe or support it. 3. I can name the central idea of the text when given examples from the text that describe or support it. 2. I can pick the central idea of the text when given two choices. 1. I can attend to the central idea of the text.
Assessment questions:	<input type="checkbox"/> Name three or more events in this text that are related to the theme. <input type="checkbox"/> Name two events in this text that are related to the theme. <input type="checkbox"/> Given choices, the student will select one event that relates to the theme. <input type="checkbox"/> Did the student attend to the events in the text related to the theme?	<input type="checkbox"/> What is the central idea of the text? Give several details that support the central idea. <input type="checkbox"/> Given several details from the text, the student will name the central idea. <input type="checkbox"/> Given 2 choices, the student will select the central idea of the text. <input type="checkbox"/> Did the student attend to the central idea of the text?
Grade	GRADES 11-12	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	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.	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.
Essential Elements	EERL.11-12.2 Recount the main events of the text which are related to the theme or central idea.	EERI.11-12.2 Determine the central idea of a text; recount the text.

I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can retell the events in a text that are related to the theme or central idea. 3. I can choose two events related to the theme or central idea when given choices. 2. I can pick one event related to the theme or central idea from two choices. 1. I can attend to events related to the theme or central idea.	4. I can identify the central idea of the text and retell details from the text. 3. I can choose the central idea of the text when given choices and retell two details from the text. 2. I can pick the central idea of the text when given two choices. 1. I can attend to the central idea and retelling of the text.
Assessment questions:	<input type="checkbox"/> Retell 3 or more events in this text that are related to the theme or central idea. <input type="checkbox"/> Name two events in this text related to the theme or central idea. <input type="checkbox"/> Given choices, the student will select one event that relates to the theme or central idea. <input type="checkbox"/> Did the student attend to the events in the text related to the theme or central idea?	<input type="checkbox"/> What is the central idea of the text? Name several details that support the central idea. <input type="checkbox"/> Given several details from the text, the student will name the central idea. <input type="checkbox"/> Given 2 choices, the student will select the central idea of the text. <input type="checkbox"/> Did the student attend to the central idea of the text?

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

Grade	GRADES 9-10	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	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.	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.
Essential Elements	EERL.9-10.3 Determine how characters change or develop over the course of a text.	EERI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can describe how characters change or develop over the course of a text. 3. I can give one example that shows change in a character over the course of a text. 2. I can pick the change that occurred in a character over time from two choices. 1. I can attend to character changes over the course of the text.	4. I can describe the connections between individuals, ideas, or events in a text. 3. I can give one example that shows the connection between individuals, ideas, or events in a text. 2. I can pick the connection between individuals, ideas, or events in a text from two choices. 1. I can attend to connections in a text.
Assessment questions:	<input type="checkbox"/> How have the characters changed from the beginning to the end of the text?	<input type="checkbox"/> How are the individuals, ideas, or events connected in the text? <input type="checkbox"/> Name 1 way the individual, ideas, or events are connected in the

	<input type="checkbox"/> Give 1 example of how the character changed throughout the text. <input type="checkbox"/> Given 2 choices, the student will select how the character changed throughout the text. <input type="checkbox"/> Did the student attend to how the character changed?	text. <input type="checkbox"/> Given 2 choices, the student will select how the individuals, ideas, or events are connected in the text. <input type="checkbox"/> Did the student attend to the connections in the text?
Grade	GRADES 11-12	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	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).	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.
Essential Elements	EERL.11-12.3 Determine how characters, the setting, or events change over the course of the story or drama.	EERI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can describe how characters, setting, or events change or develop over the course of a text. 3. I can give one example that shows change in a character, setting or event over the course of a text. 2. I can pick the change that occurred in the character, setting, or event over time, given two choices. 1. I can attend to how characters, settings, or events change over the course of the text.	4. I can describe how individuals, ideas, or events change over the course of a text. 3. I can give one example that shows change in an individual, idea, or event over the course of a text. 2. I can pick the change that occurred in an individual, idea, or event over time, given two choices. 1. I can attend to how individuals, ideas, or events change over the course of the text.
Assessment questions:	<input type="checkbox"/> Describe how the character(s), setting, or events changed from the beginning to the end of the text. <input type="checkbox"/> Give 1 example of how the character(s), setting, or events changed over the course of the text. <input type="checkbox"/> Given 2 choices, the student will select how the character(s), setting, or events changed over the course of the text. <input type="checkbox"/> Did the student attend to how the character(s), setting, or events changed?	<input type="checkbox"/> Describe how the individuals, ideas or events changed from the beginning to the end of the text. <input type="checkbox"/> Give 1 example of how the individuals, ideas, or events changed over the course of the text. <input type="checkbox"/> Given 2 choices, the student will select how the individuals, ideas, or events changed over the course of the text. <input type="checkbox"/> Did the student attend to how the individuals, ideas, or events changed?

READING Anchor Standard Four: *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	GRADES 9-10	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Determine the meaning of words and phrases as they are used in a 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).	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).
Essential Elements	EERL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.	EERI.9-10.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify the meanings of words and phrases as they are used in text, including idioms, analogies, and figures of speech. 3. I can give the meaning of a word or phrase as it is used in text, including idioms, analogies, and figures of speech from multiple choices. 2. I can match the meaning to a word or phrase as it is used in text, including idioms, analogies, and figures of speech when given two choices. 1. I can attend to meanings of words or phrases in a text.	4. I can identify the meanings of words and phrases as they are used in text, including common idioms, analogies, and figures of speech. 3. I can give the meaning of a word or phrase as it is used in text, including common idioms, analogies, and figures of speech from multiple choices. 2. I can match the meaning to a word or phrase as it is used in text, including common idioms, analogies, and figures of speech when given two choices. 1. I can attend to meanings of words or phrases in a text.
Assessment questions:	<ul style="list-style-type: none"> <input type="checkbox"/> Given an example of an idiom, analogy, or a figure of speech, the student will identify the meaning of the word/phrase. <input type="checkbox"/> Given multiple choices of an idiom, analogy, or a figure of speech, the student will identify the meaning of the word/phrase. <input type="checkbox"/> Given 2 choices, the student will match the meaning of the word/phrase to the idiom, analogy, or figure of speech. <input type="checkbox"/> Did the student attend to the meaning of words or phrases in the text? 	<ul style="list-style-type: none"> <input type="checkbox"/> Given an example of an idiom, analogy, or a figure of speech, the student will identify the meaning of the word/phrase. <input type="checkbox"/> Given multiple choices of an idiom, analogy, or a figure of speech, the student will identify the meaning of the word/phrase. <input type="checkbox"/> Given 2 choices, the student will match the meaning of the word/phrase to the idiom, analogy, or figure of speech. <input type="checkbox"/> Did the student attend to the meaning of words or phrases in the text?

Grade	GRADES 11-12	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	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.)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how and 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).
Essential Elements	EERL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	EERI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify how words or phrases in a text, including words with multiple meaning and figurative language, impact the meaning. 3. I can identify how words or phrases in a text, including words with multiple meaning and figurative language, impact the meaning from a teacher selected passage. 2. I can match words or phrases to their meanings as they are used in text. 1. I can attend to meanings of words or phrases in a text.	4. I can identify how words or phrases in a text, including words with multiple meaning and figurative language, impact the meaning. 3. I can identify how words or phrases in a text, including words with multiple meaning and figurative language, impact the meaning from a teacher selected passage. 2. I can match words or phrases to their meanings as they are used in text. 1. I can attend to meanings of words or phrases in a text.
Note:	Teacher will select phrases according to the skill they are teaching (idioms, metaphors, similes, etc.)	
Assessment questions:	<input type="checkbox"/> Given a teacher selected phrase, explain how this phrase impacts the meaning of the passage or text? <input type="checkbox"/> Given choices, the student will identify how the given phrase impacts the meaning within the passage. <input type="checkbox"/> Given words and/or phrases from the text, the student will match words to the meaning in the text. <input type="checkbox"/> Did the student attend to the meanings of words or phrases in the text?	<input type="checkbox"/> Given a teacher selected phrase, explain how this phrase impacts the meaning of the passage or text? <input type="checkbox"/> Given choices, the student will identify how the given phrase impacts the meaning within the passage. <input type="checkbox"/> Given words and/or phrases from the text, the student will match words to the meaning in the text. <input type="checkbox"/> Did the student attend to the meanings of words or phrases in the text?

Reading Anchor Standard Five: *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*

Grade	GRADES 9-10	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	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.	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).
Essential Elements	EERL.9-10.5 Identify where a text deviates from a chronological presentation of events.	EERI.9-10.5 Locate sentences that support an author’s central idea or claim.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify where a text deviates from the sequence of events. 3. I can choose an event from a sequence that is out of order. 2. I can put three events in order: beginning, middle, and end. 1. I can attend to sequence of events.	4. I can identify sentences that support an author’s central idea or claim. 3. I can choose a sentence that supports an author’s central idea or claim. 2. I can match a supporting sentence to an author’s central idea or claim from two choices. 1. I can attend to sentences that support an author’s central idea or claim.
Examples:	3. Identify which event is a flashback or flash forward.	
Assessment questions:	<input type="checkbox"/> Find a flashback/ flash forward in this story. <input type="checkbox"/> When given a set of 3 events, the student will identify the one that is a flashback/flash forward. <input type="checkbox"/> Given 2 events from the story, the student will put the events in order. <input type="checkbox"/> Did the student attend to the sequence of events?	<input type="checkbox"/> Given the author’s claim/central idea, the student will identify 2 or more sentences that support the author’s claim/central idea. <input type="checkbox"/> Given the author’s claim/central idea, the student will identify a sentence that supports the author’s idea. <input type="checkbox"/> Given 2 choices, the student will match a supporting sentence to the author’s claim/central idea. <input type="checkbox"/> Did the student attend to the sentences that support the author’s claim/central idea?

Grade	GRADES 11-12	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	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.	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.
Essential Elements	EERL.11-12.5 Determine how the author’s choice of where to end the story contributes to the meaning.	EERI.11-12.5 Determine whether the structure of a text enhances an author’s claim.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell how the meaning would be different if the author chose to end it at a different point. 3. I can tell how the meaning would be different given a different ending. 2. I can pick an ending that matches the given meaning of a story. 1. I can attend to the ending of a story.	4. I can explain how the structure of a text enhances an author’s claim. 3. I can choose which text has a stronger claim, given two options with different structures. 2. I can pick the author’s claim from two choices. 1. I can attend to the author’s claim being described in a text.
Examples:		Examples of structure : Question – Answer, Cause –Effect, Comparison - Contrast
Assessment questions:	<input type="checkbox"/> How would the meaning be different if the author ends at a different point?(ex. The story ends in the middle versus at the end) <input type="checkbox"/> How would the meaning be different if the author chose a different ending? <input type="checkbox"/> Given choices, which ending matches the meaning of the story? <input type="checkbox"/> Did the student attend to the ending of the story?	<input type="checkbox"/> Explain how the structure of the text enhances the author’s claim. <input type="checkbox"/> Given 2 different text structures, choose the structure that gives you the stronger claim. <input type="checkbox"/> Given 2 choices, pick the author’s claim. <input type="checkbox"/> Did the student attend to the author’s claim?

Reading Anchor Standard Six: *Assess how point of view or purpose shapes the content and style of text.*

Grade	GRADES 9-10	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	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.	Determine an author’s point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.
Essential Elements	EERL.9-10.6 Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.	EERI.9-10.6 Determine author’s point of view and compare with own point of view.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience. 3. I can name a point of view or cultural experience in a work of literature from outside the United States and give my own point of view. 2. I can match the point of view or cultural experience from the text to a personal experience. 1. I can attend to a discussion of how a cultural experience relates to a personal experience.	4. I can explain an author’s point of view and compare it with my own point of view. 3. I can name the author’s point of view and give my own point of view. 2. I can choose a point of view that I agree with from two choices. 1. I can attend to a discussion about the author’s point of view.
Assessment questions:	<input type="checkbox"/> Describe a cultural experience from the story. <input type="checkbox"/> How does it compare with your experiences? (examples such as Christmas, Halloween, birthdays, celebrations) <input type="checkbox"/> Given multiple choices, the student will name the cultural experience and explain how it is celebrated. <input type="checkbox"/> Given a cultural experience, the student will match it to a personal experience. <input type="checkbox"/> Did the student attend to the discussion about a cultural experience?	<input type="checkbox"/> How does the author’s point of view compare with your point of view about this topic? <input type="checkbox"/> What does the author think about this topic? What do you think about this topic? <input type="checkbox"/> Given a choice of 2, the student will choose the point of view they agree with. <input type="checkbox"/> Did the student attend to the discussion about the author’s point of view?

Grade	GRADES 11-12	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	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).	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.
Essential Elements	EERL.11-12.6 Determine a point of view when there is a difference between the author’s actual language and intended meaning.	EERI.11-12.6 Determine author’s point of view and compare with own point of view.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can explain a point of view when there is a difference between the author’s actual language and intended meaning. 3. I can select a statement that best describes the author’s intended meaning when given choices. 2. I can pick a statement that best describes the author’s intended meaning in a given passage from two choices. 1. I can attend to a discussion of what an author means.	4. I can explain an author’s point of view and compare it with my own point of view. 3. I can name the author’s point of view and give my own point of view. 2. I can pick a point of view that I agree with from two choices. 1. I can attend to a discussion about the author’s point of view.
Assessment questions:	<input type="checkbox"/> What is the author’s point of view? <input type="checkbox"/> Given choices, select the statement that describes the author’s meaning. <input type="checkbox"/> Given 2 choices, what does the author mean when he/she says ____ (teacher provides statement from passage)? <input type="checkbox"/> Did the student attend to the discussion about what the author means? Note: choose text where the actual language is different from the intended meaning	<input type="checkbox"/> What is the author’s point of view? How is the author’s point of view similar/different from your point of view? <input type="checkbox"/> What is the author’s point of view? What is your point of view? <input type="checkbox"/> Given 2 choices, choose the point of view that you agree with. <input type="checkbox"/> Did the student attend to the discussion about the author’s point of view?

Reading Anchor Standard Seven: *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Grade	GRADE 9-10	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	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).	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.
Essential Elements	EERL.9-10.7 Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	EERI.9-10.7 Analyze two accounts of a subject told in different mediums to determine how they are the same and different.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can compare a subject or topic in two different artistic mediums. 3. I can find one similarity and one difference in a subject or topic in two different artistic mediums. 2. I can match a picture to a similar subject or topic when given two choices. 1. I can attend to different mediums about the same topic.	4. I can explain how two mediums of a subject are the same or different. 3. I can find one similarity and one difference when looking at two different mediums on the same subject. 2. I can match one medium to another medium on the same subject when given two choices. 1. I can attend to two mediums on the same subject.
Assessment question:	<input type="checkbox"/> Compare the subjects in these 2 different mediums. <input type="checkbox"/> What is one similarity and difference between the 2 different mediums? <input type="checkbox"/> Given 2 choices, match a picture to a similar subject or topic. <input type="checkbox"/> Did the student attend to different mediums about the same topic?	<input type="checkbox"/> Explain how the subject in these two mediums are the same or different. <input type="checkbox"/> Name one similarity and one difference between the 2 different mediums? <input type="checkbox"/> Given 2 choices, match one medium to another medium on the same subject. <input type="checkbox"/> Did the student attend to two mediums on the same subject?

Grade	GRADE 11-12	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	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.)	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.
Essential Elements	EERL.11-12.7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.	EERI.11-12.7 Analyze information presented in different media on related topics to answer questions or solve problems.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can compare two or more interpretations of a story, drama, or poem. 3. I can find one similarity and one difference in a story, drama or poem given choices. 2. I can pick one similarity in a story, drama, or poem given two choices. 1. I can attend to stories, dramas, or poems on similar topics.	4. I can use information presented in different media on related topics to answer questions or solve problems. 3. I can choose information presented in different media on related topics to answer questions or solve problems given choices. 2. I can pick information presented in different media on related topics to answer questions or solve problems when given two choices. 1. I can attend to information presented in different media on related topics to answer questions or solve problems.
Assessment questions	<ul style="list-style-type: none"> <input type="checkbox"/> Compare two interpretations of a selected story, drama, or poem. <input type="checkbox"/> What is one similarity and difference between the stories, dramas, or poems? <input type="checkbox"/> Given 2 choices, pick one similarity between the two stories, dramas, or poems provided. <input type="checkbox"/> Did the student attend to stories, dramas, or poems on similar topics? 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher will ask “wh” questions regarding information related to the topic presented in different media. <input type="checkbox"/> Given choices, the student will answer “wh” questions regarding information related to the topic presented in the different media. <input type="checkbox"/> Given 2 choices, the student will pick answers to “wh” questions regarding information related to the topic presented in the different media. <input type="checkbox"/> Did the student attend to different media on the same subject?

Reading Anchor Standard Eight: *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.*

Grade	GRADES 9-10	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	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.
Essential Elements	EERL.9-10.8 NA	EERI.9-10.8 Determine how the specific claims support the argument made in an informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1		4. I can explain how the specific claim supports the argument made in an informational text. 3. I can give one claim that supports the argument made in an informational text. 2. I can pick the claim that supports the argument made in an informational text from two choices. 1. I can attend to claims about informational text.
Assessment questions:		<input type="checkbox"/> Explain how the specific claim supports the argument made in an informational text (Teacher will provide the specific claim from the text). <input type="checkbox"/> The teacher provides the argument made in the informational text. The student states one claim from the text that supports the argument. <input type="checkbox"/> Given 2 choices, the student will pick the claim that supports the argument (teacher provide the argument from the informational text.) <input type="checkbox"/> Did the student attend to the claims about the informational text?
Grade	GRADES 11-12	
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reason (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
Essential Elements	EERL.11-12.8 NA	EERI.11-12.8 Determine whether the claims and reasoning enhance the author’s argument in an informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1		4. I can identify whether the claims and reasoning enhances the author’s argument in an informational text. 3. I can choose the claims or reasoning that enhances the author’s argument in an informational text when given choices. 2. I can pick the claim or reason that enhances the author’s argument in an informational text from two choices. 1. I can attend to claims and reasoning that enhance an author’s argument in an informational text.

Assessment questions:		<input type="checkbox"/> Explain how the claims and reasoning enhance the argument made in an informational text (Teacher will provide the specific claim from the text). <input type="checkbox"/> Given several choices, the student chooses the claim or reasoning that enhances the author’s argument. <input type="checkbox"/> Given 2 choices, the student picks the claim or reasoning that enhances the author’s argument. <input type="checkbox"/> Did the student attend to the claims and reasoning that enhance the author’s argument?
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Reading Anchor Standard Nine: *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Grade	GRADES 9-10	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Analyze how an author draws on or a 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).	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.
Essential Elements	EERL.9-10.9 Identify when an author draws upon or references a different text.	EERI.9-10.9 Make connections between texts with related themes and concepts.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify when an author draws upon or references a different text. 3. I can identify when an author draws upon or references a different text from a teacher selected passage. 2. I can select the reference from a different text when given two choices. 1. I can attend to stories that have references from different texts.	4. I can make connections between texts with related themes and concepts. 3. I can make one connection between texts with related themes and concepts. 2. I can select one connection between texts with related themes from two choices 1. I can attend to connections between texts.
Assessment questions:	<input type="checkbox"/> What other text does the author refer to in this selection? <input type="checkbox"/> Using the passage that the teacher has selected, what other text does the author refer to in this selection? <input type="checkbox"/> Given 2 choices, what other text does the author refer to in this selection? <input type="checkbox"/> Did the student attend to stories that have references from different texts?	<input type="checkbox"/> Name 2 or more connections between 2 texts with related themes. <input type="checkbox"/> What is one connection between these 2 texts? <input type="checkbox"/> Given 2 choices, select 1 connection between these 2 texts. <input type="checkbox"/> Did the student attend to the connections between texts? Note: Teacher provides different texts with related themes.

Grade	GRADES 11 - 12	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	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.	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.
Essential Elements	EERL.11-12.9 Demonstrate explicit understanding of recounted versions of foundational works of American literature.	EERI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can answer questions about retold versions of foundational works of American literature. 3. I can choose the answers to questions about retold versions of foundational works of American literature from choices. 2. I can pick the answer to a question about a retold version of American literature from two choices. 1. I can attend to retold versions of American literature.	4. I can compare and contrast arguments made by two different texts on the same topic. 3. I can find one similarity and one difference in arguments made by two different texts on the same topic. 2. I can pick one similar argument made by two different texts when given two choices. 1. I can attend to arguments in different texts on the same topics.
Assessment questions:	<ul style="list-style-type: none"> <input type="checkbox"/> The student will answer “wh” questions about retold versions of foundational works of American literature. <input type="checkbox"/> Given several choices, the student chooses answers to “wh” questions about retold versions of foundational works of American literature. (could be presented as multiple choice worksheet) <input type="checkbox"/> Given 2 choices, the student will pick an answer to a “wh” question about retold versions of foundational works of American literature. <input type="checkbox"/> Did the student attend to retold versions of American literature? 	<ul style="list-style-type: none"> <input type="checkbox"/> How are the arguments alike/different in the texts? <input type="checkbox"/> Given 2 different texts on the same topic, find one similarity and one difference. <input type="checkbox"/> Given 2 choices, pick one similar argument made within the two different texts. <input type="checkbox"/> Did the student attend to the arguments in different texts on the same topics?

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

Grade	GRADES 9-10	
Type of Text	Literature	Informational Text
Core Cluster RANGE OF READING AND TEXT COMPLEXITY	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
Essential Elements	EERL.9-10.10 Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.	EERI.9-10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can answer questions about a text while actively reading or listening to stories, dramas, or poetry. 3. I can choose answers to questions about a text while actively reading or listening to stories, dramas, or poetry from choices. 2. I can point to the answer from two choices while actively reading or listening to stories, dramas, or poetry. 1. I can attend to the answer of a question while actively reading or listening to stories, dramas, or poetry.	4. I can answer questions about a text while actively reading or listening to nonfiction. 3. I can choose answers to questions about a text while actively reading or listening to nonfiction from choices. 2. I can point to the answer from two choices while actively reading or listening to nonfiction. 1. I can attend to the answer of a question while actively reading or listening to non-fiction.
Assessment questions:	While student is engaged in reading or listening to the stories, dramas, or poetry, ask students questions such as: <ul style="list-style-type: none"> <input type="checkbox"/> What is the title? <input type="checkbox"/> Who is the author? <input type="checkbox"/> Who are the main characters? <input type="checkbox"/> What is the setting? <input type="checkbox"/> What happened at the beginning, middle, or end? <input type="checkbox"/> What’s the problem? <input type="checkbox"/> How is the problem resolved? Note: Teacher may use a selected text or portion of a text such as a chapter. After reading selected text, teacher may ask questions orally or use a written worksheet or quiz format. Teacher should scaffold the format to match the learning level .	While student is engaged in reading or listening to the literary nonfiction text, ask students questions such as: <ul style="list-style-type: none"> <input type="checkbox"/> What is the title? <input type="checkbox"/> Who is the author? <input type="checkbox"/> Who are the main characters? <input type="checkbox"/> What is the setting? <input type="checkbox"/> What happened at the beginning, middle, or end? <input type="checkbox"/> What’s the problem? <input type="checkbox"/> How is the problem resolved? Note: Teacher may use a selected text or portion of a text such as a chapter. After reading selected text, teacher may ask questions orally or use a written worksheet or quiz format. Teacher should scaffold the format to match the learning level of the students.

Grade	GRADES 11-12	
Type of Text	Literature	Informational Text
Core Cluster RANGE OF READING AND TEXT COMPLEXITY	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Elements	EERL.11-12.10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.	EERI.11-12.10 Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify when an author draws upon or references a different text. 3. I can identify when an author draws upon or references a different text from a teacher selected passage. 2. I can select the reference from a different text when given two choices. 1. I can attend to stories that have references from different texts.	4. I can make connections between texts with related themes and concepts. 3. I can make one connection between texts with related themes and concepts. 2. I can select one connection between texts with related themes from two choices 1. I can attend to connections between texts.
Assessment questions:	While student is engaged in reading or listening to the stories, dramas, or poetry, ask students questions such as: <ul style="list-style-type: none"> <input type="checkbox"/> What is the title? <input type="checkbox"/> Who is the author? <input type="checkbox"/> Who are the main characters? <input type="checkbox"/> What is the setting? <input type="checkbox"/> What happened at the beginning, middle, or end? <input type="checkbox"/> What’s the problem? <input type="checkbox"/> How is the problem resolved? <input type="checkbox"/> Note: Teacher may use a selected text or portion of a text such as a chapter. After reading selected text, teacher may ask questions orally or use a written worksheet or quiz format. Teacher should scaffold the format to match the learning level of the students. 	While student is engaged in reading or listening to the literary nonfiction text, ask students questions such as: <ul style="list-style-type: none"> <input type="checkbox"/> What is the title? <input type="checkbox"/> Who is the author? <input type="checkbox"/> Who are the main characters? <input type="checkbox"/> What is the setting? <input type="checkbox"/> What happened at the beginning, middle, or end? <input type="checkbox"/> What’s the problem? <input type="checkbox"/> How is the problem resolved? Note: Teacher may use a selected text or portion of a text such as a chapter. After reading selected text, teacher may ask questions orally or use a written worksheet or quiz format. Teacher should scaffold the format to match the learning level of the students.