



Reading Standards for Literature K-5

CCSS	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Literature - Key Details						
RL.1	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.2	With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	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.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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.
RL.3	With prompting and support, identify characters, settings, and major events in a story.	Describe characters, setting and major events in a story using key details.	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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.)	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)
Craft and Structure						
RL.4	Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5	Recognize common types of texts (e.g. storybooks, poems).	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapters, scene, and stanza; describe how each successive part builds on earlier selections.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems when writing or speaking about a text.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in the text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish their own point of view from that of the narrator or those of the characters.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.	Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas						
RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create a mood, emphasize aspects of a character or setting).	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.8	(not applicable to literature)	(not applicable to literature)	(not applicable to literature)	(not applicable to literature)	(not applicable to literature)	(not applicable to literature)
RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story by different authors or from different cultures.	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).	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity						
RL.10	Actively engage in group reading activities with purpose and understanding.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band independently and proficiently.



Reading Standards for Informational Text K-5

CCSS	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Ideas and Details						
RI.1	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer questions as who, what, where, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.2	With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text: recount the key details and explain how they support the main idea.	Determine the main ideas of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	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.	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.	Explain the relationship 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.
Craft and Structure						
RI.4	With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5	Identify the front cover, back cover, and title page of a book.	Know and use various text features to locate key facts or information in a text.	Know and use various text features to locate key facts or information in a text efficiently.	Use text features and search tools to locate information relevant to a given topic efficiently.	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.	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.
RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas						
RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear.	Use the illustrations and details in a text to describe its key ideas.	Explain how specific images contribute to and clarify a text.	Use information gained from illustrations and the words in a text to demonstrate understanding of a text (e.g., where, when, why, and how key events occur).	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	Identify three reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Describe the logical connection between particular sentences and paragraphs in a text. (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic.	Identify basic similarities in and differences between two texts on the same topic.	Compare and contrast the most important points presented by text texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity						
RI.10	Actively engage in group reading activities with purpose and understanding.	With prompting and support, read informational texts approximately complex for grade 1.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Literature 6-8

CCSS	Grade 6	Grade 7	Grade 8
Literature - Key Details			
RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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.	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.	Determine a theme/ central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, plot; provide objective summary of the text.
RL.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.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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.
Craft and Structure			
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.	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 on a specific verse or stanza of a poem or section of a story or drama.	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 meanings and tone, including analogies or allusions to other texts.
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.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas			
RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8	(Not applicable in literature)	(Not applicable in literature)	(Not applicable in literature)
RL.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.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or after history.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity			
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Standards for Informational Text 6-8

CCSS	Grade 6	Grade 7	Grade 8
Literature - Key Details			
RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.2	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	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.	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.
RI.1	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure			
RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	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.	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.
RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text that contributes to the development of the ideas.	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.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a concept.
RI.6	Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.	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.	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.
Integration of Knowledge and Ideas			
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.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	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.
RI.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity			
RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading Standards for Literature 9-12

CCSS	Grade 9	Grade 10
Literature - Key Details		
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.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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; an objective summary of the text.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.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.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure		
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 meanings and tone (e.g., how the language evolves a sense of time and place; how it sets a formal or informal tone).	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 meanings and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.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.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas		
RL.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.	Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (include at least one play by Shakespeare and one play by an American drama list).
RL.8	(Not applicable to literature)	(Not applicable to literature)
RL.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity		
RL.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.



Reading Standards for Informational Text 9-12

CCSS	Grade 9 - 10	Grade 11 - 12
Literature - Key Details		
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.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis, providing an objective summary of the text.
RI.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.	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.
Craft and Structure		
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.)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10).
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., section or chapter).	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.
RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas		
RI.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.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.	Delineate and evaluate the reasoning in seminal U.S. texts, including application of constitutional principles and use of legal reasoning (e.g., in the U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.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 Birmingham Jail"), including how they address related themes and concepts.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) to their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity		
RI.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

