Strategy	Standard	Learning Targets
LEVEL E READING		
Word Recognition		
Recognize Words	**2.RF.3a** Distinguish long and short vowels when reading regularly spelled one-syllable words. **3.RF.3c** Decode multisyllable words.	• Students will be able to identify long and short vowel sounds in one-syllable words. • Students will be able to understand multisyllable words.
Spell Correctly	**2.RF.3b** Know spelling-sound correspondences for additional common vowel teams. **2.RF.3e** Identify words with inconsistent but common spelling-sound correspondences.	• Students will be able to identify spelling-sound correspondences.
Read Irregularly Spelled Words	**2.RF.3f** Recognize and read grade-appropriate irregularly spelled words **3.RF.3d** Read grade-appropriate irregularly spelled words.	• Students will be able to recognize and read irregularly spelled words.
Understand Prefixes and Suffixes	**3.RF.3a** Identify and know the meaning of the most common prefixes and derivational suffixes. **3.RF.3b** Decode words with common Latin suffixes.	• Students will be able to identify and know the meaning of prefixes and suffixes.
Main Ideas and Details		
Understand Key Details	**2.RI.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Students will be able to identify and explain key details stated in a text. • Students will be able to use evidence to answer questions.
Identify a Main Idea	**3.RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Students will be able to determine the main idea and recall and explain how key details support the main idea. • Students will be able to tell the difference between key details and minor details.
Describe Relationships in Texts	**3.RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• Students will be able to explain relationships between a series of events, ideas, or steps (e.g., cause and effect, chronology, or similarities and differences). • Students will be able to use specific words that explain relationships (e.g., time, sequence, or cause and effect).

Strategy	Standard	Learning Targets
Definitions, Features, Purpose, and Point of View		
Define Words and Phrases	**3.RI.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.	• Students will be able to use context clues to determine and clarify the meaning of academic and domain-specific words and phrases.
Use Text Features	**2.RI.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.	• Students will be able to understand the functions of features (glossaries, subheadings, indexes, etc.). • Students will be able to use features (glossaries, subheadings, bold, captions) to analyze information in texts. • Students will be able to identify which text features to use to find certain information.
Use Keywords, Sidebars, and Links	**3.RI.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Students will be able to identify which text features to use to find information. • Students will be able to explain how text features (key words, sidebars) help to clarify information in a text.
Identify Author's Purpose	**2.RI.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Students will be able to identify the author's purpose for including specific parts of the text. • Students will be able to identify the author's purpose for writing the text, including the audience, how the text might be used, and what a reader might learn from a text.
Compare Point of View	**3.RI.6** Distinguish their own point of view from that of the author of a text.	• Students will be able to identify the author's point of view. • Students will be able to compare and contrast their opinion with the author's opinion.
Illustrations and Evidence		
Use Illustrations to Understand Texts	**3.RI.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).	• Students will be able to interpret visual information in informational texts. • Students will be able to combine information provided in illustrations and the text to demonstrate understanding.
Use Reason to Support Authors' Points	**2.RI.8** Describe how reasons support specific points the author makes in a text.	• Students will be able to explain how an author uses reasons to support points in informational texts.

New Readers Press®
ProLiteracy's publishing division

Strategy	Standard	Learning Targets
LEVEL M READING		
Main Ideas and Details		
Use Details to Explain Meaning	**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• Students will be able to use specific details and examples to explain what is directly stated in literary and informational texts. • Students will be able to use specific details and examples from literary and informational texts to make inferences and demonstrate understanding.
Identify Quotes that Support Analysis	**5.RL.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **5.RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Students will be able to identify quotations that support analysis of literary and informational texts.
Identify Theme and Summarize Texts	**4.RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	• Students will be able to identify the theme of literary texts. • Students will be able to summarize the main events and ideas in literary texts.
Identify Main Idea and Summarize Texts	**4.RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	• Students will be able to determine the main ideas and key details of informational texts and explain how key details support the main idea. • Students will be able to summarize informational texts.
Explain Ideas in Informational Texts	**4.RI.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	• Students will be able to explain how, what, and why historical events, scientific ideas, or "how to" procedures happened, and use evidence from texts to support their answers.
Definitions, Structure, and Point of View		
Define Words and Phrases	**5.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **5.RI.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	• Students will be able to determine meanings of words and phrases, including figurative language and academic and domain-specific words and phrases, in literary and informational texts.
Describe and Compare Text Structures	**4.RI.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. **5.RI.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	• Students will be able to identify and explain the structure in informational texts. • Students will be able to compare and contrast the organizational structure of two or more informational texts.

Strategy	Standard	Learning Targets
Describe Point of View	**5.RL.6** Describe how a narrator's or speaker's point of view influences how events are described.	• Students will be able to analyze word choice to determine an author's point of view in literary texts and explain the effect of point of view on other elements of the texts.
Analyze Points of View	**5.RI.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	• Students will be able to compare and contrast different accounts of the same topic in informational texts, using evidence to draw conclusions about the effectiveness of each type of account.
Interpretation and Evidence		
Interpret Information	**4.RI.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.	• Students will be able to interpret visual, oral, and quantitative information in informational texts. • Students will be able to explain how the information contributes to understanding the texts.
Use Reason and Evidence	**5.RI.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).	• Students will be able to explain how an author uses reasons and evidence to support points in informational texts.

Strategy	Standard	Learning Targets
LEVEL D READING		

Main Ideas and Details

Strategy	Standard	Learning Targets
Use Evidence to Support Inferences and Conclusions	**7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RI.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Students will be able to use evidence to analyze what is directly stated in literary and informational texts. • Students will be able to use evidence to support inferences and conclusions in literary and informational texts.
Use Evidence to Support Analysis of Texts	**6–8.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources. **6–8.RST.1** Cite specific textual evidence to support analysis of science and technical texts.	• Students will be able to use evidence to support analysis of primary sources, secondary sources, science texts, and technical texts.
Identify Theme and Summarize Texts	**6.RL.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.	• Students will be able to identify the theme or central idea of literary texts and explain how details contribute to the theme. • Students will be able to provide an objective summary of literary texts.
Identify Central Idea and Summarize Informational Texts	**6.RI.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.	• Students will be able to identify the central ideas and key details of informational texts. • Students will be able to distinguish between subjective and objective summaries of informational texts.
Summarize Science and Technical Texts	**6–8.RST.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	• Students will be able to identify the central ideas of science and technical texts. • Students will be able to compose a summary of science and technical texts.
Make Connections	**8.RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	• Students will be able to identify and draw conclusions about similarities and differences between individuals, ideas, or events in a text.
Identify Key Steps of a Process	**6–8.RH.3** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	• Students will be able to identify key steps of processes related to history texts.
Follow Multistep Procedures	**6–8.RST.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	• Students will be able to follow steps in science and technical texts.

Strategy	Standard	Learning Targets
Definitions, Text Structure and Point of View		
Define Words and Phrases	**6.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **6.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	• Students will be able to use context clues to determine meanings of words and phrases in literary and informational texts. • Students will be able to determine meanings of figurative, connotative, and technical words and phrases in literary and informational texts.
Analyze Structure of Literary Texts	**6.RL.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	• Students will be able to analyze how individual components of literary texts fit into overall structure of the texts and contribute to the development of theme, setting, or plot.
Analyze Structure of Informational Texts	**7.RI.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 the ideas.	• Students will be able to identify important sections of informational texts and analyze how they support the author's purpose and main idea.
Determine Point of View and Purpose in Informational Texts	**8.RI.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.	• Students will be able to identify an author's point of view or purpose in informational texts as well as analyze how authors respond to conflicting viewpoints.
Determine Point of View and Purpose in Historical Texts	**6–8.RH.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	• Students will be able to identify key details and language that show an author's point of view or purpose in history texts.
Visual Information and Evidence		
Interpret Information	**6.RI.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **6–8.RST.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	• Students will be able to interpret visual information in informational and history texts. • Students will be able to integrate information in different formats with words from the text to develop an understanding of topics and issues.

Strategy	Standard	Learning Targets
LEVEL A READING		
Main Ideas and Details		
Use Evidence to Support Analysis of Literary and Informational Texts	**9-10.RL.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **9-10.RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Students will be able to use evidence to support analysis of literary and informational texts as well as make inferences.
Use Evidence to Support Analysis of Historical, Science, and Technical Texts	**9-10.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **9-10.RST.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	• Students will be able to use evidence to support analysis of primary sources, secondary sources, science texts, and technical texts.
Identify Theme and Summarize Texts	**9-10.RL.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.	• Students will be able to identify the theme or central idea of literary texts and explain how details contribute to the theme. • Students will be able to provide an objective summary of literary texts.
Identify a Central Idea and Summarize Texts	**9-10.RI.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	• Students will be able to identify the central ideas of informational texts and explain how details contribute to it. • Students will be able to distinguish between subjective and objective summaries of informational texts.
Identify Central Ideas and Summarize Science and Technical Texts	**11-12.RST.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.	• Students will be able to identify the central ideas of science and technical texts. • Students will be able to compose a summary of science and technical texts.
Make Connections in Texts	**11-12.RI.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	• Students will be able to identify and draw conclusions about individuals, ideas, and events as well as how they interact throughout the text.
Analyze Events in Historical Texts	**9-10.RH.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	• Students will be able to analyze events in historical texts.
Follow Multistep Procedures	**9-10.RST.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	• Students will be able to follow steps in science and technical texts.

New Readers Press®
ProLiteracy's publishing division

Strategy	Standard	Learning Targets
Definitions, Text Structure, and Point of View		
Define Words and Phrases	**9-10.RL.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **9-10.RI.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., how the language of a court opinion differs from that of a newspaper).	• Students will be able to determine meanings, including figurative, connotative, and technical, of words and phrases in literary and informational texts. • Students will be able to analyze impact of word choice on meaning and tone.
Define Science and Technical Words and Phrases	**9-10.RST.4** Determine the meaning of symbols, key terms, 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.	• Students will be able to determine the meaning of symbols and domain-specific words and phrases as they are used in science and technical texts.
Analyze Sections or Chapters of Informational Texts	**9-10.RI.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., a section or chapter).	• Students will be able to identify important sections or chapters of informational texts and analyze how they support the author's ideas or claims.
Analyze Structure of Informational Texts	**11-12.RI.5** 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.	• Students will be able to identify important sections of informational texts and analyze how they support the author's purpose and main idea.
Analyze Point of View in Literary Texts	**9-10.RL.6** 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. **11-12.RL.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	• Students will be able to analyze points of view in literature outside the United States. • Students will be able to analyze point of view in literary texts that require distinguishing what is directly stated from what is really meant.
Determine Point of View and Purpose of Historical Texts	**9-10.RI.6** 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. **9-10.RH.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.	• Students will be able to identify key details that show an author's point of view or purpose in history texts.
Evaluate Arguments		
Evaluate Arguments and Claims	**9-10.RI.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.	• Students will be able to evaluate argument and claims in texts and assess the reasoning. • Students will be able to identify false statements and flawed reasoning in texts.