# Virginia Department of Education Reading Informational Text Progression by Grade

## Key for Progression Charts

| **Standard Introduction Level** | **Symbol** |
| --- | --- |
| The skill has not been introduced. | - |
| The skill appears in the grade-level standards. | **A** |
| The skill grows in complexity of text and/or application in the grade level standards. Students should be knowledgeable about the skill from previous instruction. | **G** |
| The skill is subsumed by another grade level standard. | **\*** |
| Explicit instruction in this skill is no longer applicable at this grade level. |  |

Teachers should reference Virginia’s Approach to Text Complexity located in the appendix of the 2024 *English Standards of Learning* for guidance in selecting relevant texts. The 2024 *English Standards of Learning* reflect grade level expectations for instruction.

## Key Ideas and Confirming Details Progression Chart

| Key Ideas and Confirming Details Standards | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With prompting and support, identify the main topic and key details of a text. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Identify the main idea and supporting details of a text. | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text. | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Retell key details of texts that demonstrate an understanding of the main topics of texts. | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Determine the main idea of multi-paragraph texts as well as specific paragraphs within them. | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main ideas. | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Summarize texts, including their main idea(s) and how they are developed with specific details. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** |
| Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** |
| Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author’s intended purpose for writing. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| With prompting and support, ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics. | **-** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Ask and answer literal (who, what, when, where) and inferential (why, how) questions about key details in the text. | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures. | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened and why. | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why. | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes). | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **G** |
| Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Explain the difference between facts and opinions in a text. | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Differentiate facts from opinions within a text. | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identify and explain how an author uses reasons and evidence to support specific points in texts. | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts. | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s). | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** |
| Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** |
| Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Evaluate the relevance and quality of an author’s premises, claims, counterclaims, and evidence by corroborating or challenging them with other information. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |

## Craft and Style Progression Chart

| Craft and Style Standards | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams. | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information. | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Use text features and search tools (e.g., sidebars, hyperlink) to locate and gain information efficiently. | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Apply knowledge of text features and search tools in multiple print and digital sources to locate and categorize information efficiently and gain meaning. | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings). | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** |
| Evaluate an author’s use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** |
| Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Examine how textual elements and organizational patterns contribute to meaning and the author’s purpose. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader’s understanding of the text. | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader’s understanding of the text. | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Explain how an author’s word choice, organizational pattern, and language structure convey the author’s purpose. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Analyze how an author’s word choice, organizational pattern, and language structure impact the author’s purpose and support the reader’s comprehension. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Analyze how an author’s word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Analyze an author’s word choice and use of rhetorical devices to persuade or convince an audience. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Analyze the cumulative impact of specific word choices on meaning, author’s attitude toward the subject, and mood. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | **\_** | **\_** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identify the author’s purpose for writing, including what the author wants to answer, explain, or describe. | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Explain the author’s purpose for writing, including what the author wants to answer, explain, or describe based on the connections between particular sentences and paragraphs. | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Determine the author’s purpose(s) and describe how the author’s perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text. | **-** | **-** | **-** | **\_** | **\_** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Explain how an author establishes and conveys a perspective or purpose in an informational text. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Analyze how an author’s purpose(s) reflects the author’s perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** |
| Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Analyze the author’s purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Recognize and analyze the author’s purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |

## Integration of Concepts Progression Chart

| Integration of Concepts Standards | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With prompting and support, identify basic similarities in and differences between two texts on the same topic. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Identify basic similarities in and differences between two texts on the same topic. | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe the connection between two individuals, events, ideas, or pieces of information in a text. | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Use prior (experience) and background (content) knowledge as context for new learning. | **-** | **-** | **A** | **A** | **A** | **A** | **G** | **G** | **G** | **G** | **G** | **G** | **G** |
| Compare and contrast the most important points presented by two texts on the same topic. | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe the interactions between two individuals, events, ideas, or pieces of information in texts. | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast the most important points and key details presented in two texts on the same topic. | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast multiple accounts of the same event or topic and describe the differences in focus and the information provided. | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe the relationships between a series of historical events, scientific concepts, or steps in technical procedures using words that pertain to comparison, sequence, or cause and effect. | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why based on specific information in the text. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast one author’s presentation of ideas or events with another’s, identifying where the texts agree or disagree. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** |
| Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Compare the perspectives and viewpoints of two or more authors regarding their treatment of the same or similar topics, including the details they include and emphasize in their respective accounts as well as the impact of each author’s qualifications. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Compare and contrast informational and technical texts for intent, content, and clarity. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Evaluate texts with differing points of view on the same or similar events or issues by assessing claims, reasoning, evidence, and connections to other works or historical events. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Analyze how the author organizes 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. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |