



2012 DC CAS Reading Blueprint

The reading and writing assessment will be 100% aligned to the Common Core. Although not all of the Common Core reading standards will be tested, all of the 2012 DC CAS reading items will have a Common Core equivalent. Teachers should teach the Common Core standards. To help teachers see the connections between the prior standards and the Common Core Standards in reading, a crosswalk is provided.

Grade 3

<i>Reporting Category: Reading Informational Text (43%)</i>	
DC Standards:	Aligned Common Core Standards:
3.LT-C.5 Compare (and contrast) literary elements (plots, settings, and characters)	CC.3.R.L.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
3.LT-F.10 Identify who is telling the story or speaking in a poem.	CC.3.R.L.6 Distinguish their own point of view from that of the narrator or those of the characters.
3.LT-F.8 Identify the elements of stories (problem, solution, character, and setting) and analyze how major events lead from problem to solution.	CC.3.R.L.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.LT-F.9 Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.	CC.3.R.L.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3.LT-G.6 Identify common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.LD-V.11 Recognize that some words and phrases have both a literal and a nonliteral meaning (e.g., take steps).	CC.3.R.L.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
	CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

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	<p>CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>CC.3.R.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
<p>3.LT-S.13 Identify sensory words.</p>	<p>CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>CC.3.R.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
<p>3.LT-T.7 Identify themes as moral lessons in folktales and fables.</p>	<p>CC.3.R.L.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
<p>3.LT-U.1 Identify chapter titles and illustrations as parts of a text that help the reader predict what will happen next in a story.</p>	<p>CC.3.R.L.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>
<p>3.LT-U.3 Form questions about a text and locate facts/details to answer those questions.</p>	<p>CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.R.L.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
<p>3.LT-U.4 Use story details and prior knowledge to understand ideas that are not directly stated in the text.</p>	<p>CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.R.L.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<p>Reporting Category: Reading Literary Text (44%)</p>	
<p>DC Standards:</p>	<p>Aligned Common Core Standards:</p>
<p>3.IT-DP.6 Locate specific information in graphic representations (e.g.,</p>	<p>CC.3.R.I.1 Ask and answer questions to demonstrate understanding of</p>

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charts, maps, diagrams, illustrations, tables, timelines) of text.	a text, referring explicitly to the text as the basis for the answers.
	CC.3.R.1.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.IT-DP.7 Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	CC.3.R.1.3 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.
	CC.3.R.1.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.IT-E.1 Identify the purpose or main point and supporting details in text.	CC.3.R.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.IT-E.2 Identify the facts given in a text.	CC.3.R.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	CC.3.R.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.IT-E.3 Distinguish cause from effect.	CC.3.R.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	CC.3.R.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
	CC.3.R.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3.IT-E.4 Identify and use knowledge of common textual features (e.g., title, headings, table of contents, glossary, captions) to make predictions about content.	CC.3.R.1.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	CC.3.R.1.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.IT-E.5 Form questions about text and locate facts in response to those questions.	CC.3.R.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	CC.3.R.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Reporting Category: Vocabulary Acquisition and Use (13%)	

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DC Standards:	Aligned Common Core Standards:
<p>3.LD-V.10 Identify playful uses of language (e.g., tongue twisters, riddles).</p>	<p>CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
	<p>CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>
	<p>CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
<p>3.LD-V.11 Recognize that some words and phrases have both a literal and nonliteral meaning (e.g., take steps).</p>	<p>CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>
<p>3.LD-V.12 Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings.</p>	<p>CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
	<p>CC.3.R.4.a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
	<p>CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
<p>3.LD-V.13 Determine meanings of words and alternate word choices using intermediate-level dictionaries and thesauri.</p>	<p>CC.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p>3.LD-V.8 Identify the meaning of common prefixes and suffixes (e.g., un-, re-, in-, dis-, -ful, -ly, -less), and know how they change the meaning of roots.</p>	<p>CC.3.L.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>
<p>3.LD-V.9 Identify roots of words (e.g., “graph” is a common root in autograph, photograph, biography).</p>	<p>CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
	<p>CC.3.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>

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Grade 4

Reporting Category: Reading Informational Text (43%)

DC Standards:	Aligned Common Core Standards:
4.IT-A.8 Identify what the author is arguing or trying to persuade the reader to think or do.	CC.4.R.1.8 Explain how an author uses reasons and evidence to support particular points in a text.
	CC.4.R.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.IT-DP.6 Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	CC.4.R.1.7 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.
4.IT-DP.7 Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	CC.4.R.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.IT-E.1 Identify the purpose and main points of a text and summarize its supporting details.	CC.4.R.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CC.4.R.1.3 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.
	CC.4.R.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.IT-E.2 Distinguish fact from opinion.	CC.4.R.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.IT-E.3 Identify cause-and-effect relationships stated and implied.	CC.4.R.1.3 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.
	CC.4.R.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CC.4.R.1.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.IT-E.4 Identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).	CC.4.R.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	CC.4.R.1.5 Describe the overall structure (e.g., chronology,

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	comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.IT-E.5 Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.	CC.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CC.4.R.I.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.
	CC.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.
<i>Reporting Category: Reading Literary Text (44%)</i>	
DC Standards:	Aligned Common Core Standards:
4.LT-C.1 Identify similarities and differences between the characters or events in a story and the experiences in an author's life.	CC.4.R.L.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4.LT-F.5 Explain how the plot, setting, or characters influence the events in a story, using evidence from the text.	CC.4.R.L.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4.LT-F.6 Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).	CC.4.R.L.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	CC.4.R.L.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
4.LT-G.2 Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	CC.4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
4.LT-G.3 Apply knowledge of different forms of literature as a strategy for reading and writing	CC.4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
4.LT-LNF.7 Identify the differences in point of view between an autobiography and a biography.	CC.4.R.L.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4.LT-P.8 Recognize the similarities of sounds in words (e.g.,	CC.4.L.5 Demonstrate understanding of figurative language, word

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<p>onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.*</p>	<p>relationships, and nuances in word meanings.</p> <p>CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.4.R.L.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.</p>
<p>4.LT-P.9 Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).</p>	<p>CC.4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CC.4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.4.R.L.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.4.R.L.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
<p>4.LT-S.11 Identify sensory details and figurative language in a story or poem.</p>	<p>CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CC.4.R.L.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>

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	CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.LT-T.4 Compare the moral lessons of several fables.*	CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<i>Reporting Category: Vocabulary Acquisition and Use (13%)</i>	
DC Standards:	Aligned Common Core Standards:
4.LD-V.10 Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words.	Aligned Common Core Standards:
	CC.4.R.F.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4.LD-V.11 Identify and use playful language such as puns, jokes, and palindromes.	CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.LD-V.12 Identify the meaning of figurative language and phrases.	CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CC.4.R.L.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4.LD-V.13 Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence.	CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	CC.4.R.L.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
	CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. CC.4.R.I.4 Determine the meaning of general academic and domain-

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	specific words or phrases in a text relevant to a grade 4 topic or subject area.
4.LD-V.14 Determine meanings and other features of words (e.g., pronunciation, syllabication, parts of speech) using intermediate-level dictionaries and thesauri.	CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	CC.4.L.4.c 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.
4.LD-V.9 Determine the effect of affixes on roots.	CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	CC.4.R.1.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
	CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	CC.4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	CC.4.L.4.c 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.

*Item-level alignment only.

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Grade 5

Reporting Category: Reading Informational Text (43%)	
DC Standards:	Aligned Common Core Standards:
5.IT-A.7 Determine an author's position (i.e., what the author is arguing), providing supporting evidence from the text.	CC.5.R.1.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
	CC.5.R.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.IT-E.1 Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order	CC.5.R.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	CC.5.R.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	CC.5.R.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.IT-E.2 Distinguish fact from opinion in expository text, providing supporting evidence from text.	CC.5.R.1.5 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.
	CC.5.R.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.IT-E.4 Identify and use knowledge of common textual features (e.g., title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).	CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	CC.5.R.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	CC.5.R.1.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5.IT-E.5 Identify common organizational structures such as chronological order and cause and effect.	CC.5.R.1.5 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.
	CC.5.R.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Reporting Category: Reading Literary Text (44%)	
DC Standards:	Aligned Common Core Standards:

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<p>5.LT-C.1 Relate the events and characters in a literary work to information about its setting.</p>	<p>CC.5.R.I.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
	<p>CC.5.R.L.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.</p>
	<p>CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<p>5.LT-D.8 Analyze the similarities and differences between a narrative text and its dramatic adaptation.</p>	<p>CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
	<p>CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<p>5.LT-F.4 Describe the relationships between major and minor characters; analyze how a character's traits influence that character's actions.</p>	<p>CC.5.R.I.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
	<p>CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<p>5.LT-F.5 Identify the plot and its components (e.g., main events, conflict, resolution).</p>	<p>CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
	<p>CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
	<p>CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
<p>5.LT-G.2 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.</p>	<p>CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p>5.LT-P.7 Respond to and analyze the effects of the sounds in words (alliteration, onomatopoeia, rhyme scheme), form (free verse, couplets), and figurative language (metaphor, simile) to uncover the meaning of a poem.</p>	<p>CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
	<p>CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
<p>5.LT-S.9 Identify and draw conclusions about the author's use of</p>	<p>CC.5.R.L.2 Determine a theme of a story, drama, or poem from details</p>

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<p>sensory details, imagery, and figurative language.</p>	<p>in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
<p>5.LT-T.3 Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.</p>	<p>CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
<p><i>Reporting Category: Vocabulary Acquisition and Use (13%)</i></p>	
<p>DC Standards:</p>	<p>Aligned Common Core Standards:</p>
<p>5.LD-V.10 Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.</p>	<p>CC.5.L.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p>5.LD-V.11 Identify meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries and thesauri (printed and electronic).</p>	<p>CC.5.L.4.c 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.</p>
<p>5.LD-V.8 Identify the meaning of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words.</p>	<p>CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>
<p>5.LD-V.9 Identify and apply the meanings of the terms antonym, synonym, and homophone.</p>	<p>CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. CC.5.L.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

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Grade 6

Reporting Category: Reading Informational Text (43%)

DC Standards:	Aligned Common Core Standards:
6.IT-A.5 Identify the effect of persuasive strategies and rhetorical techniques (e.g., peer pressure, emotional appeal, exaggeration, repetition) that the author uses to influence readers' thinking or behavior.	CC.6.R.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.IT-A.6 Recognize arguments for and against an issue.	CC.6.R.1.2 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.
	CC.6.R.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.IT-DP.4 Identify the components (e.g., directions, legend, illustrations, diagram, sequence, boldface print, headings) of document and procedural text.*	CC.6.R.1.7 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.
	CC.6.R.1.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.IT-E.1 Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.	CC.6.R.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	CC.6.R.1.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
	CC.6.R.1.2 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.
	CC.6.R.1.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	CC.6.R.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	CC.6.R.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	CC.6.R.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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<p>6.IT-E.2 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, and bibliography).</p>	<p>CC.6.R.I.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
<p>6.IT-E.3 Identify and use organizational structures in text, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.</p>	<p>CC.6.R.I.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
	<p>CC.6.R.I.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.</p>
	<p>CC.6.R.I.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p>CC.6.R.I.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
<p>Reporting Category: Reading Literary Text (44%)</p>	
<p>DC Standards:</p>	<p>Aligned Common Core Standards:</p>
<p>6.LT-C.1 Analyze the relevance of the setting (e.g., time, place, and situation) to the mood and tone of the text.*</p>	<p>CC.6.R.L.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.</p>
	<p>CC.6.R.L.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p>CC.6.R.L.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>
<p>6.LT-F.4 Describe incidents that advance plot in a story or novel, explaining how each incident gives rise to the next or foreshadows a future event.</p>	<p>CC.6.R.L.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
	<p>CC.6.R.L.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>6.LT-F.5 Provide examples of all the aspects of the setting (time, place, situation) in a story or novel.</p>	<p>CC.6.R.L.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>
	<p>CC.6.R.L.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.</p>
	<p>CC.6.R.L.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p>CC.6.R.L.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.</p>

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<p>6.LT-G.2 Identify the characteristics of different forms of prose (short story, novel, novella, essay).</p>	<p>CC.6.R.L.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>
<p>6.LT-LNF.6 Describe the structural differences among essays, speeches, autobiographies, and biographies.</p>	<p>CC.6.R.L.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
<p>6.LT-P.7 Respond to and analyze the effects of figurative language (personification, metaphor, simile, hyperbole) and graphics (capital letters) to uncover the meaning of a poem.*</p>	<p>CC.6.R.L.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.</p>
<p>6.LT-S.9 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p>	<p>CC.6.R.I.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
<p>6.LT-T.3 Apply knowledge that theme, whether stated or implied, refers to the basic meaning of a literary text.</p>	<p>CC.6.R.L.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.</p>
<p>6.LT-TN.10 Identify stylistic elements such as hyperbole, refrain, and simile in traditional literature.</p>	<p>CC.6.R.L.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p align="center">Reporting Category: Vocabulary Acquisition and Use (13%)</p>	<p>CC.6.R.L.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.</p>
<p>DC Standards:</p>	<p>CC.6.R.L.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.</p>
<p></p>	<p>CC.6.R.L.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
<p></p>	<p>CC.6.R.L.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.</p>
<p></p>	<p>CC.6.R.L.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.</p>
<p></p>	<p>CC.6.R.L.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p></p>	<p>CC.6.L.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
<p></p>	<p align="center">Reporting Category: Vocabulary Acquisition and Use (13%)</p>
<p>DC Standards:</p>	<p>Aligned Common Core Standards:</p>

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6.LD-V.10 Determine meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic).	CC.6.L.4.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.
	CC.6.L.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
6.LD-V.7 Determine the meaning of unfamiliar words, using knowledge of English language structure, Greek and Latin roots (e.g., annus, aqua), suffixes (e.g., -itis, -osis), and prefixes (e.g., multi-, dis-, anti-, hyper-, syn-).	CC.6.L.4.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.
	CC.6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
6.LD-V.8 Use such clues as definition, example, and restatement to determine the meanings of unfamiliar words and words with multiple meanings in context.	CC.6.L.4.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.
	CC.6.L.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	CC.6.L.4.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.
6.LD-V.9 Determine the meaning of figurative language, including similes, metaphors, personification, and grade-appropriate idioms.	CC.6.R.1.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	CC.6.R.L.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.
	CC.6.L.5.a Interpret figures of speech (e.g., personification) in context.

*Item-level alignment only.

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Grade 7

<i>Reporting Category: Reading Informational Text (50%)</i>	
DC Standards:	Aligned Common Core Standards:
7.IT-A.6 Describe the facts and evidence used to support an argument.	CC.7.R.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	CC.7.R.1.5 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.
7.IT-E.1 Identify the author's purpose(s) in a text when it is not stated.	CC.7.R.1.5 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.
	CC.7.R.1.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	CC.7.R.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
7.IT-E.2 Identify and use knowledge of common textual features.*	CC.7.R.1.5 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.
7.IT-E.3 Apply knowledge of organizational structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.	CC.7.R.1.5 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.
	CC.7.R.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<i>Reporting Category: Reading Literary Text (37%)</i>	
DC Standards:	Aligned Common Core Standards:
7.LT-C.2 Analyze the literary techniques used by authors of fiction, poetry, or drama from the same historical period.	CC.7.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.LT-F.5 Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.*	CC.7.R.L.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.LT-F.6 Describe a character based on the thoughts, words, and actions of the character, the narrator's description, and what other characters say and do.*	CC.7.R.L.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	CC.7.R.L.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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<p>7.LT-F.7 Analyze the ways characters change or interact with others over time and give supporting evidence from the text.</p>	<p>CC.7.R.L.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>
<p>7.LT-P.9 Analyze the characteristics and structural elements of a variety of poetic forms (e.g., epic, sonnet, ode, ballad, lyric, narrative poem, free verse, haiku).</p>	<p>CC.7.R.L.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. CC.7.R.L.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>7.LT-S.11 Identify and analyze how an author's use of words creates tone and mood.</p>	<p>CC.7.R.I.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. CC.7.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>
<p>7.LT-T.4 Recognize multiple themes in a text and supply evidence from the selection.</p>	<p>CC.7.R.L.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>
<p>7.LT-TN.13 Identify the language styles of different characters in literary works.</p>	<p>CC.7.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>
<p>Reporting Category: Vocabulary Acquisition and Use (13%)</p>	
<p>DC Standards:</p>	<p>Aligned Common Core Standards:</p>
<p>7.LD-V.10 Determine meanings, pronunciations, alternate word choices, correct spellings, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic).</p>	<p>CC.7.L.4.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 or its part of speech.</p>
<p>7.LD-V.7 Use Greek and Latin roots and affixes to determine the meaning of content area vocabulary.</p>	<p>CC.7.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>
<p>7.LD-V.8 Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.</p>	<p>CC.7.L.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. CC.7.L.4.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. CC.7.L.4.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 or its part of speech.</p>
<p>7.LD-V.9 Use context to confirm meanings of metaphors, similes, and</p>	<p>CC.7.L.4.a Use context (e.g., the overall meaning of a sentence or</p>

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idiomatic language in prose and poetry.	paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	CC.7.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

*Item-level alignment only.

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Grade 8

<i>Reporting Category: Reading Informational Text (50%)</i>	
DC Standards:	Aligned Common Core Standards:
8.IT-A.5 Recognize organizational structures and arguments for and against an issue.	CC.8.R.1.6 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.
8.IT-A.6 Distinguish facts from opinions in selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.	CC.8.R.1.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*
	CC.8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
8.IT-A.7 Compare and contrast readings on the same topic and explain how authors reach different conclusions, beginning with the author’s stated position.	CC.8.R.1.6 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.
8.IT-DP.4 Evaluate the adequacy of details and facts to achieve a specific purpose.	CC.8.R.1.8 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.
	CC.8.R.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.IT-E.1 Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.	CC.8.R.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
8.IT-E.2 Explain how an author uses word choice and organization of text to achieve his purposes.	CC.8.R.1.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
	CC.8.R.1.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.IT-E.3 Distinguish between the concept of theme in a literary work and the author’s explicit or implicit purpose in an expository text.	CC.8.R.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<i>Reporting Category: Reading Literary Text (37%)</i>	
DC Standards:	Aligned Common Core Standards:
8.LT-F.4 Determine how central characters’ qualities influence the resolution of the conflict.	CC.8.R.L.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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<p>8.LT-F.5 Interpret a character's traits, emotions, or motivations, and provide supporting evidence from a text.</p>	<p>CC.8.R.I.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>8.LT-F.6 Analyze the influence of setting (e.g., time of day, place, historical period, situation) on the problem and resolution.</p>	<p>CC.8.R.L.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<p>8.LT-G.2 Identify and analyze how the different genres (e.g., poetry, short story, biography, drama) used by one particular author accomplish different aesthetic purposes.*</p>	<p>CC.8.R.L.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
<p>8.LT-LNF.7 Analyze word choice (voice, tone, biblical or metaphoric language or imagery) in well-known speeches and political text.</p>	<p>CC.8.R.L.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<p>8.LT-P.8 Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word position) on the meaning of a poem.*</p>	<p>CC.8.R.L.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>8.LT-S.10 Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.</p>	<p>CC.8.R.I.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>8.LT-LNF.7 Analyze word choice (voice, tone, biblical or metaphoric language or imagery) in well-known speeches and political text.</p>	<p>CC.8.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>8.LT-LNF.7 Analyze word choice (voice, tone, biblical or metaphoric language or imagery) in well-known speeches and political text.</p>	<p>CC.8.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>8.LT-P.8 Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word position) on the meaning of a poem.*</p>	<p>CC.8.R.I.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>8.LT-S.10 Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.</p>	<p>CC.8.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>8.LT-S.10 Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.</p>	<p>CC.8.R.L.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<p>8.LT-S.10 Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.</p>	<p>CC.8.R.I.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

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	CC.8.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.LT-T.3 Compare (and contrast) similar themes across a variety of selections, distinguishing theme from topic.	CC.8.R.I.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.
	CC.8.R.L.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<i>Reporting Category: Vocabulary Acquisition and Use (13%)</i>	
DC Standards:	Aligned Common Core Standards:
8.LD-V.10 Understand and explain “shades of meaning” for related words.	CC.8.L.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.
8.LD-V.11 Determine meanings, pronunciations, syllabication, synonyms, antonyms, correct spellings, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, CD-ROMs, and the Internet.	CC.8.L.4.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).
8.LD-V.9 Monitor text for unknown words or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.	CC.8.L.4.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.
	CC.8.L.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.

*Item-level alignment only.

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Grade 10

Reporting Category: Reading Informational Text (52%)

DC Standards:	Aligned Common Core Standards:
10.IT-A.10 Describe how rhetorical techniques (e.g., repetition, sentence variety, understatement, overstatement, irony, sarcasm) contribute to the effects of persuasive text, given the audience, purpose, and occasion.	CC.9-10.R.1.6 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.
10.IT-A.8 Distinguish supported inferences from unsupported inferences in contemporary political speeches, editorials, or newspaper articles.	CC.9-10.R.1.8 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.
10.IT-A.9 Analyze the logic and use of evidence in an author’s argument.	CC.9-10.R.1.6 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.
10.IT-DP.6 Synthesize information from multiple sources (e.g., maps, illustrations, schematic diagrams, manuals, product information, consumer publications) to draw conclusions about the ideas presented.	CC.9-10.R.1.2 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.
	CC.9-10.R.1.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
10.IT-DP.7 Analyze the presentation of information.	CC.9-10.R.1.6 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.
10.IT-E.1 Summarize the purpose and main ideas in passages; distinguish between a summary and a critique.	CC.9-10.R.1.2 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.
	CC.9-10.R.1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
10.IT-E.2 Explain the author’s stated or implied purpose(s) for writing expository text.	CC.9-10.R.1.2 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.
10.IT-E.3 Describe the controlling idea or specific purpose of passages and paragraphs and determine the essential elements that elaborate it.	CC.9-10.R.1.2 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

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	of the text.
	CC.9-10.R.I.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.
10.IT-E.4 Analyze implied or subtly stated interrelationships between and among ideas and concepts within expository text.	CC.9-10.R.I.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
10.IT-E.5 Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	CC.9-10.R.I.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Reporting Category: Reading Literary Text (35%)	
DC Standards:	Aligned Common Core Standards:
10.LT-C.1 Relate a literary work to primary source documents of its literary period or historical setting or to the seminal ideas of its time.	CC.9-10.R.L.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
10.LT-F.4 Analyze such elements in fiction as foreshadowing, flashbacks, suspense, and irony.	CC.9-10.R.L.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
10.LT-F.5 Explain how narrator's point of view affects tone, characterization, and plot.	CC.9-10.R.L.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
10.LT-G.2 Explain how the genre for texts with similar themes shapes the meaning.	CC.9-10.R.L.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
	CC.9-10.R.L.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
10.LT-LNF.6 Analyze the ways in which a narrator's point of view and language affect interpretation.	CC.9-10.R.L.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	CC.9-10.R.I.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From

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	Birmingham Jail"), including how they address related themes and concepts.
10.LT-LNF.7 Analyze denotation, connotation, and irony contained within classical essays.*	CC.9-10.R.I.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).
	CC.9-10.R.L.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).
10.LT-S.10 Analyze the author's use of figurative language, including personification, symbolism, simile, metaphor, hyperbole, allusion, and imagery in a poetry selection.	CC.9-10.R.L.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).
10.LT-S.11 Evaluate how an author's choice of words advances the theme or purpose of a work.	CC.9-10.R.L.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.
10.LT-T.3 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.	CC.9-10.R.L.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.
	CC.9-10.R.L.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	CC.9-10.R.L.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.
Reporting Category: Vocabulary Acquisition and Use (13%)	
DC Standards:	Aligned Common Core Standards:
10.LD-V.10 Determine meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words using dictionaries, thesauri, histories of language, and books of quotations.	CC.9-10.L.4.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.
	CC.9-10.L.4.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).

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	CC.9-10.R.L.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.
10.LD-V.8 Identify and use idioms, cognates, and the literal and figurative meanings of words in speaking and writing.	CC.9-10.L.5a Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
	CC.9-10.R.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
10.LD-V.9 Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.	CC.9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*Item-level alignment only.