Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
READING STANDARDS FOR LITERATURE	*Some descriptors may involve knowledge acquired from lower grade-level standards, while other may involve knowledge from higher grade-level standards.* *Descriptors may cross multiple ELA COS standards.*	
Key Ideas and Details	Key: 4th & 8th Grades: L/R = Locate and Recall I / I = Integrate and Interpret C/E = Critique and Evaluate	Key: 12th Grade Constructed Response E = Extensive FC = Full Comprehension A = Acceptable
Anchor Standard 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.	*Cognitive Target:* • *Identify textually explicit information and make simple inference with and across texts, such as: definitions, facts, supporting details.* • *Make complex inferences within and across texts to describe problems and solution or cause and effect, determine unstated assumptions in and argument.*	
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]	**L/R** Recognize explicitly stated reason for character's statement in a story **I / I** Interpret reason for character's statement and explain with support from story **L/R** Recognize paraphrase of explicit details about a main character in a story **L/R** Recognize story detail related to main action **L/R** Recognize reason explicitly stated in a story **L/R** Recognize reason for character's action in a story (explicit) **L/R** Recognize description of character's action explicitly stated in a story	
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1]	**L/R** Recognize reason explicitly stated in a story **I / I** Infer character trait from story details to provide description **L/R** Recognize story detail related to main action **L/R** Recognize paraphrase of story details	
RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12]		
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	*Cognitive Target: Make complex inferences within and across texts to integrate ideas to determine theme, identify or interpret a character's motivations and decisions, examine relations between theme and setting or characters.*	

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2]	**I / I**	Integrate and interpret ideas to determine theme
	I / I	Infer and explain a lesson common to story and poem
	I / I	Provide an example from the story that reflects the theme
	I / I	Recognize reason for plot resolution in a story
	I / I	Recognize reason for plot resolution in a story
	I / I	Infer and recognize main problem faced by a story character
	I / I	Recognize how a paragraph supports the story theme
	C/E	Use story events to support an opinion about story genre
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [RL.8.2]	**I / I**	Integrate and interpret ideas to determine theme
	I / I	Synthesize across story to provide theme and support with text
	I / I	Infer and explain a lesson common to story and poem
		Provide an example from the story that reflects the theme
	I / I	Recognize reason for plot resolution in a story
	I / I	Infer and recognize main problem faced by a story character
	I / I	Recognize main reason for character's action
	L/R	Recognize reason for character's action in a story
	L/R	Recognize description of character's action explicitly stated in a story
	L/R	Recognize paraphrase of story details
RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]	**E**	Integrate and interpret ideas to determine theme
	FC	Synthesize poetic details to infer and explain the theme of a poem
		Infer and recognize reason for narrator's action in literary description
		Synthesize across story to provide them and support with reference to text
		Infer and provide thematically related idea base on a story description
		Evaluate the effectiveness of plot device used in a short story
		Evaluate beginning of story in relation to character and theme with text support
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	*Cognitive Target:* *Identify textually explicit information within and across texts such as character traits, sequence of events or actions, setting, (identify) figurative language.* *Consider text(s) critically to evaluate a character's motivations and decisions.*	

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [RL.4.3]	**I / I**	Evaluate and explain which story character is most important and provide specific info
	I / I	Infer character trait from story details to provide a description
	I / I	Evaluate character development using text support from beginning and end of a story
	I / I	Identify and explain attitudes of two main characters
	C/E	Use story events to support an opinion about a character's behavior
	I / I	Describe how main character's feelings change over the course of a story
		Infer a story character's feelings to provide a description
	I / I	Recognize reason for story character's action
	C/E	Use story events to support an opinion about story genre
	C/E	Evaluate and recognize primary importance of a character to the story
	I / I	Infer and recognize main problem faced by a story character
	C/E	Recognize the main way author presents information about a biographical character
	L/R	Recognize description of character's action explicitly stated in a story
	I / I	Interpret description to recognize how story character feels
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. [RL.8.3]	**I / I**	Evaluate and explain which story character is most important and provide specific info
	C/E	Support opinion about author's creation of mood in a story
	I / I	Infer character trait from story details to provide a description
		Evaluate character development using text support from beginning and end of a story
	C/E	Use story events to support an opinion about a character's behavior
	C/E	Evaluate and explain which story character is most important and provide specific support
		Evaluate author's craft in literary nonfiction and support opinion
	I / I	Interpret description to recognize how a story character feels
	C/E	Recognize main purposes of sentences from literary nonfiction text
	I / I	Recognize character's statement and explain with support from the story
	I / I	infer story character's feelings to provide a description
		Describe how main character's feelings are changed over the course of the story
	I / I	
Craft and Structure	Key: 4th & 8th Grades: L/R = Locate and Recall I / I = Integrate and Interpret C/E = Critique and Evaluate	Key: 12th Grade Constructed Response E = Extensive FC = Full Comprehension A = Acceptable

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP		
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning and analyze how specific word choices shape meaning or tone.	*Cognitive Target: Consider text(s) critically to evaluate the role of literary devices in conveying meaning; determine the degree to which literary devices enhance a literary work.* *Make complex inferences to infer mood or tone, to explain how rhythm, rhyme, or form in poetry contribute to meaning.*		
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). [RL.4.4]	**L/R** **I / I** **L/R**	Recognize literal meaning of figurative language Recognize meaning of word as used in a story Recognize explicit poetic comparison	
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4]	**I / I** **I / I** **I / I**	Recognize literal meaning of figurative language Recognize meaning of word as used in a story Interpret poetic language to explain idea	
RL.12.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]	**FC**	Interpret quotation and apply to narrator's experience in literary essay Recognize meaning of word used in a short story	
Anchor Standard 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.	**Cognitive Target: Make complex inferences within and across texts to describe how an author uses literary devices and text features.**		
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5]	**C/E** **I / I** **L/R** **I / I**	Evaluate ending in relation to the rest of the story Make an inference to recognize the feelings of a speaker in a section of a poem Recognize explicit poetic comparison Recognize surface similarity between story and poem	
RL8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. [RL.8.5]		Infer and explain a lesson common to story and poem	
RL.12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a		Evaluate beginning of story in relation to character and theme with text support	

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]		
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	**Cognitive Target: Consider text(s) critically to analyze the point of view used by the author.**	
RL4.6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations. [RL.4.6]	I / I	Evaluate and explain which story character is most important and provide specific info
	I / I	Infer character trait from story details to provide a description
	I / I	Evaluate character development using text support from beginning and end of a story
	I / I	Identify and explain attitudes of two main characters
	C/E	Use story events to support an opinion about a character's behavior
	I / I	Describe how main character's feelings change over the course of a story
		Infer a story character's feelings to provide a description
	I / I	Recognize reason for story character's action
	C/E	Use story events to support an opinion about story genre
	C/E	Evaluate and recognize primary importance of a character to the story
	I / I	Infer and recognize main problem faced by a story character
	C/E	Recognize the main way author presents information about a biographical character
	L/R	Recognize description of character's action explicitly stated in a story
	I / I	Interpret description to recognize how story character feels
RL.8.6. Analyze how differences in the points of view of the characters and the audience of reader (e.g., create through the use of dramatic irony) create such effects as suspense or humor. [RL.8.6]	I / I	Evaluate and explain which story character is most important and provide specific info
	C/E	Support opinion about author's creation of mood in a story
	I / I	Infer character trait from story details to provide a description
		Evaluate character development using text support from beginning and end of a story
	C/E	Use story events to support an opinion about a character's behavior
	C/E	Evaluate and explain which story character is most important and provide specific support
		Evaluate author's craft in literary nonfiction and support opinion
	I / I	Interpret description to recognize how a story character feels
	C/E	Recognize main purposes of sentences from literary nonfiction text
	I / I	Recognize character's statement and explain with support from the story
	I / I	infer story character's feelings to provide a description
	I / I	Describe how main character's feelings change over the course of the story
RL12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from		Integrate information to explain a change in story character's perspective
		Recognize paraphrase of story character's feelings
	FC	Explain author's use of story element to convey character's feeling

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]	Interpret story description to explain character's action Explain difference between two characters' points of view Explain author's use of setting to reveal character with support example	
Integration of Knowledge and Ideas	Key: 4th & 8th Grades: L/R = Locate and Recall I / I = Integrate and Interpret C/E = Critique and Evaluate	Key: 12th Grade Constructed Response E = Extensive FC = Full Comprehension A = Acceptable
Anchor 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. [RL.4.7]		
RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. [RL.8.7]	I / I	Provide relevant example from poem and explain why it supports a description
RL.12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least on play by Shakespeare.)[RL. 11-12.7]		
Anchor Standard 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. (not applicable in literature)	*Refer to Reading Standards for Informational Text*	
Anchor Standard 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.	*Cognitive Target: Consider Text(s) critically to evaluate the author's perspective or point of view within or across texts, take different perspectives in relation to a text, and compare or connect ideas, problems, or situations.*	
RL.4.8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. [RL.4.9]	I / I I / I	Infer and explain a lesson common to story and poem Recognize surface similarity between story and poem

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
RL.8.8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]	**C/E**	Provide and support an opinion about relation of ideas in story and poem
RL.12.8. Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]		
Anchor Standard 10: Read and comprehend Complex literary and informational texts independently and proficiently.		
RL.4.9. By the end of year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]		
RL.8.9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently independently and proficiently. [RL.8.10]		
RL12. 9. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. [RL.11-12.10]		

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
READING STANDARDS FOR INFORMATIONAL TEXT	*Some descriptors may involve knowledge acquired from lower grade-level standards, while other may involve knowledge from higher grade-level standards.* *Descriptors may cross multiple ELA COS standards.*	
Key Ideas and Details	Key: L/R = Locate and Recall I / I = Integrate and Interpret C/E = Critique and Evaluate	Key: B = Basic P = Proficient A = Advanced
Anchor Standard 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.	*Cognitive Target:* • *Identify textually explicit information and make simple inference with and across texts, such as: definitions, facts, supporting details.* • *Make complex inferences within and across texts to describe problems and solution or cause and effect, determine unstated assumptions in and argument. Draw conclusions and provide supporting details.* • *Determine fact from opinion.* • *Identify textually explicit information within and across text, such as locating specific information in text or graphics. Make complex references within and across texts, such as draw conclusions and provide supporting information*	
RI.4.10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]	I / I I / I I / I L/R L/R L/R	Use examples from article to explain interpretation Recognize main questions answered by an article Interpret text details to select and provide one example Recognize explicitly stated information from an article Recognize explicitly stated information in an informational text Recognize cause explicitly stated in an informational text
RI.8.10. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]	I / I I / I I / I I / I I / I I / I L/R	Using understanding of an article to explain the title Use examples from article to explain interpretation Recognize the main question answered by article Explain differences using information from the article Use examples from article to explain interpretation Recognize implicit message of a paragraph in a persuasive essay Recognize the reason for an action based on explicit details in an expository text
RI.12.10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn	C/E	Provide and explain information from an article Make an inference based on details in a document Recognize explicitly state reason from argument of article

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
from the text, including determining where the text leaves matters uncertain. [RI.11-12]		
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	*Cognitive Target:* • *Identify textually explicit information within and across text, such as topic sentence or main idea, locate specific information in text or graphics.* • *Make complex references within and across texts, such as summarize major ideas.* •	
RI.4.11. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]	**I / I**	Recognize the main topic of informational article
RI.8.11. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. [RI.8.2]	**I / I** **L/R** **C/E** **I / I** **I / I** **L/R**	Recognize main purpose of informational article Recognize supporting idea stated in an article Recognize the main purpose of chart included in an article Integrate details to provide an explanation Use information from a section of an article to prove an explanation Identify steps in a process
RI.12.11. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]	**A**	Recognize detail related to a purpose Recognize main purpose of argument text Recognize main purpose of expository text Recognize supporting idea stated in an expository text
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	*Cognitive Target: Identify textually explicit information within and across texts to find evidence in support of an argument.*	
RI.4.12. 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. [RI.4.3]	**I / I** **I / I** **L/R**	Describe a process with text support Interpret information in expository passage to describe steps in a process Recognize best description of character based on action described in expository passage
RI.8.12. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]	**I / I** **C/E**	Explain relation between specific paragraph and author's main point Evaluate author's presentation of information and provide specific support from passage
RI.12.12. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]	**I / I** **I / I** **L/R**	Describe a process with text support Interpret information in expository passage to describe steps in a process Recognize best description of character based on action described in expository passage

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Craft and Structure	Key: L/R = Locate and Recall I / I = Integrate and Interpret C/E = Critique and Evaluate	Key: B = Basic P = Proficient A = Advanced
Anchor Standards 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.	***Cognitive Targets: Consider text(s) critically to evaluate the way the author selects language to influence readers.***	
RI.4.13. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*. [RI.4.4]	I / I I / I I / I I / I I / I I / I I / I	Recognize meaning of word as used in an informational article Use context of article to recognize meaning of figurative expression Interpret word as used in an informational text Recognize meaning of a word as used in an article Recognize meaning of a descriptive word used in an expository passage Interpret poetic language and explain Recognize correct interpretation of ironic comment in a persuasive essay
RI.8.13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RI.8.4]	I / I I / I I / I I / I L/R I / I	Recognize meaning of word as used in an informational article Use context of article to recognize meaning of figurative expression Interpret word as used in an informational text Recognize meaning of a word as used in an article Interpret phrase in context of the article Recognize meaning of a descriptive word used in an expository passage
RI.12.13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *fraction* in *The Federalist* No. 10). [RI.11-12.4]	I / I I / I	Explain meaning of phrase within the context of an expository paragraph Interpret language use in historical speech to provide two supporting ideas of a statement Recognize meaning of word used in context of a persuasive essay Explain meaning of a phrase related to main idea of a persuasive essay Recognize interpretation of a sentence in introduction to historical speech
Anchor Standard 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.		

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
RI.4.14. 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. [RI.4.5]	**C/E**	Evaluate section titles in relation to text and support evaluation
RI.8.14. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. [RI.8.5]	**C/E** **C/E** **C/E** **C/E**	Support an opinion about relation of a text feature to information in article Evaluate persuasive effectiveness of text feature Recognize how a sentence is used to appeal to readers in a persuasive text Evaluate purpose of a text feature in relation to article
RI.12.14. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]	**C/E** **C/E**	Evaluate the effectiveness of the document for accomplishing is purpose Explain the effectiveness of an organization feature of a document
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	*Cognitive Target: Consider text(s) critically to judge author's craft and technique, evaluate the author's perspective or point of view within or across texts.*	
RI.4.15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6]	**I / I**	Recognize author's main purpose for writing an expository passage
RI.8.15. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [RI.8.6]	**C/E** **I / I** **I / I**	C/E- Evaluate author's use of evidence to support an argument I/I-Describe author's tone with a supporting example I/I- Infer and recognize author's underlying assumption about audience
RI.12.15. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]		
Integration of Knowledge and Ideas	Key: L/R = Locate and Recall I / I = Integrate and Interpret C/E = Critique and Evaluate	Key: B = Basic P = Proficient A = Advanced
Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
RI.4.16. 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	**C/E**	Evaluate video in relation to written content of article I/I Identify and explain steps in a process

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
the information contributes to an understanding of the text in which it appears. [RI.4.7]		
RI.8.16. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7]	**B,C/E** **C/E**	Recognize main purpose of chart included in an article Explain relationship of photograph to article with reference to both
RI.12.16. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]	**FC**	FC-Evaluate the relevance of information across procedural texts
Anchor Standard 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.	*Cognitive Target: Analyze the presentation of information, evaluate the strength and quality of evidence used by the author to support his or her opinion, determine the quality of counter arguments, judge the coherence, logic or credibility of an argument*	
RI.4.17. Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8]	**A, I / I** **A, I / I** **A, I / I** **P, I / I** **P, I / I**	Make a text-based inference to recognize reason for action Connect text ideas to recognize an explanation Recognize interpretation of a paragraph in an informational text Recognize purpose of action in a process explicitly described in and expository passage Recognize author's main purpose for writing an expository text
RI.8.17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. [RI.8.8]	**I / I** **I / I** **C/E**	Explain the relationship between information in two texts Connect ideas across argument text to provide an explanation Evaluate the author's use of evidence to support argument
RI.12.17. Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). [RI.11-12.8]	**E** **FC** **E**	Identify and explain potential problems with presentation of information in a document Support evaluation of effectiveness of expository text with specific reference Evaluate claims to provide a text-based judgment
Anchor Standard 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.	*Cognitive Target:* • *Consider text(s) critically to evaluate the author's perspective or point of view within or across texts, take different perspectives in relation to a text, and compare or connect ideas, problems, or situation.* • *Make complex inferences within and across texts to determine the importance of information.*	
RI.4.18. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]		

Alabama ELA COS Standard	Cognitive Targets and Descriptors* for NAEP	
RI.8.18. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. [RI.8.9]	I / I	Explain the relationship between information in two texts
	C/E	Explain relationship of photograph to article with reference to both
	I / I	Use understanding of article and chart to recognize a text-based inference
	I / I	Compare information across two texts to provide a similarity and a difference
	C/E	Explain relationship between two text types
RI10.19. Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. [RI.11-12.9]		
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.		
RI.4.19. 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. [RI.4.10]		
RI.8.19. By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]		
RI.18. By the end of Grade 12 read and comprehend literary nonfiction at the high end of the Grade 11-College and career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]		