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# TEXT SELECTION GUIDELINES FOR TEACHING AND ASSESSING CCSS ELA GRADES 3-8

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## INTRODUCTION

Successful implementation of the Common Core State Standards (CCSS) rests on the development of well-aligned instructional materials, formative and summative assessments, and teacher training. The CCSS represent some shifts in emphasis with direct implications for development of these materials. In particular the CCSS devote considerable attention to the types and nature of texts used in instruction and assessment. The foundation for preparing students for the linguistic rigors of college and the workplace lies in the texts with which they interact. By the time they graduate, students should be prepared to successfully read and analyze the types of complex texts they will encounter after high school. Selecting texts of appropriate type and complexity for use in instruction and assessment is integral to this preparation.

One of the major shifts of the CCSS is an emphasis on developing skills for comprehending and analyzing informational texts. Increased exposure to informational texts better prepares students for the various types of texts they will encounter in college and the workplace. The array of texts selected for instruction and assessment from K-12 should support the development of the necessary skills to handle this range of informational texts.

Another shift is an increased emphasis on the analysis across multiple texts, often of varied genres and media. Several standards, especially for reading literature require intertextual and multi-media analysis. These expectations require special attention to selection of related texts, chosen specifically to support instruction and assessment of the full range of expectations. It will also require careful consideration of which standards are appropriate for large-scale assessment formats and how those assessments might be modified to include texts of a variety of media.

In addition to the usual fairness and sensitivity guidelines, when selecting texts, attention should be dedicated to three additional considerations:

- *Text Complexity*
- *Text Types*
- *Text Suitability for Specific Standards*

This document offers guidelines for selecting texts regarding these three considerations. These guidelines should inform the training of **passage finders** in order to ensure a pool of acceptable texts that can support instruction and assessment of all the CCSS Reading Informational Texts standards. They should also inform **curriculum and assessment developers** as they construct annual instruction and assessment plans to cover the complete range of skills.



## TEXT COMPLEXITY

Selecting texts of appropriate complexity is essential for teaching and assessing the comprehension skills at each developmental level. Passages too basic for a given level will not possess the necessary vocabulary, syntax, structures, and content development to develop the grade-level skills. Passages too complex for a given level will contain characteristics that interfere with the development of the grade-level skills. Text complexity is generally determined using *quantitative* and *qualitative* measures.

### PART 1: QUALITATIVE MEASURES OF TEXT COMPLEXITY

Qualitative measurement of texts is analysis based on the judgment of a skilled professional. Text finders should analyze potential texts to determine if they are of suitable complexity for developing specific grade-level CCSS expectations. Appendix A of the CCSS highlights important textual characteristics for measuring text complexity<sup>1</sup>:

1. Levels of Purpose/Meaning
2. Structure
3. Language Conventiality and Clarity
4. Knowledge Demands

These characteristics should structure the analysis of potential texts. Attention to them is essential for both determining a text's complexity, as well as its suitability for assessing certain standards. The following questions should be answered when determining a potential text's complexity and suitability for use.

#### 1. Levels of Purpose/Meaning

##### INFORMATIONAL TEXTS

*Guiding Questions:*

- What is the main purpose of the text?
- Are there multiple purposes?
- Are the purposes explicit or implicit?
- What knowledge is required to determine and understand the text's purpose(s)?
- Can a passage be extracted that maintains the text's purposes in tact?

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<sup>1</sup> Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards and Glossary of Terms.

Passages with multiple and implied purposes tend to be of higher complexity. Close attention should be paid to the *nature* of the purposes as well. At the K-4 levels, basic clear singular purposes are appropriate. Texts like speeches, correspondence and op-ed pieces can have a rich layering of purposes that will support the instruction and assessment of standards for analysis of both content and craft at grades 5-8.

### LITERARY TEXTS

*Guiding Questions:*

- What are the main themes of the text?
- Are the meanings literal/figurative/ambiguous?
- What knowledge is required to determine and understand the text's meanings?
- Can a passage be extracted that maintains the text's meanings intact?

Passages with multiple levels of meaning tend to be of higher complexity. Close attention should be paid to the *nature* of the meanings as well. Complexity increases as meaning relies more on figurative language and is purposely ambiguous.

## 2. Structure

### INFORMATIONAL TEXTS

*Guiding Questions:*

- What is the organizational structure of the text?
- Does the structure conform to common genres or to a specialized discipline?
- Is the structure clearly marked with text features?
- How extended is the development of the ideas/argumentation?
- How complex are the graphics of the text?
- Do graphics present new independent information necessary for comprehension of the full text?

The organizational structure of a potential passage should be carefully outlined to determine the complexity of its ideas and argumentation. Starting with grade 6, passages must have exposition or argumentation that develops across multiple paragraphs and contains a number of supporting details or claims.

### LITERARY TEXTS

*Guiding Questions:*

- What is the organizational structure of the text?
- Does the structure conform to common genres?
- Is the structure clearly marked with text features?
- Is the narrative structure chronological or does sequencing move back and forth in time?
- Is the narrative structured with a single or multiple points of view?
- How do events develop and move from one to the next?

The narrative structure of a potential passage should be analyzed to determine its sequencing and point of view. Texts generally increase in complexity as their structures deviate from basic chronological narration. Multiple points of view and subtle transitions built primarily on dialogue can make texts more complex as well.

### 3. Language Conventiality and Clarity

#### INFORMATIONAL AND LITERARY TEXTS

*Guiding Questions:*

- Are literal or figurative meanings of the language generally used?
- Are meanings of words and sections clear or intentionally ambiguous?
- Is the language archaic or discipline-specific?
- Is the diction conversational, academic, or esoteric?

### 4. Knowledge Demands

#### INFORMATIONAL AND LITERARY TEXTS

Texts suitable for **assessing** reading comprehension must be sufficiently self-contained in their knowledge demands. Texts that rely too much on the life-experience and prior-knowledge of a specific discipline will not be suitable. This is especially true for argumentative texts. Extra attention should be paid when selecting argumentative texts to make sure their contexts are clear and explicitly given within the passages.

## PART 2: QUANTITATIVE MEASURES OF TEXT COMPLEXITY

Quantitative measures rely predominantly on word frequency ratings and sentence length with some scales incorporating additional characteristics like punctuation, word meaning and syntactical features, and sentence and paragraph cohesion.

Nelson, Perfetti, Liben, and Liben’s recent study, “Measures of Text Difficulty: Testing their Predictive Value for Grade Levels and Student Performance,” represents the most thorough analysis of quantitative text complexity measures to date<sup>2</sup>. Using the study, they developed a common scale for band level text difficulty ranges. When quantitative measures are available, this scale should guide passage selection for particular grade levels.

**Common Scale for Band Level Text Difficulty Ranges**

Common Core Band	Text Analyzer Tool					
	ATOS	DRP	FK	LEXILE	SR	RM
2 <sup>nd</sup> -3 <sup>rd</sup>	2.75-5.14	42-54	1.98-5.34	420-820	0.05-2.48	3.53-6.13
4 <sup>th</sup> -5 <sup>th</sup>	4.97-7.03	52-60	4.51-7.73	740-1010	0.84-5.75	5.42-7.92
6 <sup>th</sup> -8 <sup>th</sup>	7.00-9.98	57-67	6.51-10.34	925-1185	4.11-10.66	7.04-9.57
9 <sup>th</sup> -10 <sup>th</sup>	9.67-12.01	62-72	8.32-12.12	1050-1335	9.02-13.93	8.41-10.81
11 <sup>th</sup> -CCR	11.20-14.10	67-74	10.34-14.20	1185-1385	12.30-14.50	9.57-12.00

Key	
<b>ATOS</b>	ATOS® (Renaissance Learning)
<b>DRP</b>	Degrees of Reading Power® (Questar)
<b>FK</b>	Flesch-Kincaid®
<b>LEXILE</b>	Lexile Framework® (MetaMetrics)
<b>SR</b>	Source Rater® (Educational Testing Service)
<b>RM</b>	Pearson Reading Maturity Metric® (Pearson Education)

<sup>2</sup> Nelson, Jessica; Perfetti, Charles; Liben, David; and Liben, Meredith, “Measures of Text Difficulty: Testing their Predictive Value for Grade Levels and Student Performance,” 2012.



## INFORMATIONAL TEXT TYPES

Informational texts come in a variety of forms, each with its own unique purposes and structures. Each of these types has unique characteristics, but they can be grouped by general similarities in structure and purpose. The following table lists common informational texts according to their typical structure:

EXPOSITORY	ARGUMENTATIVE	INSTRUCTIONAL	NARRATIVE
Text books (science)	Opinion/Editorial Pieces	Training Manuals	(Auto)Biographies
Text books (humanities)	Speeches	Contracts	Histories
Reports	Advertisements	User Guides/Manuals	Correspondence
Tourism Guides	Political Propaganda	Legal Documents	Curriculum Vitae
Product Specifications	Journal Articles	Recipes	Memoirs
Product/Service Descriptions	Government Documents	Product Service/Descriptions	News Articles
Magazine Articles	Legal Documents		Essays
Company Profiles	Tourism Guides		Interviews
Legal Documents	Correspondence		Agendas
Agendas	Essays		
Correspondence	Reviews		
Essays	Memoirs		
Interviews			
Government Documents			
News Articles			

There are, of course, similarities of content, structure and purpose across these groups and some types generally combine purposes. Nonetheless, it's important to have some sense of the differences for both providing a range of passages on a form and for ensuring the proper development of specific standards. While some standards articulate skills that span informational text types, others are associated with particular types and purposes. These associations will be elaborated in the following section.



## TEXT SUITABILITY FOR SPECIFIC STANDARDS

A thorough analysis of a potential text's purposes, meanings, structure and language lays the foundation for determining its suitability for teaching and assessing specific standards. The specificity of the CCSS means that some standards articulate specific skills associated with specific text types and characteristics. To ensure accuracy and efficacy, passages should be chosen for teaching and assessing specific skills.

Passage finders should have the nine CCSS Reading Standards clearly in mind when selecting texts. Their preliminary analysis will chart the specific standards the passage will support. Passage finders should have a strong understanding of the text characteristics necessary for each standard. They also should have a sense of how standards can be bundled together to craft a comprehensive set of instructional and assessment materials for particular passage types.

### **PART 1: NECESSARY TEXT CHARACTERISTICS FOR TEACHING AND ASSESSING INDIVIDUAL STANDARDS**

**CCSS R.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.**

#### **INFORMATIONAL TEXTS**

CCSS RI.1 articulates the ability to support literal and inferential claims with specific references or citations from the text. This standard works in concert with the other standards. The skill can be applied to all informational text types.

- **Grade Band 3-5**

At grades 3-5 students refer to texts to demonstrate comprehension. Passages must have sufficient details to support basic literal questions and minor inferences.

- **Grade Band 6-8**

At grades 6-8 students cite textual evidence to support analysis. Passages must contain sustained development that can be analyzed for content and craft. Passages must express concepts that are developed with multiple details.

## LITERARY TEXTS

CCSS RL.1 articulates the ability to support literal and inferential claims with specific references or citations from the text. This standard works in concert with the other standards. The skill can be applied to all literary text types.

- **Grade Band 3-5**

At grades 3-5 students refer to texts to demonstrate comprehension. Passages must have sufficient details to support basic literal questions and minor inferences.

- **Grade Band 6-8**

At grades 6-8 students cite textual evidence to support analysis. Passages must contain sustained development that can be analyzed for content and craft. Passages must contain plots, characters and themes that have been developed with multiple details.

**CCSS R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

## INFORMATIONAL TEXTS

CCSS RI.2 articulates the ability to comprehend and summarize a text’s central ideas. Most coherent texts across all text types have central ideas that can be summarized. Expository texts are ideal for this standard because their main idea will likely not be confounded with an author’s point of view or purpose as in argumentative texts. When excerpting a passage, care must be taken not to disrupt the coherent expression of the central ideas.

- **Grade Band 3-5**

At grades 3-5 students determine the text’s main ideas and summarize its entirety. Passages should have a clear central idea that can be easily determined. Passages for grade 5 must have at least two clear central ideas.

- **Grade Band 6-8**

At grades 6-8 students analyze the development of the central ideas across the text. Passages must contain sustained content development including concepts that are built with multiple ideas. The ideas in the passage should require at least a paragraph for summarization. Passages that can be summarized in one or two sentences will not be sufficiently complex.

## LITERARY TEXTS

CCSS RL.2 articulates the ability to comprehend and summarize a text’s central themes and plot. Most coherent literature has central themes and a narrative that can be summarized. When excerpting a passage, care must be taken not to disrupt the coherent expression of the central themes. The excerpt should be at least one coherent episode of the larger plot.

- **Grade Band 3-5**

At grades 3-5 students determine the text’s main themes and summarize its entirety. Passages should have a clear central theme that can be easily determined.

- **Grade Band 6-8**

At grades 6-8 students analyze the development of the central themes across the text. Passages must contain sustained thematic development built through the interaction of characters over multiple episodes. The narrative of the passage should require at least a paragraph for summarization. Passages that can be summarized in one or two sentences will not be sufficiently complex.

### **CCSS R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

#### **INFORMATIONAL TEXTS**

CCSS RI.3 articulates the ability to analyze the relationships among the ideas in a text. Students comprehend how a text’s ideas work together across the course of its paragraphs and sections to modify and elaborate each other and to coalesce into larger concepts. Most informational text types can contain multiple ideas that interact with one another as they are developed. Scientific expository texts with larger concepts consisting of two or more minor concepts work well. Histories describing events that were influenced by and influenced movements are also suitable. Suitable argumentative texts might contain a contrast between a few positions in building the author’s own. Multi-step instructional texts work well for the lower grades.

- **Grade Band 3-5**

At grades 3-5 students explain the relationships among a series of ideas in a text. Passages must contain instructions, concepts, descriptions, or events that are built with multiple steps. There must be clear relationships among the ideas that are significant to the passage’s central ideas.

- **Grade Band 6-8**

At grades 6-8 students analyze the interactions among the ideas in the text. Passages must contain instructions, concepts, descriptions, or events that are developed with enough complexity to support analysis of their constituting parts. The relationships among the ideas must be significant enough to require a third concept for analysis (influence, contrast, overarching category, etc.).

#### **LITERARY TEXTS**

CCSS RI.3 articulates the ability to analyze how the elements of stories interact with each other. For example, students comprehend how the events of a story reveal qualities of the characters. Most literary text types can contain sufficient development to support analysis of its elements. Except for a few extended dramatic forms, poetry is not generally suitable for this standard.

- **Grade Band 3-5**

At grades 3-5 students describe the elements of a story with an emphasis on its characters. Passages must contain clear significant characters with sufficient characterization provided by specific details related to the plot and setting.

- **Grade Band 6-8**

At grades 6-8 students analyze how the elements of stories interact with each other. Passages must contain clear characters who have been developed over a sequence of episodes. The relationships among the story's elements must be rich enough to support analysis. An excerpt should present a moment in the plot that reveals significant characterization and/or thematic development.

**CCSS R.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.**

### **INFORMATIONAL TEXTS**

CCSS RI.4 articulates the ability to determine the meaning of various types of vocabulary. Students should be familiar with general academic vocabulary and wide range of discipline-specific words. As they progress into higher grades, students detect specific connotations and figurative meanings of words that authors use purposely. Passages must contain suitable vocabulary and, at the higher grades, words with layered literal and figurative meanings that produce specific effects.

- **Grade Band 3-5**

At grades 3-5 students determine the meaning of grade-level appropriate general academic and domain-specific words. Passages should be rich in grade-level appropriate vocabulary. Passages across a form should be diverse in content.

- **Grade Band 6-8**

At grades 6-8 students determine figurative, connotative and technical meanings of words. They also analyze the impact of word choice on the meaning and tone of texts. Passage must contain the use of figurative language and stylistic choices significant enough to support analysis.

### **LITERARY TEXTS**

CCSS R.4 articulates the ability to determine the meaning of various types of vocabulary. Students should be able to distinguish between the literal and figurative use of words. As they progress into higher grades, students detect specific connotations, allusions and figurative devices that authors use purposely. Passages must contain suitable vocabulary used literally and figuratively by authors to produce specific effects.

- **Grade Band 3-5**

At grades 3-5 students determine the meaning of words, distinguishing between literal and figurative uses. At grade 4 they detect allusions and by grade 5 are familiar with similes and metaphors. Passages should be rich in grade-level appropriate vocabulary and figurative language.

- **Grade Band 6-8**

At grades 6-8 students determine figurative, connotative meanings of words. They also analyze the impact of word choice and literary devices on the meaning and tone the entire story. Passage must contain the use of figurative language and stylistic choices significant enough to support analysis. It would be appropriate to use poetry to assess this standard.

**CCSS R.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.**

### **INFORMATIONAL TEXTS**

CCSS RI.5 articulates the ability to analyze the structures authors use to organize information in texts. Students recognize the structural components of a text and relate them to its development of ideas and its purposes. As discussed above, organizational structures of informational texts vary widely and are tailored to the specific purposes. The structures of passages must be developed and complex enough to support analysis. Instruction and assessment must also expose students to the variety of informational text structures.

- **Grade Band 3-5**

At grades 3-5 students describe the overall structures of texts or parts of texts. If a text compares two concepts or events, or if it relates a chronology, students recognize and describe the structural organization. Passages must contain a clear organization of ideas that can be recognized and described. Note that at grade 5 students compare structures of two more texts which will require the use of a pair of passages treating similar content in different ways.

- **Grade Band 6-8**

At grades 6-8 students analyze structural components of texts at various levels including sentences, paragraphs, sections, and the text as a whole. Analysis focuses on how these components work together to accomplish the author's purposes. Passages must be rich enough in organizational development to support detailed analysis. Ideas must be well-developed within paragraphs and contribute to the global purposes of the passage.

### **LITERARY TEXTS**

CCSS RL.5 articulates the ability to recognize and analyze the structures authors use to craft literary texts. Students recognize the structural components of a text and relate them to the development of

its elements and themes. The structures of passages must be developed and complex enough to support analysis.

- **Grade Band 3-5**

At grades 3-5 students explain how stories, dramas and poems are constructed. They refer to the basic components of literary texts and explain how they build to a coherent whole. Passages must have clear and coherent structures. Events of stories should be distinct and contribute clearly to the overall plot.

- **Grade Band 6-8**

At grades 6-8 students analyze how structural components of texts including sentences, chapters, scenes, and stanzas work together to build meaning. Passages must be rich enough in structural development to support detailed analysis. Meanings must be layered and developed over the course of the passage. Note that for grade 8 students compare the effects of different structures requiring a paired passage set for assessment.

## **CCSS R.6: Assess how point of view or purpose shapes the content and style of a text.**

### **INFORMATIONAL TEXTS**

CCSS RI.6 articulates the ability to analyze how an author accomplishes specific purposes and expresses a point of view with a text. Students determine an author's basic purposes and point of view and describe how authorial choices in the text serve to accomplish those purposes and express a point of view. As discussed above, the purposes of informational texts vary widely, each accompanied by specific authorial techniques. Passages should have clear and compelling purposes that have been accomplished with recognizable techniques. They should express a clear and describable point of view. Argumentative and narrative informational texts are more suitable than expository texts for assessing this standard. Curricular and assessment plans should contain a variety of informational text types to expose students to the various purposes.

- **Grade Band 3-5**

At grades 3-5 students are developing the ability to understand the nature of point of view and to recognize it in texts. They are learning to distinguish multiple points of view on a given topic or event. Passages must have a distinct point of view that the author clearly develops throughout the text. For grades 4 and 5, students must contrast two points of view which will require using a pair of passages treating the same event or topic.

- **Grade Band 6-8**

At grades 6-8 students are analyzing how an author builds a point of view and accomplishes purposes with specific techniques. They are also learning to recognize the way an author distinguishes his or her point of view from others on the same topic. Passages must contain clear purposes and points of view that have been significantly developed throughout the course of a text. The development must be

accomplished with several clear authorial techniques. Argumentative texts like Op-ed pieces are ideal for this standard.

### LITERARY TEXTS

CCSS RL.6 articulates the ability to analyze how an author creates and expresses a point of view with a text. Students explain how an author tells a story from particular point of view and how it differs from their own. They analyze the influence of different perspectives on the understanding of the same event including those of the narrator, the characters in the story, and the audience. Passages should have clear and describable points of view that have been developed with significant details. The events of the stories should be rich enough to highlight the effects of perspective on narration.

- **Grade Band 3-5**

At grades 3-5 students are developing the ability to understand the nature of point of view and to recognize it in texts. They are learning to distinguish multiple points of view including those different from their own. Passages must have a distinct point of view that the author clearly develops throughout the text. For grades 4, students must contrast the first person and third person points of view of two stories.

- **Grade Band 6-8**

At grades 6-8 students are analyzing how an author crafts a point of view through specific techniques that distinguish the narrator's perspective from those of the other characters and the audience. Passages must contain compelling points of view that have been significantly developed throughout the course of a text. The stories should involve multiple characters who have different perspectives on the events. For grade 8 passages must include an author's use of irony through playing with differences in the audience's perspective from those of the characters.

## **CCSS R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

### INFORMATIONAL TEXTS

CCSS RI.7 articulates the ability to integrate information from a variety of formats to deepen comprehension and analysis. Students integrate illustrations and other visually represented information with text. They also interpret and compare information on a single topic presented in a variety of media. To assess this standard, passages must incorporate features like illustrations, graphs and maps into the text. At the higher grades passages must be paired with sound and video clips and internet sources on the same topic.

- **Grade Band 3-5**

At grades 3-4 students incorporate information presented visually, orally, and graphically into their comprehension of a text. Passages must contain this type of information like illustrations, graphs, maps, and charts.

At grade 5 students draw from multiple media to collect information on a topic. Passages must be sources on a single topic presented in a variety of media.

- **Grade Band 6-8**

At grade 6 students integrate information from a variety of sources into a deep, coherent understanding of a topic. Passages must be groups of different types of sources presenting varied information on a single topic.

At grades 7-8 students analyze and evaluate the way the medium of presentation influences and shapes the information being presented. Passages must be groups of various representations of a single event or topic. The various presentations must be rich and related enough to support comparisons and evaluations.

### **LITERARY TEXTS**

CCSS RL.7 articulates the ability to integrate information from a variety of formats to deepen comprehension and analysis. Students integrate illustrations and other visually and aurally represented information with text. They also interpret and compare versions on a single story presented live and in a variety of media, attending to the effects of various production techniques. To assess this standard, passages must incorporate illustrations into the text. At the higher grades passages must be paired with live performances or sound and video clips containing audio and visual versions of dramas and stories.

- **Grade Band 3-5**

At grades 3-5 students incorporate information presented visually and orally into their comprehension of a text. Passages must contain illustrations or be coupled with related aural and multi-media elements.

- **Grade Band 6-8**

At grade 6-7 students analyze the differences between reading stories and experiencing live or through a variety of media. Passages must be paired with audio and video clips of performances of the same story.

At grade 8 students analyze the effects of production and acting techniques on the presentation of a story. Passages must be well-developed video versions of stories or plays.

**CCSS R.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.**

### **INFORMATIONAL TEXTS**

CCSS RI.8 articulates the ability to analyze and evaluate the development of arguments within a text including an author's use of evidence to support claims and the validity of his or her reasoning. Students examine the logical relationships among argumentative steps and between claims and supportive evidence. Passages must have clear and developed arguments. Argumentation must

contain several steps of reasoning and include claims that are supported with evidence. Argumentative texts are the only suitable text types for this standard.

- **Grade Band 3-5**

At grade 3 students describe logical connections among ideas in text. Passages must contain ideas developed by articulating logical relationships such as comparisons or sequences.

At grades 4-5 students explain how authors use evidence to support claims. Passages must contain argumentation in which author's make claims and support them with evidence.

- **Grade Band 6-8**

At grades 6-8 students evaluate whether the evidence and reasoning authors use in argumentation is sound and sufficient. Passages must have well-developed argumentation that includes multiple claims and pieces of evidence. Ideal passages, especially at grade 8, include the use of specific evidence that is questionable or irrelevant. Op-ed pieces, long advertisements, and political propaganda and speeches are ideal for assessing this standard at this grade band.

### LITERARY TEXTS

Not applicable to Literature.

## **CCSS R.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.**

### INFORMATIONAL TEXTS

CCSS RI.9 articulates the ability to analyze information from multiple sources on the same topic. Students integrate information into a global understanding of a topic or event. They also analyze how authors use information to develop their own interpretations that may differ from those of others. This standard requires pairs or groups of passages on the same topic or event. At the higher grades, the passages must present different and possibly conflicting views of the same topic. Histories, biographies, Op-eds, memoirs are some suitable types of texts.

- **Grade Band 3-5**

At grades 3-5 students compare and integrate information from multiple sources. Pairs of passages must present unique, but not necessarily conflicting, information on a single topic. Each passage must have clear central points that can be combined with those of the other to support an integrated inference or concept.

- **Grade Band 6-8**

At grade 6 students compare two authors' presentations of the same events. Histories, biographies, autobiographies and memoirs covering the same events or figure are ideal. Each passage should be developed enough to support comparisons of presentation.

At grades 7-8 students analyze how authors emphasize different evidence and aspects of a topic or event to create different interpretations. Passages must contain different interpretations developed by emphasizing different evidence. Again, histories, biographies, autobiographies and memoirs covering the same events or figure are ideal. At this level there must be clear differences in interpretation. At grade 8 the interpretations must be in direct conflict.

### LITERARY TEXTS

CCSS R.9 articulates the ability to analyze how different texts treat the same themes and topics. Students compare stories on similar themes within and across genres and cultures. They also analyze how authors develop their own interpretations of stories. This standard requires pairs or groups of passages on the same topic or themes. The grade-level standards articulate specific relationships between the passages.

- **Grade Band 3-5**

At grades 3-5 students compare different texts on similar themes and topics. At grade 3, passages must be stories from a series of books by the same author. At grade 4, passages must be stories on similar themes from texts from different cultural traditions. At grade 5, passages must be stories on similar themes or topics from different authors within the same genre. At each level the passages must express clear treatments of similar themes with sufficient development to contain a unique perspective.

- **Grade Band 6-8**

At grade 6-8 students analyze relationships among various texts on similar topics or themes. At grade 6 students compare texts on similar themes from different forms or genres. At grade 7 students compare a fictional and an historical account of the same individual or event with attention to how fictional authors use history. At grade 8 students analyze cultural and textual allusions within a single text. Passages at each level must be rich in their development and have sustained relationships of themes and topics. The relationships must be strong enough to support analysis of similarities and differences. Passages for grade 8 must be rich in cultural allusions appropriate for a general audience.

## **PART 2: SELECTING TEXTS TO SUPPORT INSTRUCTION AND ASSESSMENT OF BUNDLED STANDARDS**

Analysis of texts for potential passages should be firmly grounded in an understanding of the standards they can suitably support. Determination of a text's complexity, type, structure, purpose, meanings, and development should lead directly to an understanding of the standards for which it is suitable. Passage finders should map out a series of textual details and components that will support instruction and assessment dedicated to specific standards. The ideal way to select a text is to consider the range of standards it can support. It helps to think of different types of passages that are suitable

for specific *bundles* of standards. Certain standards logically integrate together and certain passage types are naturally suitable for teaching and assessing those bundles.

## INFORMATIONAL TEXT BUNDLES

### **Bundle 1: Expository Passage [RI.1, RI.2, RI.3, RI.4, & RI.5]**

RI.1, RI.2, RI.3, RI.4, and RI.5 comprise a group of related skills for comprehending expository passages. Selected expository passages should generally be able to support teaching and assessing these five standards.

Passages should have one or two clear central ideas (RI.2) that are developed over the course of several paragraphs through the exposition of related minor supporting ideas (RI.1 and RI.3). The passage should have an effective organizational structure that enhances the exposition (RI.5). The passage should contain several grade-level appropriate general academic and domain-specific words that are supported by semantic and syntactical context (RI.4).

### **Bundle 2: Argumentative Passage [RI.1, RI.3, RI.4, RI.5, RI.6, & RI.8]**

RI.1, RI.3, RI.4, RI.5, RI.6, and RI.8 comprise a group of related skills for comprehending argumentative passages. Selected argumentative passages should generally be able to support teaching and assessing of these six standards.

Passages should have a clear point of view and purpose that is supported by effective argumentation developed over the course of several paragraphs (RI.6 and RI.8). The argumentation should build through valid reasoning and be supported in multiple places by evidence (RI.1 and RI.3). The argument should have an effective organizational structure that enhances the argumentation (RI.5). The passage should contain several grade-level appropriate general academic and domain-specific words that are supported by semantic and syntactical context (RI.4). In passages for grade 8, the argumentation should include some points of questionable reasoning and irrelevant evidence.

### **Bundle 3: Paired Narrative Passages [RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, & RI.9]**

RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, and RI.9 comprise a group of related skills for comprehending multiple informational narrative passages on the same event or figure. Selected pairs of narrative passages should generally be able to support teaching and assessing these seven standards.

Each passage should clearly relate the same event or significant moment in a figure's life, developing it over the course of several paragraphs (RI.2 and RI.6). The narratives should build through elaboration of several key points, supporting each one with descriptive details (RI.1 and RI.3). The passages should have effective organizational structures that enhance the narratives (RI.5). The passages should contain several grade-level appropriate general academic and domain-specific words that are supported by semantic and syntactical context (RI.4).

The passages for grades 3-5 should contain two points of view that complement each other and build to a wider understanding of the event or figure discussed (RI.9). The passages for grades 6-8 should contain two opposing points of view that are built on different interpretations and use of evidence.

#### **Bundle 4: Paired Argumentative Passages [RI.1, RI.3, RI.4, RI.5, RI.6, RI.8, & RI.9]**

RI.1, RI.3, RI.4, RI.5, RI.6, RI.8 and RI.9 comprise a group of related skills for comprehending multiple argumentative passages on a single topic. Selected pairs of argumentative passages should generally be able to support teaching and assessing these seven standards.

Each of the passages should have a clear point of view and purpose that is supported by effective argumentation developed over the course of several paragraphs (RI.6 and RI.8). The argumentation should build through valid reasoning and be supported in multiple places by evidence (RI.1 and RI.3). The passages should have effective organizational structures that enhance the argumentation (RI.5). The passages should contain several grade-level appropriate general academic and domain-specific words that are supported by semantic and syntactical context (RI.4). In passages for grade 8, the argumentation of one of the passages should include some points of questionable reasoning and irrelevant evidence.

The passages for grades 3-5 should contain two points of view that complement each other and build to a wider understanding of the topic discussed (RI.9). The passages for grades 6-8 should contain two opposing points of view that are built on different interpretations and use of evidence.

#### **Bundle 5: Paired Multi-media Argumentative Passages [RI.1, RI.3, RI.4, RI.5, RI.6, RI.7, RI.8, & RI.9]**

##### **• Grades 4-8**

RI.1, RI.3, RI.4, RI.5, RI.6, RI.7, RI.8 and RI.9 comprise a group of related skills for comprehending multiple argumentative passages of various media on a single topic. Selected pairs of argumentative passages of various media should generally be able to support teaching and assessing these eight standards.

Each of the passages should have a clear point of view and purpose that is supported by effective argumentation developed over the course of several paragraphs (RI.6 and RI.8). The argumentation should build through valid reasoning and be supported in multiple places by evidence (RI.1 and RI.3). The passages should have effective organizational structures that enhance the argumentation (RI.5). The passages should contain several grade-level appropriate general academic and domain-specific words that are supported by semantic and syntactical context (RI.4).

The passages for grades 4-6 should be of two different media and express points of view that complement each other and build to a wider understanding of the topic discussed (RI.9). The passages for grades 6-8 should contain two opposing points of view that are built on different interpretations and use of evidence. The particular characteristics of the different media should enhance differences in interpretation.

#### **Bundle 6: Paired Multi-media Narrative Passages [RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, & RI.9]**

RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, and RI.9 comprise a group of related skills for comprehending multiple informational narrative passages of various media on a single event or figure. Selected pairs of narrative passages of various media should generally be able to support teaching and assessing these eight standards.

Each passage should clearly relate the same event or significant moment in a figure’s life, developing it over the course of several paragraphs (RI.2 and RI.6). The narratives should build through elaboration of several key points, supporting each one with descriptive details (RI.1 and RI.3). The passages should have effective organizational structures that enhance the narratives (RI.5). The passages should contain several grade-level appropriate general academic and domain-specific words that are supported by semantic and syntactical context (RI.4).

The passages for grades 3-5 should be of two different media and contain two points of view that complement each other and build to a wider understanding of the event or figure discussed (RI.9). The passages for grades 6-8 should contain two opposing points of view that are built on different interpretations and use of evidence.

## LITERARY TEXT BUNDLES

### **Bundle 1: Poem [RL.1, RL.2, RL.4, RL.5]**

RL.1, RL.2, RL.4, and RL.5 comprise a group of related skills for comprehending poetry. Selected poetry passages should generally be able to support teaching and assessing these four standards.

Passages should be a poem with a clear theme developed with multiple images or details over the course of it stanzas (RL.1 and RL.2). The poem should have an effective organizational structure that enhances the poem’s meaning (RL.5). The poem should contain several grade-level appropriate words and figurative devices that are supported by semantic and syntactical context (RL.4).

### **Bundle 2: Narrative Fiction Passage [RL.1, RL.2, RL.3, RL.4, RL.5, RL.6]**

RL.1, RL.2, RL.3, RL.4, RL.5, and RL.6 comprise a group of related skills for comprehending narrative fiction. Selected narrative fiction passages should generally be able to support teaching and assessing these six standards.

Passages should contain a clear theme expressed through the interaction of characters developed over the course of a coherent and compelling plot (RL.1, RL.2 and RL.3). The excerpted selection should frame a distinct episode or series of episodes of significant importance to the story’s overall meaning. The passage should have an effective point of view and organizational structure that enhance the narrative (RL.5 and RL.6). The passage should contain several grade-level appropriate words used literally and figuratively that are supported by semantic and syntactical context (RL.4).

### **Bundle 3: Paired Narrative Fiction Passages [RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.9]**

RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, and RL.9 comprise a group of related skills for comprehending multiple narrative fiction passages addressing similar themes or events. Selected pairs of narrative fiction passages should generally be able to support teaching and assessing these five standards.

Each passage should contain a clear theme expressed through the interaction of characters developed over the course of a coherent and compelling plot (RL.1, RL.2 and RL.3). The excerpted selections should frame distinct episodes or series of episodes of significant importance to the stories’ overall meanings. The passages should have effective points of view and organizational structures that enhance their narratives (RL.5 and RL.6). The passages should contain several grade-level appropriate

words used literally and figuratively that are supported by semantic and syntactical context (RL.4). The relationships between the passages should be sufficient enough to support comparative analysis (RL.9).

- The passages for **grade 3** should be excerpts from different literary texts by the same author.
- The passages for **grade 4** should be treatments of similar themes taken from texts from different cultures.
- The passages for **grade 5** should be from different authors in the same genre dealing with a similar theme.
- The passages for **grade 6** should be from different literary genres and treat a similar event or theme.
- The passages for **grade 7** should be a fictional and historical account of a similar theme or event.

#### **Bundle 4: Paired Multi-media Passages [RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9]**

RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, and RL.9 comprise a group of related skills for comprehending multiple narrative fiction passages of various media addressing similar themes or events. Selected pairs of narrative fiction passages of various media should generally be able to support teaching and assessing these eight standards.

Each passage should contain a clear theme expressed through the interaction of characters developed over the course of a coherent and compelling plot (RL.1, RL.2 and RL.3). The excerpted selections should frame distinct episodes or series of episodes of significant importance to the stories' overall meanings. The passages should have effective points of view and organizational structures that enhance their narratives (RL.5 and RL.6). The passages should contain several grade-level appropriate words used literally and figuratively that are supported by semantic and syntactical context (RL.4).

- The passages for **grade 4** should be treatments of similar themes taken from texts of different media from different cultures.
- The passages for **grade 5** should be from different authors in the same genre, but of different media (i.e. mystery novel and mystery film) dealing with a similar theme.
- The passages for **grade 6** should be from different literary genres and media and treat a similar event or theme.
- The passages for **grade 7** should be a fictional and an historical account of a similar theme or event presented in different media forms.