

Common Core Comprehension

Common Core Grade-Specific Standards Grade 1 Overview

Narrative Text

Informational Text

Opinion/
Argument Text

Reading Standards for Literature

1.1 Ask and answer questions about key details in a text.	✓		
1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓		
1.3 Describe characters, settings, and major events in a story, using key details.	✓		
1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	✓		
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.	✓		
1.6 Identify who is telling the story at various points in the text.	✓		
1.7 Use illustrations and details in a story to describe its characters, setting, or events.	✓		
1.8 <i>Not applicable to literature.</i>			
1.9 Compare and contrast the adventures and experiences of characters in stories.	✓		
1.10 With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	✓		

Reading Standards for Informational Text

1.1 Ask and answer questions about key details in a text.		✓	✓
1.2 Identify the main topic and retell key details of a text.		✓	✓
1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.		✓	✓
1.4 Ask and answer questions to determine or clarify the meaning of words and phrases in a text.		✓	✓
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.		✓	✓
1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		✓	✓
1.7 Use the illustrations and details in a text to describe its key ideas.		✓	✓
1.8 Identify the reasons an author gives to support points in a text.		✓	✓
1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		✓	✓
1.10 With prompting and support, read informational texts appropriately complex for Grade 1.		✓	✓

Reading Standards for Foundational Skills: Print Concepts

1.1 Demonstrate understanding of the organization and basic features of print.	✓	✓	✓
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Common Core Comprehension

Common Core Grade-Specific Standards

Grade 2 Overview

Narrative Text

Informational Text

Opinion/
Argument Text

Reading Standards for Literature

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| 2.1 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. | ✓ | | |
| 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | ✓ | | |
| 2.3 Describe how characters in a story respond to major events and challenges. | ✓ | | |
| 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. | ✓ | | |
| 2.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. | ✓ | | |
| 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. | ✓ | | |
| 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. | ✓ | | |
| 2.8 <i>Not applicable to literature.</i> | | | |
| 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | ✓ | | |
| 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. | ✓ | | |

Reading Standards for Informational Text

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|---|--|---|---|
| 2.1 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. | | ✓ | ✓ |
| 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | | ✓ | ✓ |
| 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | ✓ | ✓ |
| 2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |
| 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | ✓ | ✓ |
| 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | ✓ | ✓ |
| 2.8 Describe how reasons support specific points the author makes in a text. | | ✓ | ✓ |
| 2.9 Compare and contrast the most important points presented by two texts on the same topic. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |

Common Core Comprehension

Common Core Grade-Specific Standards Grade 3 Overview

Narrative Text

Informational Text

Opinion/Argument Text

Reading Standards for Literature

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| 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | ✓ | | |
| 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. | ✓ | | |
| 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. | ✓ | | |
| 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | ✓ | | |
| 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections. | ✓ | | |
| 3.6 Distinguish their own point of view from that of the narrator or those of the characters. | ✓ | | |
| 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). | ✓ | | |
| 3.8 <i>Not applicable to literature.</i> | | | |
| 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). | ✓ | | |
| 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. | ✓ | | |

Reading Standards for Informational Text

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| 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | ✓ | ✓ |
| 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |
| 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | ✓ | ✓ |
| 3.6 Distinguish their own point of view from that of the author of a text. | | ✓ | ✓ |
| 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). | | ✓ | ✓ |
| 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). | | ✓ | ✓ |
| 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |

Common CORE Comprehension

Common Core Grade-Specific Standards

Grade 4 Overview

Narrative Text

Informational Text

Opinion/Argument Text

Reading Standards for Literature

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| 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | ✓ | | |
| 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. | ✓ | | |
| 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). | ✓ | | |
| 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). | ✓ | | |
| 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. | ✓ | | |
| 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. | ✓ | | |
| 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. | ✓ | | |
| 4.8 <i>Not applicable to literature.</i> | | | |
| 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. | ✓ | | |
| 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. | ✓ | | |

Reading Standards for Informational Text

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| 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | ✓ | ✓ |
| 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |
| 4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 4 topic or subject area. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |
| 4.7 Interpret information presented visually, orally, or quantitatively (e.g., 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. | | ✓ | ✓ |
| 4.8 Explain how an author uses reasons and evidence to support particular points in a text. | | ✓ | ✓ |
| 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | ✓ | ✓ |
| 4.10 By the end of the 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. | | ✓ | ✓ |

Common Core Comprehension

Common Core Grade-Specific Standards Grade 5 Overview

	Narrative Text	Informational Text	Opinion/Argument Text
Reading Standards for Literature			
5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓		
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.	✓		
5.3 Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	✓		
5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓		
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.	✓		
5.6 Describe how a narrator's or speaker's point of view influences how events are described.	✓		
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, or poem).	✓		
5.8 <i>Not applicable to literature.</i>			
5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	✓		
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 complexity band independently and proficiently.	✓		
Reading Standards for Informational Text			
5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		✓	✓
5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		✓	✓
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.		✓	✓
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.		✓	✓
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.		✓	✓
5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		✓	✓
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.		✓	✓
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).		✓	✓
5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		✓	✓
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.		✓	✓

Common Core Comprehension

Common Core Grade-Specific Standards • Grade 6 Overview

	Narrative Text	Informational Text	Opinion/Argument Text
English Language Arts Standards for Literature			
6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓		
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.	✓		
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.	✓		
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.	✓		
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.	✓		
6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	✓		
6.7 Compare and contrast the experience of reading a story, drama, or poem with 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.	✓		
6.8 <i>Not applicable to literature.</i>			
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.	✓		
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.	✓		
English Language Arts Standards for Informational Text			
6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		✓	✓
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.		✓	✓
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).		✓	✓
6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		✓	✓
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.		✓	✓
6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		✓	✓
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.		✓	✓
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.		✓	✓
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).		✓	✓
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.		✓	✓
English Language Arts Standards for Language			
6.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓
6.5 Demonstrate understanding of figurative language, word relationships, and nuances in meanings.	✓	✓	✓
6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓