**See How it Grows**

*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.*

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| Grade 1 | Ask and answer questions about key details in a text. |
| Grade 2 | Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. |
| Grade 3 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Grade 4 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 5 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 6 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 7 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 8 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 9 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 10 | Ditto |
| Grade 11 | 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. |
| Grade 12 | Ditto |

*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.*

*Analyze the meanings of literary texts by drawing on knowledge of literary concepts and genres.*

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| Grade 1 | Identify the reasons an author gives to support points in a text. |
| Grade 2 | Describe how reasons support specific points the author makes in a text. |
| Grade 3 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| Grade 4 | Explain how an author uses reasons and evidence to support particular points in a text. |
| Grade 5 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| Grade 6 | 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. |
| Grade 7 | 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. |
| Grade 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. |
| Grades 9/10 | 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. |
| Grades 11/12 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in 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). |