		CodeX Missions																			
Section 1: Reading Standards for Informational Texts 4-5																					
Grade 4		1	2	3	4	5	RM	6	7	8	RM	9	10	11	12	RM	13	14	15	16	
Key Ideas and Details																					
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Students:**	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X	
	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.																				
	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.	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X	
Craft and Structure																					
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. **Students:**	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	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X	
	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.																				
	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.																				
Integration of Knowledge and Ideas																					
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Students:**	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.	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X	
	8. Explain how an author uses reasons and evidence to support particular points in a text.																				
	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.																				
Range of Reading & Level of Text Complexity																					
10. Read and comprehend complex literary and informational texts independently and proficiently. **Students:**	10. By the end of 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.	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X	

Grade 5		1	2	3	4	5	RM	6	7	8	RM	9	10	11	12	RM	13	14	15	16
Key Ideas and Details																				
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Students:**	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.																			
	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.																			
	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.			X	X	X		X	X	X		X	X	X	X		X	X	X	X
Craft and Structure																				
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. **Students:**	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.	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X
	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.																			
	6. 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																				
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Students:**	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X
	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).																			
	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.																			
Range of Reading & Level of Text Complexity																				
10. Read and comprehend complex literary and informational texts independently and proficiently. **Students:**	10. 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.	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X

Section 2: Reading Standards for Literacy in Science and Technical Subjects 6–12

Grades 6-8		1	2	3	4	5	RM	6	7	8	RM	9	10	11	12	RM	13	14	15	16
Key Ideas and Details																				
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **Students:**	1. Cite specific textual evidence to support analysis of science and technical texts.	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X
	2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.																			
	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.			X	X	X		X	X	X		X	X	X	X		X	X	X	X
Craft and Structure																				
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. **Students:**	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	X	X	X	X	X		X	X	X		X	X	X	X		X	X		X
	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.																			
	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.																			
Integration of Knowledge and Ideas																				
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Students:**	7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).																X			
	8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.																			
	9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.																			
Range of Reading & Level of Text Complexity																				
10. Read and comprehend complex literary and informational texts independently and proficiently. **Students:**	10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	X	X	X	X	X		X	X	X		X	X	X		X	X	X	X	X

Grades 9-12		1	2	3	4	5	RM	6	7	8	RM	9	10	11	12	RM	13	14	15	16
Key Ideas and Details																				
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **Students:**	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	X	X	X	X	X		X	X	X		X	X	X		X	X	X	X	X
	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.																			

	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.			X	X	X		X	X	X		X	X	X		X	X	X	X	X
Craft and Structure																					
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. **Students:**	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	X	X	X	X	X		X	X	X		X	X	X		X	X	X	X	X
	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.																				
	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.																				
Integration of Knowledge and Ideas																					
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Students:**	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.																				
	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.																				
	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.																				
Range of Reading & Level of Text Complexity																					
10. Read and comprehend complex literary and informational texts independently and proficiently. **Students:**	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.	X	X	X	X	X		X	X	X		X	X	X		X	X	X	X	X