

JSD 6th Grade • TEN CORE READING STANDARDS
English/Language Arts • History/Social Studies • Science/Technical Subjects

<i>English/ Language Arts</i>		<i>History/Social Studies</i>	<i>Science/Technical</i>
<i>Literature</i>	<i>Informational Text</i>		
Key Ideas and Details			
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.			
<ul style="list-style-type: none"> • <u>Cite textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • <u>Cite textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • <u>Cite specific textual evidence</u> to support analysis of primary and secondary sources. 	<ul style="list-style-type: none"> • <u>Cite specific textual evidence</u> to support analysis of science and technical texts.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<ul style="list-style-type: none"> • <u>Determine a theme or central idea</u> of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 	<ul style="list-style-type: none"> • <u>Determine a central idea</u> of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 	<ul style="list-style-type: none"> • <u>Determine the central ideas or information</u> of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 	<ul style="list-style-type: none"> • <u>Determine the central ideas or conclusions</u> of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<ul style="list-style-type: none"> • <u>Describe how a particular story's or drama's plot unfolds</u> in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 	<ul style="list-style-type: none"> • <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated</u> in a text (e.g., through examples or anecdotes). 	<ul style="list-style-type: none"> • <u>Identify key steps in a text's description of a process</u> related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 	<ul style="list-style-type: none"> • <u>Follow precisely a multistep procedure when carrying out experiments</u>, taking measurements, or performing technical tasks.
Craft and Structure			
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.			
<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 	<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in a text, including figurative, connotative, and technical meanings. 	<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in a text, including vocabulary specific to domains related to history/social studies. 	<ul style="list-style-type: none"> • <u>Determine the meaning of symbols, key terms, and other domain-specific words and phrases</u> as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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.			
<ul style="list-style-type: none"> • <u>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of</u> 	<ul style="list-style-type: none"> • <u>Analyze how a particular sentence, paragraph, chapter, or section fits into the</u> 	<ul style="list-style-type: none"> • <u>Describe how a text presents information</u> (e.g., sequentially, comparatively, 	<ul style="list-style-type: none"> • <u>Analyze the structure an author uses to organize a text</u>, including how the major

<u>a text</u> and contributes to the development of the theme, setting, or plot.	<u>overall structure of a text</u> and contributes to the development of the ideas.	causally).	sections contribute to the whole and to an understanding of the topic.
6. Assess how point of view or purpose shapes the content and style of a text.			
• <u>Explain how an author develops the point of view</u> of the narrator or speaker in a text.	• <u>Determine an author’s point of view or purpose</u> in a text and explain how it is conveyed in the text.	• <u>Identify aspects of a text</u> that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	• <u>Analyze the author’s purpose</u> in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas			
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			
• <u>Compare and contrast</u> 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.	• <u>Integrate information presented in different media or formats</u> (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	• <u>Integrate visual information</u> (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	• <u>Integrate quantitative or technical information</u> expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
• (Not applicable to literature)	• <u>Trace and evaluate the argument and specific claims in a text</u> , distinguishing claims that are supported by reasons and evidence from claims that are not.	• <u>Distinguish among fact, opinion, and reasoned judgment</u> in a text.	• <u>Distinguish among facts, reasoned judgment</u> based on research findings, and speculation in a text.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
• <u>Compare and contrast texts</u> 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.	• <u>Compare and contrast</u> one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	• <u>Analyze the relationship</u> between a primary and secondary source on the same topic.	• <u>Compare and contrast</u> the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity			
10. Read and comprehend complex literary and informational texts independently and proficiently.			
• 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.	• 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.	• By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	• By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

JSD 7th Grade • TEN CORE READING STANDARDS
English/Language Arts • History/Social Studies • Science/Technical Subjects

<i>English/ Language Arts</i>		<i>History/Social Studies</i>	<i>Science/Technical</i>
<i>Literature</i>	<i>Informational Text</i>		
Key Ideas and Details			
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.			
• <u>Cite several pieces of textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text.	• <u>Cite several pieces of textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text.	• <u>Cite specific textual evidence</u> to support analysis of primary and secondary sources.	• <u>Cite specific textual evidence</u> to support analysis of science and technical texts.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
• <u>Determine a theme or central idea</u> of a text and analyze its development over the course of the text; provide an objective summary of the text.	• <u>Determine two or more central ideas</u> in a text and analyze their development over the course of the text; provide an objective summary of the text.	• <u>Determine the central ideas</u> or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	• <u>Determine the central ideas</u> or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
• <u>Analyze how particular elements of a story or drama interact</u> (e.g., how setting shapes the characters or plot).	• <u>Analyze the interactions between individuals, events, and ideas in a text</u> (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	• <u>Identify key steps in a text’s description of a process</u> related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<u>Follow precisely a multistep procedure when carrying out experiments</u> , taking measurements, or performing technical tasks.
Craft and Structure			
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.			
• <u>Determine the meaning of words and phrases</u> as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	• <u>Determine the meaning of words and phrases</u> as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	• <u>Determine the meaning of words and phrases</u> as they are used in a text, including vocabulary specific to domains related to history/social studies.	• <u>Determine the meaning of symbols, key terms</u> , and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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.			
• <u>Analyze how an author develops</u> and	• <u>Analyze the structure an author uses</u> to	• <u>Identify aspects of a text</u> that reveal an	• <u>Integrate quantitative or technical</u>

contrasts the points of view of different characters or narrators in a text.	<u>organize a text</u> , including how the major sections contribute to the whole and to the development of the ideas.	author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<u>information</u> expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
6. Assess how point of view or purpose shapes the content and style of a text.			
• <u>Analyze how an author develops</u> and contrasts the points of view of different characters or narrators in a text.	• <u>Determine an author's point of view</u> or purpose in a text and analyze how the author distinguishes his or her position from that of others.	• <u>Identify aspects of a text</u> that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	• <u>Analyze the author's purpose</u> in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas			
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			
• <u>Compare and contrast</u> a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	• <u>Compare and contrast</u> a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	• <u>Integrate visual information</u> (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	• <u>Integrate quantitative or technical information</u> expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
• (Not applicable to literature)	• <u>Trace and evaluate the argument and specific claims in a text</u> , assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	• <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u>	• <u>Distinguish among facts, reasoned judgment based on research findings</u> , and speculation in a text.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
• <u>Compare and contrast</u> a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	• <u>Analyze how two or more authors writing</u> about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	• <u>Analyze the relationship</u> between a primary and secondary source on the same topic.	• <u>Compare and contrast</u> the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity			
10. Read and comprehend complex literary and informational texts independently and proficiently.			
• 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.	• 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.	• By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	• By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

JSD 8th Grade • TEN CORE READING STANDARDS
English/Language Arts • History/Social Studies • Science/Technical Subjects

<i>English/ Language Arts</i>		<i>History/Social Studies</i>	<i>Science/Technical</i>
<i>Literature</i>	<i>Informational Text</i>		
Key Ideas and Details			
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.			
<ul style="list-style-type: none"> • <u>Cite the textual evidence</u> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • <u>Cite the textual evidence</u> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • <u>Cite specific textual evidence</u> to support analysis of primary and secondary sources. 	<ul style="list-style-type: none"> • <u>Cite specific textual evidence</u> to support analysis of science and technical texts.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<ul style="list-style-type: none"> • <u>Determine a theme or central idea</u> of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 	<ul style="list-style-type: none"> • <u>Determine a central idea</u> of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 	<ul style="list-style-type: none"> • <u>Determine the central ideas</u> or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 	<ul style="list-style-type: none"> • <u>Determine the central ideas</u> or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<ul style="list-style-type: none"> • <u>Analyze how particular lines of dialogue or incidents in a story or drama propel the action</u>, reveal aspects of a character, or provoke a decision. 	<ul style="list-style-type: none"> • <u>Analyze how a text makes connections among and distinctions between individuals, ideas, or events</u> (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> • <u>Identify key steps in a text’s description of a process</u> related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 	<ul style="list-style-type: none"> • <u>Follow precisely a multistep procedure when carrying out experiments</u>, taking measurements, or performing technical tasks.
Craft and Structure			
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.			
<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in a text, including vocabulary specific to domains related to history/social studies. 	<ul style="list-style-type: none"> • <u>Determine the meaning of symbols, key terms</u>, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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.			
<ul style="list-style-type: none"> • <u>Compare and contrast the structure of two or more texts</u> and analyze how the 	<ul style="list-style-type: none"> • <u>Analyze in detail the structure of a specific paragraph in a text</u>, including the 	<ul style="list-style-type: none"> • <u>Describe how a text presents information</u> (e.g., sequentially, comparatively, 	<ul style="list-style-type: none"> • <u>Analyze the structure an author uses to organize a text</u>, including how the major

<p>differing structure of each text contributes to its meaning and style.</p>	<p>role of particular sentences in developing and refining a key concept.</p>	<p>causally).</p>	<p>sections contribute to the whole and to an understanding of the topic.</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>			
<p>• <u>Analyze how differences in the points of view of the characters and the audience or reader</u> (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>• <u>Determine an author’s point of view or purpose</u> in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>• <u>Identify aspects of a text</u> that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>• <u>Analyze the author’s purpose</u> in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>
<p>Integration of Knowledge and Ideas</p>			
<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>			
<p>• <u>Analyze the extent to which a filmed or live production of a story or drama</u> stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>• <u>Evaluate the advantages and disadvantages of using different mediums</u> (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>• <u>Integrate visual information</u> (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>• <u>Integrate quantitative or technical information</u> expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>			
<p>• (Not applicable to literature)</p>	<p>• <u>Delineate and evaluate the argument and specific claims in a text</u>, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>• <u>Distinguish among fact, opinion, and reasoned judgment</u> in a text.</p>	<p>• <u>Distinguish among facts, reasoned judgment based on research findings</u>, and speculation in a text.</p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>			
<p>• <u>Analyze how a modern work of fiction draws on themes</u>, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>• <u>Analyze a case in which two or more texts</u> provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>• <u>Analyze the relationship</u> between a primary and secondary source on the same topic.</p>	<p>• <u>Compare and contrast</u> the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>
<p>Range of Reading and Level of Text Complexity</p>			
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>			
<p>• By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>• By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>• By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>• By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>

JSD 9th -10th Grade • TEN CORE READING STANDARDS
English/Language Arts • History/Social Studies • Science/Technical Subjects

<i>English/ Language Arts</i>		<i>History/Social Studies</i>	<i>Science/Technical</i>
<i>Literature</i>	<i>Informational Text</i>		
Key Ideas and Details			
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.			
<ul style="list-style-type: none"> • <u>Cite strong and thorough textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • <u>Cite strong and thorough textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • <u>Cite specific textual evidence</u> to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 	<ul style="list-style-type: none"> • <u>Cite specific textual evidence</u> to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<ul style="list-style-type: none"> • <u>Determine a theme or central idea</u> 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. 	<ul style="list-style-type: none"> • <u>Determine a central idea</u> 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. 	<ul style="list-style-type: none"> • <u>Determine the central ideas</u> or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 	<ul style="list-style-type: none"> • <u>Determine the central ideas</u> or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<ul style="list-style-type: none"> • <u>Analyze how complex characters</u> (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. 	<ul style="list-style-type: none"> • <u>Analyze how the author unfolds an analysis or series of ideas or events</u>, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<ul style="list-style-type: none"> • <u>Analyze in detail a series of events described in a text</u>; determine whether earlier events caused later ones or simply preceded them. 	<ul style="list-style-type: none"> • <u>Follow precisely a complex multistep procedure when carrying out experiments</u>, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
Craft and Structure			
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.			
<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases as they are used in the text</u>, 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). 	<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> 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). 	<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 	<ul style="list-style-type: none"> • <u>Determine the meaning of symbols, key terms</u>, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

<p>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.</p>			
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 	<ul style="list-style-type: none"> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>			
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 	<ul style="list-style-type: none"> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. 	<ul style="list-style-type: none"> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
<p>Integration of Knowledge and Ideas</p>			
<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>			
<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. 	<ul style="list-style-type: none"> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>			
<ul style="list-style-type: none"> (Not applicable to literature) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Assess the extent to which the reasoning and evidence in a text support the author's claims. 	<ul style="list-style-type: none"> Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>			
<ul style="list-style-type: none"> Analyze how an author draws on and 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Compare and contrast treatments of the same topic in several primary and secondary sources. 	<ul style="list-style-type: none"> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

- By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

- By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

JSD 11th -12th Grade • TEN CORE READING STANDARDS

English/Language Arts • History/Social Studies • Science/Technical Subjects

<i>English/ Language Arts</i>		<i>History/Social Studies</i>	<i>Science/Technical</i>
<i>Literature</i>	<i>Informational Text</i>		
Key Ideas and Details			
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.			
<ul style="list-style-type: none"> • <u>Cite strong and thorough textual evidence</u> 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. 	<ul style="list-style-type: none"> • <u>Cite strong and thorough textual evidence</u> 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. 	<ul style="list-style-type: none"> • <u>Cite specific textual evidence</u> to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. 	<ul style="list-style-type: none"> • <u>Cite specific textual evidence</u> to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<ul style="list-style-type: none"> • <u>Determine two or more themes or central ideas</u> 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. 	<ul style="list-style-type: none"> • <u>Determine two or more central ideas</u> 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. 	<ul style="list-style-type: none"> • <u>Determine the central ideas</u> or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. 	<ul style="list-style-type: none"> • <u>Determine the central ideas</u> or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<ul style="list-style-type: none"> • <u>Analyze the impact</u> 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). 	<ul style="list-style-type: none"> • <u>Analyze a complex set of ideas</u> or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<ul style="list-style-type: none"> • <u>Evaluate various explanations</u> for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 	<ul style="list-style-type: none"> • <u>Follow precisely a complex multistep procedure</u> when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure			
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.			
<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in the text, including figurative and connotative meanings; analyze the impact of specific 	<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and 	<ul style="list-style-type: none"> • <u>Determine the meaning of words and phrases</u> as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a 	<ul style="list-style-type: none"> • <u>Determine the meaning of symbols, key terms,</u> and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to

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.)	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).	text (e.g., how Madison defines faction in Federalist No. 10).	grades 11–12 texts and topics.
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.			
• <u>Analyze how an author’s choices concerning how to structure specific parts of a text</u> (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.	• <u>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.</u>	• <u>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</u>	• <u>Analyze how the text structures information or ideas</u> into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Assess how point of view or purpose shapes the content and style of a text.			
• <u>Analyze a case in which grasping point of view</u> requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	• <u>Determine an author’s point of view or purpose</u> 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.	• Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	• Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas			
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			
• <u>Analyze the representation of a subject or a key scene in two different artistic mediums</u> , 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).	• <u>Analyze various accounts of a subject told in different mediums</u> (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	• <u>Integrate quantitative or technical analysis (e.g. charts research data) with qualitative analysis</u> in print or digital text.	• <u>Translate quantitative or technical information</u> expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
• (Not applicable to literature)	• Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	• Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	• Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • <u>Analyze seventeenth-, eighteenth-, and nineteenth-century</u> 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. 	<ul style="list-style-type: none"> • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. 	<ul style="list-style-type: none"> • Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity			
10. Read and comprehend complex literary and informational texts independently and proficiently.			
<ul style="list-style-type: none"> • 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 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. 	<ul style="list-style-type: none"> • 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. • By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. 	<ul style="list-style-type: none"> • By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. 	<ul style="list-style-type: none"> • By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.