

Scoreboost for CASAS Reading correlated to CASAS and CCR standards

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
Level A (Aligned to CASAS Form Number 901–902, Grade Levels K–1)			
NRP 7313: Scoreboost for CASAS Reading Level A Book 1			
RDG2.1 Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks) and capitalization (e.g., at the beginning of a sentence, proper nouns).	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. L.2.2/3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. e. Use commas and quotation marks in dialogue. 	Strategy 1: Use Correct Punctuation and Capitalization	
RDG2.2 Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy). L.3.6 Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Strategy 3: Understand Common Words and Phrases Strategy 4: Understand Common Abbreviations	0.1.2

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RDG2.4 Interpret words that signal text organization (e.g., first... then...next, it's important that...), simple relationships (e.g., because, and), spatial and temporal relationships (e.g., before/ after, The former statement...), contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy).</p> <p>L.3.6 Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	Strategy 5: Understand Relationships in Text	
RDG2.5 Interpret roots, prefixes, and suffixes that are common (e.g., looks/looked/looking, unhappy, worker) or less common (e.g., conceive/conception/conceivable, impossible, employee) to determine the meaning of words.	<p>L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/ unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.4.4/5.4b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).</p>	<p>Strategy 3: Understand Common Words and Phrases</p> <p>Strategy 5: Understand Relationships in Text</p>	0.1.2

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RDG2.6 Interpret meaning from word forms (e.g., plurals, possessives, comparative forms, tenses).	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Use common, proper, and possessive nouns c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home, Tomorrow I will walk home). <p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy).</p> <p>L.3.6 Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>Strategy 3: Understand Common Words and Phrases</p> <p>Strategy 5: Understand Relationships in Text</p>	0.1.2
RDG2.8 Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibility from a range of strategies.</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.4.4/5.4b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	Strategy 4: Understand Common Abbreviations	0.1.2
RDG2.9 Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	<p>L.1.1k Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.1.1l Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.2.1/3.1k Use coordinating and subordinating conjunctions.</p> <p>L.2.1/3.1l Produce simple, compound, and complex sentences</p> <p>L.2.1/3.1m Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)</p>	Strategy 2: Use Correct Sentence Structure	

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RDG2.11 Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).	L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.4.4/5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Strategy 6: Use Reference Materials to Make Meaning	
NRP 7314: Scoreboost for CASAS Reading Level A Book 2			
RDG3.1 Interpret texts that are simple (e.g., short narratives, emails, basic consumer materials) or complex (e.g., textbook excerpts, academic articles, voting guides, employee handbooks, historical records).	RI.2.10 By the end of the 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.	Strategy 7: Interpret Simple and Complex Texts and Written Instructions	
RDG3.2 Interpret written instructions that are simple (e.g., follow a recipe) or complex (e.g., operating instructions, procedures in a scientific experiment).	RI.2.10 By the end of the 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.	Strategy 7: Interpret Simple and Complex Texts and Written Instructions	
RDG3.3 Interpret information in forms that are simple (e.g., appointment sign-in sheets, class registration) or complex (e.g., rental agreements, insurance forms, payroll statements).	RI.1.7 Use the illustrations and details in a text to describe its key ideas RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Strategy 8: Interpret Simple and Complex Forms, Charts, Tables, Graphs, Maps, and Scales	
RDG3.4 Interpret information in charts, tables, graphs and maps that are simple (e.g., bus schedules, demographic pie charts) or complex (e.g., income tax charts).	RI.1.7 Use the illustrations and details in a text to describe its key ideas RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Strategy 8: Interpret Simple and Complex Forms, Charts, Tables, Graphs, Maps, and Scales	

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RDG3.5 Interpret information in measurement scales and diagrams that are simple (e.g., gas gauges, thermometers, measuring cups) or complex (e.g., Richter scale, electrical circuit diagrams).	RI.1.7 Use the illustrations and details in a text to describe its key ideas RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Strategy 8: Interpret Simple and Complex Forms, Charts, Tables, Graphs, Maps, and Scales	
RDG3.6 Interpret information in a variety of formats including ones that are simple (e.g., signs, price tags, ads, product labels) or complex (e.g., prescription drug dosages and warnings). This does not include forms, charts, tables, graphs, maps, measurement scales and diagrams; these are covered in 3.1–3.5.	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity and proficiently, with scaffolding as needed at the high end of the range.	Strategy 7: Interpret Simple and Complex Texts and Written Instructions	
RDG3.7 Glean important information about a text by previewing it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate. (NOTE: Hollow-dot standard)	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Strategy 9: Use Text Features to Locate Information	
RDG3.8 Use the information learned by previewing a text or by reading parts of a text to predict information about the text (e.g., What is the text about? What will happen next in the text?). (NOTE: Hollow-dot standard)	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Strategy 9: Use Text Features to Locate Information	
RDG3.10 Locate and interpret specific information by scanning text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Strategy 9: Use Text Features to Locate Information	

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RDG3.11 Identify the main idea of a simple text or the central ideas or themes of a complex text	RI.1.2 Identify the main topic and retell key details of a text.	Strategy 1: Identify the Main Idea of Simple Text Strategy 2: Identify the Central Theme of a Complex Text	1.4.2, 4.4.3, 1.1.1, 3.1.3, 2.6.4, 1.2.1, 4.3.4
RDG3.12 Identify the key details and cite evidence from a text.	RI/RL.1.1 Ask and answer questions about key details in text. RI/RL.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. RI/RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Strategy 3: Understand Key Details Strategy 4: Use Details to Explain Meaning	0.1.2, 0.2.3, 1.1.1, 1.4.2, 1.6.4, 2.2.1, 2.2.4, 2.3.3, 2.5.4, 2.6.1, 2.8.3, 3.1.2, 3.1.3, 3.3.2, 3.5.1, 4.1.3, 4.2.1, 4.3.4, 4.4.3, 4.6.2
RDG3.13 Identify, describe or explain the connection and/ or relationship between individuals, events or information in a text.	RI/RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Strategy 4: Use Details to Explain Meaning	0.1.2, 0.2.3, 1.1.1, 1.4.2, 1.6.4, 2.2.1, 2.2.4, 2.3.3, 2.5.4, 2.6.1, 2.8.3, 3.1.2, 3.1.3, 3.3.2, 3.5.1, 4.1.3, 4.2.1, 4.3.4, 4.4.3, 4.6.2
RDG3.14 Identify the author's point or purpose including what the author wants to answer, explain or describe.	RI.2.6 Identify the main purpose of a text, including hat the author wants to answer, explain, or describe. RI.3.6 Distinguish their own point of view from that of the author of a text	Strategy 10: Identify Author's Purpose	1.3.3, 1.7.2, 1.9.7, 3.2.1, 3.4.1, 4.1.4, 4.3.2, 4.4.3, 4.6.2
RDG3.15 Identify reasons or evidence an author gives to support points in a text and describe how those reasons or evidence support specific points.	RI.1.8 Identify the reasons an author gives to support points in a text RI.2.8 Describe how reasons support specific points the author makes in a text.	Strategy 11: Identify Reasons or Evidence	
RDG4.2 Summarize central ideas, concepts, and processes in a text. (Note: Hollow-dot standard)	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Strategy 5: Summarize Central ideas	
RDG4.4 Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence. (Note: Hollow-dot standard)	RI/RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI/RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Strategy 6: Make Inferences and Draw Conclusions	

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
Level B (Aligned to CASAS Form Number 903–904, Grade Levels 2–5)			
NRP 7315: Scoreboost for CASAS Reading Level B Book 1			
RDG2.1 Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks) and capitalization (e.g., at the beginning of a sentence, proper nouns).	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. L.2.2/3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. e. Use commas and quotation marks in dialogue. 	Strategy 1: Use Correct Punctuation and Capitalization	
RDG2.2 Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy). L.3.6 Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Strategy 4: Understand Common Abbreviations Strategy 5: Understand Common Words and Phrases	4.1.3, 3.4.1, 1.3.2

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RDG2.3 Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).	<p>L.3.6 Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>L.4.6/5.6 Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that: signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered); are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation); signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>L.8.6 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.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Strategy 6: Determine the Meaning of Technical and Domain-Specific Words	4.1.4, 1.3.6, 1.4.2, 3.1.2, 2.2.4, 3.2.1
RDG2.4 Interpret words that signal text organization (e.g., first... then... next, it's important that...), simple relationships (e.g., because, and), spatial and temporal relationships (e.g., before/after, The former statement...), contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>L.3.6 Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>L.4.6/5.6 Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that: signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered); are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation); signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>L.8.6 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.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Strategy 7: Understand Relationships in Text	

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RDG2.5 Interpret roots, prefixes, and suffixes that are common (e.g., looks/ looked/ looking, unhappy, worker) or less common (e.g., conceive/ conception/ conceivable, impossible, employee) to determine the meaning of words.	<p>L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/ unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <p>L.4.4/5.4b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI/RL.6.4 Determine the meaning of words and phrases 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.</p>	<p>Strategy 5: Understand Common Words and Phrases</p> <p>Strategy 6: Determine the Meaning of Technical and Domain-Specific Words</p>	4.1.3, 3.4.1, 1.3.2 4.1.4, 1.3.6, 1.4.2, 3.1.2, 2.2.4, 3.2.1
RDG2.6 Interpret meaning from word forms (e.g., plurals, possessives, comparative forms, tenses).	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Use common, proper, and possessive nouns c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy).</p> <p>L.3.6 Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>L.4.6/5.6 Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that: signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered); are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation); signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	Strategy 6: Determine the Meaning of Technical and Domain-Specific Words	4.1.4, 1.3.6, 1.4.2, 3.1.2, 2.2.4, 3.2.1

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RDG2.7 Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.	<p>L.1.5 With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). <p>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context b. Recognize and explain the meaning of common idioms, adages, and proverbs c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>RI/RL.6.4 Determine the meaning of words and phrases 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.</p>	Strategy 8: Understand Figurative Language	1.5.1

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG2.8 Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.4.4/5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p>	Strategy 9: Use Context Clues and Reference Materials to Determine Meaning	4.6.2, 1.4.2, 3.4.7
RDG2.9 Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	<p>L.1.1k Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.1.1l Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.2.1/3.1k Use coordinating and subordinating conjunctions.</p> <p>L.2.1/3.1l Produce simple, compound, and complex sentences</p> <p>L.2.1/3.1m Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)</p>	Strategy 2: Use Correct Sentence Structure	2.8.6
RDG2.10 Recognize and interpret how language is used in various contexts including speech reductions (e.g., gonna vs. going to), contractions, punctuation, register and dialects, precise choice of language.	<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.3/4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).</p> <p>e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	Strategy 3: Recognize Formal and Informal Tone	

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG2.11 Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).	L.4.4/5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Strategy 9: Use Context Clues and Reference Materials to Determine Meaning	4.6.2, 1.4.2, 3.4.7
RDG3.3 Interpret information in forms that are simple (e.g., appointment sign-in sheets, class registration) or complex (e.g., rental agreements, insurance forms, payroll statements).	RI.1.7 Use the illustrations and details in a text to describe its key ideas RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Strategy 11: Interpret Simple and Complex Forms, Charts, Tables, Graphs, Maps, and Scales	
RDG3.4 Interpret information in charts, tables, graphs and maps that are simple (e.g., bus schedules, demographic pie charts) or complex (e.g., income tax charts).	RI.1.7 Use the illustrations and details in a text to describe its key ideas RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Strategy 11: Interpret Simple and Complex Forms, Charts, Tables, Graphs, Maps, and Scales	
RDG3.5 Interpret information in measurement scales and diagrams that are simple (e.g., gas gauges, thermometers, measuring cups) or complex (e.g., Richter scale, electrical circuit diagrams).	RI.1.7 Use the illustrations and details in a text to describe its key ideas RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Strategy 11: Interpret Simple and Complex Forms, Charts, Tables, Graphs, Maps, and Scales	
RDG 3.6: Interpret information in a variety of formats including ones that are simple (e.g., signs, price tags, ads, product labels) or complex (e.g., prescription drug dosages and warnings). This does not include forms, charts, tables, graphs, maps, measurement scales and diagrams; these are covered in 3.1–3.5.	RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity and proficiently, with scaffolding as needed at the high end of the range.	Strategy 10: Interpret Simple and Complex Texts and Written Instructions	

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG3.7 Glean important information about a text by previewing it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate.	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Strategy 12: Use Text Features to Locate Information	
RDG3.10 Locate and interpret specific information by scanning text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Strategy 12: Use Text Features to Locate Information	
RDG4.11 Integrate, evaluate, and translate content presented in diverse media or formats (e.g., charts, graphs, photographs, videos, research data, equations) expressed visually, quantitatively, or in words.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with quantitative analysis in print or digital text.	Strategy 11: Interpret Simple and Complex Forms, Charts, Tables, Graphs, Maps, and Scales	
NRP 7316: Scoreboost for CASAS Reading Level B Book 2			
RDG3.10 Locate and interpret specific information by scanning text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Strategy 9: Use Keywords, Sidebars, and Links	4.4.3
RDG3.11 Identify the main idea of a simple text or the central ideas or themes of a complex text.	RI.1.2 Identify the main topic and retell key details of a text RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI/RL.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.	Strategy 1: Identify the Main Idea Strategy 2: Identify Main Idea and Central Themes in Informational Texts Strategy 3: Identify Main Idea and Central Themes in Fiction	2.8.6, 4.1.4, 2.8.6, 4.1.2, 4.1.3, 1.4.2

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG3.12 Identify the key details and cite evidence from a text.	RI/RL.1.1 Ask and answer questions about key details in text. RI/RL.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. RI/RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Strategy 4: Understand Key Details	1.2.1, 1.3.2, 1.3.3, 1.3.6, 1.4.2, 1.5.1, 1.9.5, 1.9.7, 2.2.4, 2.6.1, 2.8.3, 2.8.6, 3.1.2, 4.1.2, 4.1.3, 4.1.9, 4.2.5, 4.6.2
RDG3.13 Identify, describe or explain the connection and/ or relationship between individuals, events or information in a text.	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Strategy 4: Understand Key Details	1.2.1, 1.3.2, 1.3.3, 1.3.6, 1.4.2, 1.5.1, 1.9.5, 1.9.7, 2.2.4, 2.6.1, 2.8.3, 2.8.6, 3.1.2, 4.1.2, 4.1.3, 4.1.9, 4.2.5, 4.6.2
RDG3.14 Identify the author's point or purpose including what the author wants to answer, explain or describe.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.3.6 Distinguish their own point of view from that of the author of a text RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Strategy 8: Identify Author's Purpose Strategy 11: Describe Point of View	1.3.3, 1.7.2, 1.9.7, 2.8.6, 3.2.1,3.4.1, 4.1.4, 4.1.9, 4.3.2, 4.4.3, 4.6.2
RDG3.15 Identify reasons or evidence an author gives to support points in a text and describe how those reasons or evidence support specific points.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.3.6 Distinguish their own point of view from that of the author of a text RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.9-10.6 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.	Strategy 8: Identify Author's Purpose Strategy 12: Analyze Points of View	1.3.3, 1.7.2, 1.9.7, 2.8.6, 3.2.1,3.4.1, 4.1.4,4.1.9, 4.3.2, 4.4.3, 4.6.2
RDG4.1 Determine a theme or central idea of a text and explain how it is supported and conveyed through particular details. Analyze in detail the development of the theme or central idea over the course of the text, including how it is shaped and refined by specific details.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI/RL.9-10.2 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. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RI.L.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.	Strategy 5: Determine and Analyze Theme and Central Idea	

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG4.2 Summarize central ideas, concepts, and processes in a text.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI/RL.9-10.2 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. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RI.L.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.	Strategy 5: Determine and Analyze Theme and Central Idea	
RDG4.3 Determine what texts say explicitly by comparing details from multiple sources or parts of a text.	RI/RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI/RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Strategy 6: Use Details to Explain Meaning	4.3.2, 4.6.2, 1.4.2, 3.4.7, 2.8.6, 1.5.1
RDG4.4 Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	RI/RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI/RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Strategy 6: Use Details to Explain Meaning	4.3.2, 4.6.2, 1.4.2, 3.4.7, 2.8.6, 1.5.1
RDG4.6 Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Strategy 9: Use Keywords, Sidebars, and Links	4.4.3
RDG4.7 Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution of events, ideas, concepts, or information in a text or part of a text. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas. RI.9-10.5 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., section/ chapter).	Strategy 10: Describe Text Structures	2.8.6, 1.5.1

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG4.8 Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.9-10.6 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.	Strategy 11: Describe Point of View Strategy 12: Analyze Points of View	2.8.6, 4.1.9, 4.6.2
RDG4.9 Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Strategy 7: Evaluate Arguments, Claims, and Evidence	

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
Level C (Aligned to CASAS Form Number 905–906, Grade Levels 6–8)			
NRP 7317: Scoreboost for CASAS Reading Level C Book 1			
RDG2.1 Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks) and capitalization (e.g., at the beginning of a sentence, proper nouns).	L.6.2-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Strategy 3: Use Correct Punctuation and Capitalization	
RDG2.3 Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).	L.3.6 Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). L.4.6/5.6 Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that: signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered); are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation); signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). L.8.6 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. L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI/RL.6.4 Determine the meaning of words and phrases 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.	Strategy 9: Interpret Meaning from Context	1.4.7, 3.6.3, 4.2.2, 4.2.5, 4.4.3, 5.6.1
RDG2.4 Interpret words that signal text organization (e.g., first... then...next, it's important that...), simple relationships (e.g., because, and), spatial and temporal relationships (e.g., before/ after, The former statement...), contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	L.8.6 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.	Strategy 5: Understand Relationships in Text	

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG2.5 Interpret roots, prefixes, and suffixes that are common (e.g., looks/ looked/ looking, unhappy, worker) or less common (e.g., conceive/ conception/ conceivable, impossible, employee) to determine the meaning of words.	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Strategy 8: Determine Meaning of Words and Phrases	1.7.3, 4.4.1
RDG2.7 Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.	L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context b. Recognize and explain the meaning of common idioms, adages, and proverbs c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	Strategy 10: Analyze Figurative Language	5.6.1, 4.2.5, 4.6.2
RDG2.8 Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 	Strategy 8: Determine Meaning of Words and Phrases	1.7.3, 4.4.1
RDG2.9 Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	L.6.1-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague or unclear pronouns. e. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. f. Form and use verbs in the active and passive voice. g. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. j. Explain the function of phrases and clauses in general and their function in specific sentences. k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	Strategy 1: Use Correct Grammar Strategy 2: Form Correct Sentences Strategy 4: Use Verbs Correctly	

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG2.10 Recognize and interpret how language is used in various contexts including speech reductions (e.g., gonna vs. going to), contractions, punctuation, register and dialects, precise choice of language.	L.6.3/7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	Strategy 6: Recognize Formal and Informal Tone Strategy 7: Use Effective Language to Express Ideas	
RDG2.11 Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Strategy 8: Determine Meaning of Words and Phrases	1.7.3, 4.4.1
RDG4.7 Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).	L.8.6 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.	Strategy 5: Understand Relationships in Text	
RDG5.5 Interpret and analyze the significance of literary devices (e.g., figurative language, imagery, allegory, symbolism), and the cumulative impact of specific word choices on meaning and tone.	RI/RL.6.4 Determine the meaning of words and phrases 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. RI/RL.9-10.4 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., diff. between lang. of court and lang. of newspaper)	Strategy 10: Analyze Figurative Language	5.6.1, 4.2.5, 4.6.2
NRP 7318: Scoreboost for CASAS Reading Level C Book 2			
RDG3.11 Identify the main idea of a simple text or the central ideas or themes of a complex text.	RI.1.2 Identify the main topic and retell key details of a text. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI/RL.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.	Strategy 3: Identify Central Idea and Summarize Informational Texts	2.5.2, 4.2.2, 5.6.1, 5.4.5
RDG.3.14 Identify the author's point or purpose including what the author wants to answer, explain or describe.	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Strategy 7: Determine Point of View and Purpose in Informational Texts	1.7.3, 3.6.3, 4.2.5, 4.4.4, 4.6.2, 5.6.1
RDG3.15 Identify reasons or evidence an author gives to support points in a text and describe how those reasons or evidence support specific points.	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Strategy 8: Analyze Point of View in Texts	1.7.3, 3.6.3, 4.2.5, 4.4.4, 4.6.2, 5.6.1

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG4.1 Determine a theme or central idea of a text and explain how it is supported and conveyed through particular details. Analyze in detail the development of the theme or central idea over the course of the text, including how it is shaped and refined by specific details.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI/RL.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.	Strategy 3: Identify Central Idea and Summarize Informational Texts	2.5.2, 4.2.2, 5.6.1, 5.4.5
RDG4.2 Summarize central ideas, concepts, and processes in a text.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI/RL.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.	Strategy 3: Identify Central Idea and Summarize Informational Texts Strategy 2: Identify Theme and Summarize Texts	2.5.2, 4.2.2, 5.6.1, 5.4.5
RDG4.3 Determine what texts say explicitly by comparing details from multiple sources or parts of a text..	RI/RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Strategy 1: Use Evidence to Analyze Literary and Informational Texts	1.4.7, 1.7.3, 1.8.6, 3.6.3, 4.2.2, 4.2.5, 4.4.1, 4.4.3, 4.4.4, 4.6.2, 5.4.5
RDG4.4 Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	RI/RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Strategy 1: Use Evidence to Analyze Literary and Informational Texts	1.4.7, 1.7.3, 1.8.6, 3.6.3, 4.2.2, 4.2.5, 4.4.1, 4.4.3, 4.4.4, 4.6.2, 5.4.5
RDG4.5 Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Strategy 4: Make Connections in Texts	
RDG4.6 Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.	Strategy 6: Analyze Structure of Information in Texts	2.7.7, 4.4.3, 4.6.2
RDG4.7 Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.	Strategy 6: Analyze Structure of Information in Texts	2.7.7, 4.4.3, 4.6.2

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG4.8 Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.9-10.6 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. RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Strategy 8: Analyze Point of View in Texts Strategy 11: Evaluate Reason and Evidence	1.7.3, 3.6.3, 4.2.5, 4.4.4, 4.6.2, 5.6.1
RDG4.9 Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Strategy 11: Evaluate Reason and Evidence	
RDG4.10 Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.		Strategy 9: Compare and Contrast Texts	
RDG4.11 Integrate, evaluate, and translate content presented in diverse media or formats (e.g., charts, graphs, photographs, videos, research data, equations) expressed visually, quantitatively, or in words.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Strategy 10: Interpret Visual Information	
RDG5.1 Identify story elements including theme, setting, plot, character, conflict, and resolution in literary texts.	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Strategy 2: Identify Theme and Summarize Texts Strategy 5: Analyze Structure of Literary Texts	
RDG5.4 Trace an author's development of time and sequence, including the use of complex devices (e.g., foreshadowing, flashbacks); analyze the effectiveness of the structure used by the author.	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.	Strategy 5: Analyze Structure of Literary Texts	

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
Level D (Aligned to CASAS Form Number 907–908, Grade Levels 9–12)			
NRP 7319: Scoreboost for CASAS Reading Level D Book 1			
RDG2.1 Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks) and capitalization (e.g., at the beginning of a sentence, proper nouns).	L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.	Strategy 2: Use Correct Punctuation and Capitalization	
RDG2.3 Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to)	L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. RI/RL.9-10.4 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., diff. between lang. of court and lang. of newspaper)	Strategy 4: Interpret Meaning from Context Strategy 5: Determine Meaning of Scientific and Technical Words and Phrases	4.1.4, 4.6.4, 4.8.3, 5.1.6, 5.7.1, 5.8.2, 7.7.5
RDG2.4 Interpret words that signal text organization (e.g., first... then...next, it's important that...), simple relationships (e.g., because, and), spatial and temporal relationships (e.g., before/ after, The former statement...), contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		Strategy 7: Understand Relationships in Texts	
RDG2.5 Interpret roots, prefixes, and suffixes that are common (e.g., looks/ looked/ looking, unhappy, worker) or less common (e.g., conceive/ conception/ conceivable, impossible, employee) to determine the meaning of words.	L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Strategy 3: Determine Meaning of Words and Phrases	2.8.6, 4.2.5, 4.4.4, 4.6.3, 4.6.4, 4.9.2, 4.6.4, 4.8.3, 5.1.6, 5.7.1, 5.8.2, 7.7.5
RDG2.6 Interpret meaning from word forms (e.g., plurals, possessives, comparative forms, tenses).	L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Strategy 1: Use Correct Grammar and Sentence Structure	
RDG2.7 Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.	RI/RL.9-10.4 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., diff. between lang. of court and lang. of newspaper)	Strategy 4: Interpret Meaning from Context	4.1.4, 4.6.4, 4.8.3, 5.1.6, 5.7.1, 5.8.2, 7.7.5

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG2.8 Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> c. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. d. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RI/RL.9-10.4 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., diff. between lang. of court and lang. of newspaper)</p>	<p>Strategy 3: Determine Meaning of Words and Phrases</p> <p>Strategy 4: Interpret Meaning from Context</p> <p>Strategy 5: Determine Meaning of Scientific and Technical Words and Phrases</p>	2.8.6, 4.1.4, 4.2.5, 4.4.4, 4.6.3, 4.6.4, 4.8.3, 4.9.2, 4.6.4, 4.8.3, 5.1.6, 5.7.1, 5.8.2, 7.7.5
RDG2.9 Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 	Strategy 1: Use Correct Grammar and Sentence Structure	
RDG2.10 Recognize and interpret how language is used in various contexts including speech reductions (e.g., gonna vs. going to), contractions, punctuation, register and dialects, precise choice of language.		Strategy 8: Recognize Formal and Informal Tone	
RDG2.11 Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Strategy 5: Determine Meaning of Scientific and Technical Words and Phrases</p> <p>Strategy 6: Use Reference Materials to Confirm Meanings of Words</p>	
RDG4.7 Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).		Strategy 7: Understand Relationships in Texts	

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
NRP 7320: Scoreboost for CASAS Reading Level D Book 2			
RDG4.1 Determine a theme or central idea of a text and explain how it is supported and conveyed through particular details. Analyze in detail the development of the theme or central idea over the course of the text, including how it is shaped and refined by specific details.	RI/RL.9-10.2 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. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms	Strategy 3: Identify Theme and Summarize Texts Strategy 5: Identify Central Ideas and Summarize Science and Technical Texts	
RDG4.2 Summarize central ideas, concepts, and processes in a text.	RI/RL.9-10.2 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. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms	Strategy 4: Identify a Central Idea and Summarize Texts Strategy 5: Identify Central Ideas and Summarize Science and Technical Texts	
RDG4.3 Determine what texts say explicitly by comparing details from multiple sources or parts of a text.	RI/RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Strategy 1: Use Evidence to Analyze Literary and Informational Texts	3.1.3, 3.3.4, 4.1.9, 4.4.4, 4.6.3, 4.6.4, 4.8.3, 4.9.2, 5.1.6, 5.8.2, 7.7.5
RDG4.4 Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	RI/RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Strategy 1: Use Evidence to Analyze Literary and Informational Texts	3.1.3, 3.3.4, 4.1.9, 4.4.4, 4.6.3, 4.6.4, 4.8.3, 4.9.2, 5.1.6, 5.8.2, 7.7.5
RDG4.5 Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).	RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RI.11-12.3 Analyze a complex set of ideas or sequence of events & explain how specific individuals, ideas, or events interact and develop over the course of the text.	Strategy 6: Make Connections in Texts Strategy 7: Analyze Events in Historical Texts	
RDG4.6 Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.	RI.9-10.5 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., section/ chapter).	Strategy 8: Analyze Sections or Chapters of Informational Texts	
RDG4.7 Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).	RI.9-10.5 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., section/ chapter). RI.11-12.3 Analyze a complex set of ideas or sequence of events & explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Strategy 6: Make Connections in Texts Strategy 8: Analyze Sections or Chapters of Informational Texts Strategy 9: Analyze Structure of Informational Texts	2.8.6, 4.2.5, 5.6.1, 5.7.1, 7.7.5

CASAS Content Standard(s)	CCR Standard(s)	Strategy	CASAS Competencies
RDG4.8 Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.	RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Strategy 10: Analyze Point of View in Texts	3.3.4, 4.2.5, 4.4.4, 5.1.6, 5.6.1, 5.8.2, 7.7.5
RDG4.9 Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).	RI.9-10.8 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.	Strategy 12: Evaluate Arguments and Claims	2.8.6, 3.1.3, 4.1.9, 5.1.6, 5.7.1, 5.8.2, 7.7.5
RDG4.10 Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.	RI.9-10.9 Analyze seminal US 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). RI.11-12.9 Analyze seventeenth- eighteenth- and nineteenth-century foundational US documents of historical and literary significance (including the Declaration of Independence, the Preamble of the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Strategy 2: Use Evidence to Analyze Historical, Science, and Technical Texts	4.1.9, 4.2.2, 5.7.1
RDG4.11 Integrate, evaluate, and translate content presented in diverse media or formats (e.g., charts, graphs, photographs, videos, research data, equations) expressed visually, quantitatively, or in words.	RI.11-12.7 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.	Strategy 11: Interpret Visual Information	