

# Core Content Connectors: Reading Informational Text

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The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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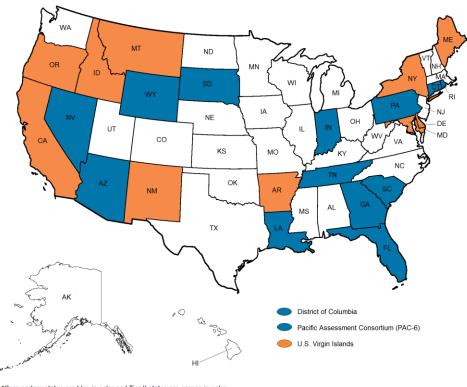
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NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)<sup>1</sup>, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



<sup>\*</sup>Core partner states are blue in color and Tier II states are orange in color

<sup>&</sup>lt;sup>1</sup> The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



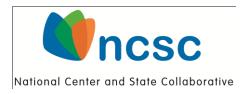


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# Core Content Connectors: Reading Informational Text

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## Grade K

Progress Indicator: E.RI.a offering a basic emotional response to informational texts read, texts read aloud, or texts viewed		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.RI.a1 Demonstrate a response (e.g.,		No CCSS linked
nod, smile, clap, vocalization, and		
sustained look) to informational text		
read, read aloud, or viewed.		
	g basic concepts of print (e.g., follows wo	
	istinguishes words from sentences; book	
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.RI.b1 Locate words and illustrations		No CCSS linked
in informational texts.		
K.RI.b2 Distinguish front of book from	Craft and Structure	K.RI.5 Identify the front cover, back cover,
back of book.	R5. Analyze the structure of texts,	and title page of a book.
	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.	
K.RI.b3 Identify the title of an	Craft and Structure	K.RI.5 Identify the front cover, back cover,
informational text or the title page.	R5. Analyze the structure of texts,	and title page of a book.
	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.	
K.RI.b4 Place book in an upright		No CCSS linked
position to read.		
K.RI.b5 During shared reading	Print Concepts	K RF.1 Demonstrate understanding of the
activities, indicate need to turn the	RF1 Demonstrate understanding of the	organization and basic features of print.
page for continued reading.	organization and basic features of print.	a. Follow words from left to right, top
		to bottom, and page by page.
K.RI.b6 During shared reading	Print Concepts	K RF.1 Demonstrate understanding of the
activities, point to text: from top to	RF1 Demonstrate understanding of the	organization and basic features of print.
bottom of page, left to right, or to	organization and basic features of print.	a. Follow words from left to right, top
match a spoken "orally read" word to		to bottom, and page by page.
written word in an informational text.		

K.RI.b7 Identify familiar written words	Print Concepts	K RF.2 Demonstrate understanding of
when spoken.	RF1 Demonstrate understanding of the	spoken words, syllables, and sounds
•	organization and basic features of print.	(phonemes).
K.RI.b8 Distinguish individual letters	Print Concepts	K RF.1 Demonstrate understanding of the
from words; distinguish letters from	RF1 Demonstrate understanding of the	organization and basic features of print.
punctuation marks; and distinguish	organization and basic features of print.	a. Follow words from left to right, top
words from sentences.		to bottom, and page by page.
K.RI.b9 Recognize that words are	Print Concepts	K RF.1 Demonstrate understanding of the
separated by spaces in print.	RF1 Demonstrate understanding of the	organization and basic features of print.
	organization and basic features of print.	<ol> <li>Understand that words are</li> </ol>
		separated by spaces in print.
	rganization and features of informational t	exts (e.g., describes a topic, finds facts
in visual information)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.RI.c1 Identify a labeled photo or	Integration of Knowledge and Ideas	K.RI.7 With prompting and support,
diagram or graphic from within an	R7. Integrate and evaluate content	describe the relationship between
informational text.	presented in diverse media and formats,	illustrations and the text in which they
	including visually and quantitatively, as	appear (e.g., what person, place, thing, or
	well as in words.	idea in the text an illustration depicts).
Progress Indicator: E.RI.d approaching in topics	nformational text with a question to answe	er; identifying key details and main
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.RI.d1 With prompting and support,	Key Ideas and Details	K.RI.1 With prompting and support, ask
answer questions about key details in	R1. Read closely to determine what the	and answer questions about key details in
a text.	text says explicitly and to make logical	a text.
	inferences from it; cite specific textual	
	evidence when writing or speaking to	
	support conclusions drawn from the text.	
K.RI.d2 With prompting and support	Key Ideas and Details	K.RI.2 With prompting and support,
identify the main topic.	R2. Determine central ideas or themes of	identify the main topic and retell key
	a text and analyze their development;	details of a text.
	summarize the key supporting details and	
	ideas.	

K.RI.d3 With prompting and support,	Key Ideas and Details	K.RI.2 With prompting and support,
retell/identify key details in a text.	R2. Determine central ideas or themes of	identify the main topic and retell key
······································	a text and analyze their development;	details of a text.
	summarize the key supporting details and	
	ideas.	
• •	reting information using a variety of text	features (e.g., title, illustrations, bold
print, glossary)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.RI.e1 During shared literacy activities		No CCSS linked
suggest things you might learn about		
for a given print or non print text (e.g.,		
what do you think we might learn about		
in this book?).		
	ctions among pieces of information (e.g.,	sequence events, steps in a process,
cause-effect, compare-contrast relations		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.RI.f1 With prompting and support,	Key Ideas and Details	K.RI.3 With prompting and support,
describe the connection between two	R3. Analyze how and why individuals,	describe the connection between two
individuals, events, ideas, or pieces of	events, and ideas develop and interact	individuals, events, ideas, or pieces of
information.	over the course of a text.	information in a text.
K.RI.f2 With prompting and support,	Integration of Knowledge and Ideas	K.RI.7 With prompting and support,
interpret the information provided in	R7. Integrate and evaluate content	describe the relationship between
photos or diagrams or graphics and	presented in diverse media and formats,	illustrations and the text in which they
the text in which they appear (e.g.,	including visually and quantitatively, as	appear (e.g., what person, place, thing, or
what person, place, thing, or idea in the	well as in words.	idea in the text an illustration depicts).
text an illustration depicts).		
Progress Indicator: E.RI.g exploring the about	differences among texts and recognizing	author's purpose: texts to "teach" us
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.RI.g1 Identify the author's purpose in	Craft and Structure	K.RI.6 Name the author and illustrator of a
an informational text.	R6. Assess how point of view or purpose	text and define the role of each in
	shapes the content and style of a text.	presenting the ideas or information in a
		text.
K.RI.g2 With prompting and support,	Integration of Knowledge and Ideas	K.RI.8 With prompting and support,
identify the facts an author gives to	R8. Delineate and evaluate the argument	identify the reasons an author gives to
support points in a text.	and specific claims in a text, including the	support points in a text.

	validity of the reasoning as well as the relevance and sufficiency of the evidence.	
K.RI.g3 With prompting and support,	Integration of Knowledge and Ideas	K.RI.9 With prompting and support,
identify basic similarities in and	R9. Analyze how two or more texts	identify basic similarities in and
differences between two texts on the	address similar themes or topics in order	differences between two texts on the
same topic (e.g., imaginary or real	to build knowledge or to compare the	same topic (e.g., in illustrations,
bear; photo versus illustration of	approaches the authors take.	descriptions, or procedures).
something not real).		

Progress Indicator: E.RI.a offering a basic emotional response to informational texts read, texts read aloud, or texts viewed		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RI.a1 Demonstrate a response (e.g.,		No CCSS linked
nod, smile, clap, vocalization, and		
sustained look) to informational text		
read, read aloud, or viewed.		
	g basic concepts of print (e.g., follows wo	
	istinguishes words from sentences; bool	
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RI.b1 Locate words and illustrations		
in informational texts.		
1.RI.b2 During shared reading	Print Concepts	K RF.1 Demonstrate understanding of the
activities, indicate need to turn the	RF1. Demonstrate understanding of the	organization and basic features of print.
page for continued reading.	organization and basic features of print.	a. Follow words from left to right, top
		to bottom, and page by page.
1.RI.b3 During shared reading	Print Concepts	K RF.1 Demonstrate understanding of the
activities, point to text: from top to	RF1. Demonstrate understanding of the	organization and basic features of print.
bottom of page, left to right, or to	organization and basic features of print.	a. Follow words from left to right, top
match a spoken "orally read" word to		to bottom, and page by page.
written word in an informational text.		
1.RI.b4 Recognize that words are	Print Concepts	K RF.1 Demonstrate understanding of the
separated by spaces in print.	RF1. Demonstrate understanding of the	organization and basic features of print.
	organization and basic features of print.	<ul> <li>b. Understand that words are separated by spaces in print.</li> </ul>
		Separated by spaces in plint.

1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.	Print Concepts RF1. Demonstrate understanding of the organization and basic features of print. rganization and features of informational t	<ul> <li>1.RF.1 Demonstrate understanding of the organization and basic features of print.</li> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
in visual information)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RI.c1 Use the photos, diagrams, or	Integration of Knowledge and Ideas	1.RI.7 Use the illustrations and details in a
graphics and details in a text to	R7. Integrate and evaluate content	text to describe its key ideas.
describe or identify its key ideas.	presented in diverse media and formats,	
	including visually and quantitatively, as	
	well as in words.	
1.RI.c2 Identify the organizational		No CCSS linked
features of an informational text (e.g.,		
use of headings bold print).		
Progress Indicator: E.RI.d approaching i topic	nformational texts with a question to answ	wer; identifying key details and main
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RI.d1 Answer questions about key	Key Ideas and Details	1.RI.1 Ask and answer questions about
details in a text read, read aloud, or	R1. Read closely to determine what the	key details in a text.
viewed.	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.	
1.RI.d2 Identify the main topic of an	Key Ideas and Details	1.RI.2 Identify the main topic and retell
informational text.	R2. Determine central ideas or themes of	key details of a text.
	a text and analyze their development;	
	summarize the key supporting details and	
	ideas.	
1.RI.d3 Retell/identify key details in an	Key Ideas and Details	1.RI.2 Identify the main topic and retell
informational text.	R2. Determine central ideas or themes of	key details of a text.
	a text and analyze their development;	
	summarize the key supporting details and ideas.	

Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RI.e1 During shared literacy activities		No CCSS linked
suggest things you might learn about		
for a given print or non print text (e.g.,		
what do you think we might learn about		
in this book?).		
1.RI.e2 Identify and use various text	Craft and Structure	1.RI.5 Know and use various text features
features (e.g., bold text, titles) to locate	R5. Analyze the structure of texts,	(e.g., headings, tables of contents,
key facts or information in a text.	including how specific sentences,	glossaries, electronic menus, icons) to
	paragraphs, and larger portions of the text	locate key facts or information in a text.
	(e.g., a section, chapter, scene, or stanza)	
	relate to each other and the whole.	
Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process,		
cause-effect, compare-contrast relations		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RI.f1 Describe the connection	Key Ideas and Details	1.RI.3 Describe the connection between
between two individuals, events, or	R3. Analyze how and why individuals,	two individuals, events, ideas, or pieces of
pieces of information in a text.	events, and ideas develop and interact	information in a text.
	over the course of a text.	
1.RI.f2 Use a set of graphical		No CCSS linked
instructions/illustrations/steps to		
complete a task.		
1.RI.f3 Distinguish between information	Craft and Structure	1.RI.6 Distinguish between information
provided by pictures or other	R6. Assess how point of view or purpose	provided by pictures or other illustrations
illustrations and information provided	shapes the content and style of a text.	and information provided by the words in
by the words in a text.		a text.
Progress Indicator: E.RI.1g exploring the about	e differences among texts and recognizing	author's purpose: texts to "teach" us
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RI.g1 Identify the facts and details an	Integration of Knowledge and Ideas	1.RI.8 Identify the reasons an author gives
author gives to support points in a text.	R8. Delineate and evaluate the argument	to support points in a text.
	and specific claims in a text, including the	
	validity of the reasoning as well as the	
	relevance and sufficiency of the evidence.	

1.RI.g2 Identify basic similarities in and	Integration of Knowledge and Ideas	1.RI.9 Identify basic similarities in and
differences between two texts on the	R9. Analyze how two or more texts	differences between two texts on the
same topic (e.g., in illustrations,	address similar themes or topics in order	same topic (e.g., in illustrations,
descriptions, or procedures).	to build knowledge or to compare the	descriptions, or procedures).
	approaches the authors take.	

Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	1.RI.7 Use the illustrations and details in a text to describe its key ideas.
Progress Indicator: E.RI.d approaching i topic	nformational texts with a question to answ	ver; identifying key details and main
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2.RI.1 Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2.RI.d2 Identify the main topic of a multi-paragraph informational text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2.RI.2 Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within the text.
2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2.RI.2 Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within the text.

Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold			
print, glossary) Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard	
2.RI.e1 Identify and use various text	Craft and Structure	2.RI.5 Know and use various text features	
features (e.g., title, bold print,	R5. Analyze the structure of texts,	(e.g., captions, bold print, subheadings,	
illustrations, glossaries) to locate key	including how specific sentences,	glossaries, indexes, electronic menus,	
facts or information in a text efficiently.	paragraphs, and larger portions of the text	icons) to locate key facts or information in	
·····,	(e.g., a section, chapter, scene, or stanza)	a text efficiently.	
	relate to each other and the whole.		
2.RI.e2 Explain or identify what specific	Integration of Knowledge and Ideas	2.RI.7 Explain how specific images (e.g.,	
images (e.g., a diagram showing how a	R7. Integrate and evaluate content	a diagram showing how a machine works)	
machine works) teach the reader to do	presented in diverse media and formats,	contribute to and clarify a text.	
or tell the reader.	including visually and quantitatively, as	,	
	well as in words.		
Progress Indicator: E.RI.f making connect	Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process,		
cause-effect, compare-contrast relations	hips)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard	
2.RI.f1 Compare and contrast the most	Integration of Knowledge and Ideas	2.RI.9 Compare and contrast the most	
important points presented by two	R9. Analyze how two or more texts	important points presented by two texts on	
texts on the same topic.	address similar themes or topics in order	the same topic.	
	to build knowledge or to compare the		
	approaches the authors take.		
2.RI.f2 Identify the sequence of events	Key Ideas and Details	2.RI.3 Describe the connection between a	
in an informational text.	R3. Analyze how and why individuals,	series of historical events, scientific ideas	
	events, and ideas develop and interact	or concepts, or steps in technical	
	over the course of a text.	procedures in a text.	
2.RI.f3 Identify the steps in a process in	Key Ideas and Details	2.RI.3 Describe the connection between a	
an informational text.	R3. Analyze how and why individuals,	series of historical events, scientific ideas	
	events, and ideas develop and interact	or concepts, or steps in technical	
	over the course of a text.	procedures in a text.	
2.RI.f4 Identify the cause and effect	Key Ideas and Details	2.RI.3 Describe the connection between a	
2.RI.f4 Identify the cause and effect relationships in an informational text.	R3. Analyze how and why individuals,	series of historical events, scientific ideas	
•			

Progress Indicator: E.RI.g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...

about		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.RI.g1 Identify the main purpose of a	Craft and Structure	2.RI.6 Identify the main purpose of a text,
text, including what question the	R6. Assess how point of view or purpose	including what the author wants to
author is answering, explaining, or	shapes the content and style of a text.	answer, explain, or describe.
describing.		
2.RI.g2 Identify the facts and details an	Integration of Knowledge and Ideas	1.RI.8 Identify the reasons an author gives
author gives to support points in a text.	R8. Delineate and evaluate the argument	to support points in a text.
	and specific claims in a text, including the	
	validity of the reasoning as well as the	
	relevance and sufficiency of the evidence.	
2.RI.g3 Describe how facts and details	Integration of Knowledge and Ideas	2.RI.8 Describe how reasons support
support specific points the author	R8. Delineate and evaluate the argument	specific points the author makes in a text.
makes in a text.	and specific claims in a text, including the	
	validity of the reasoning as well as the	
	relevance and sufficiency of the evidence.	

Progress Indicator: E.RI.h locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.RI.h1 Identify the purpose of a variety	Craft and Structure	3.RI.5 Use text features and search tools
of text features.	R5. 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.	(e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.h2 Use text features (keywords,	Craft and Structure	3.RI.5 Use text features and search tools
glossary) to locate information relevant	R5. Analyze the structure of texts,	(e.g., key words, sidebars, hyperlinks) to
to a given topic or question.	including how specific sentences,	locate information relevant to a given topic
	paragraphs, and larger portions of the text	efficiently.
	(e.g., a section, chapter, scene, or stanza)	
	relate to each other and the whole.	

<ul> <li>3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.</li> <li>3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions.</li> </ul>	Craft and Structure R5. 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. Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul> <li>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> </ul>
Progress Indicator: E.RI.i identifying, par importance of information	aphrasing, or summarizing central ideas a	and supporting details; determining
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
<ul> <li>3.Rl.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>3.Rl.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	Key Ideas and Details R1. 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. Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul> <li>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>
3.Rl.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Key Ideas and Details R1. 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.	<ul> <li>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>3.SL.2 Determine the main ideas and supporting details of a text read aloud or</li> </ul>

	Comprehension and Collaboration	information presented in diverse media
	SL2. Integrate and evaluate information	and formats, including visually,
	presented in diverse media and formats,	quantitatively, and orally.
	including visually, quantitatively, and	
	orally.	
Progress Indicator: E.RI.j attending to sig	gnal words, text structure, and semantic c	ues to interpret and organize
information (e.g., sequence, description,		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.RI.j1 Identify signal words that help	Integration of Knowledge and Ideas	3.RI.8 Describe the logical connection
determine what the text structure is in	R8. Delineate and evaluate the argument	between particular sentences and
an informational text.	and specific claims in a text, including the	paragraphs in a text (e.g., comparison,
	validity of the reasoning as well as the	cause/effect, first/second/third in a
	relevance and sufficiency of the evidence.	sequence).
3.RI.j2 Describe the connection	Integration of Knowledge and Ideas	3.RI.8 Describe the logical connection
between sentences and paragraphs in	R8. Delineate and evaluate the argument	between particular sentences and
a text.	and specific claims in a text, including the	paragraphs in a text (e.g., comparison,
	validity of the reasoning as well as the	cause/effect, first/second/third in a
	relevance and sufficiency of the evidence.	sequence).
	ing evidence to analyze or compare texts	or parts of texts: author's purpose,
points of view, key ideas/details, differen		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.RI.k1 Identify the author's purpose in	Craft and Structure	3.RI.6 Distinguish their own point of view
an informational text.	R6. Assess how point of view or purpose	from that of the author of a text.
	shapes the content and style of a text.	
3.RI.k2 Identify own point of view about	Craft and Structure	3.RI.6 Distinguish their own point of view
a topic.	R6. Assess how point of view or purpose	from that of the author of a text.
	shapes the content and style of a text.	
3.RI.k3 Compare own point of view to	Craft and Structure	3.RI.6 Distinguish their own point of view
that of the author.	R6. Assess how point of view or purpose	from that of the author of a text.
	shapes the content and style of a text.	
3.RI.k4 Ask and answer questions	Comprehension and Collaboration	3.SL.3 Ask and answer questions about
about information from a speaker,	SL3. Evaluate a speaker's point of view,	information from a speaker, offering
offering appropriate elaboration and	reasoning, and use of evidence and	appropriate elaboration and detail.
detail.	rhetoric.	

3.RI.k5 Determine the main idea of a	Key Ideas and Details	3.RI.2 Determine the main idea of a text;	
text; recount the key details and	R2. Determine central ideas or themes of	recount the key details and explain how	
explain how they support the main	a text and analyze their development;	they support the main idea.	
idea.	summarize the key supporting details and		
	ideas.		
Progress Indicator: E.RI.I using evidence	to show how graphics/ visuals support c	entral ideas	
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard	
3.RI.I1 Identify information learned	Integration of Knowledge and Ideas	3.RI.7 Use information gained from	
from illustrations and information	R7. Integrate and evaluate content	illustrations (e.g., maps, photographs) and	
learned from the words in an	presented in diverse media and formats,	the words in a text to demonstrate	
informational text.	including visually and quantitatively, as	understanding of the text (e.g., where,	
	well as in words.	when, why, and how key events occur).	
3.RI.I2 Use information gained from	Integration of Knowledge and Ideas	3.RI.7 Use information gained from	
illustrations (e.g., maps, photographs)	R7. Integrate and evaluate content	illustrations (e.g., maps, photographs) and	
and the words in a text to demonstrate	presented in diverse media and formats,	the words in a text to demonstrate	
understanding of the text (e.g., where,	including visually and quantitatively, as	understanding of the text (e.g., where,	
when, why, and how key events occur).	well as in words.	when, why, and how key events occur).	
3.RI.I3 Within informational texts,	Integration of Knowledge and Ideas	3.RI.7 Use information gained from	
locate or identify evidence in the text	R7. Integrate and evaluate content	illustrations (e.g., maps, photographs) and	
or graphics to support the central	presented in diverse media and formats,	the words in a text to demonstrate	
ideas.	including visually and quantitatively, as	understanding of the text (e.g., where,	
	well as in words.	when, why, and how key events occur).	
	Progress Indicator: E.RI.m using a variety of sources to research a topic; determining relevance of information; making		
connections within or across texts			
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard	
3.RI.m1 When researching a topic, find		No CCSS link	
the relevant details or information from			
a text.			
3.RI.m2 When researching a topic,	Integration of Knowledge and Ideas	3.RI.9 Compare and contrast the most	
compare and contrast the most	R9. Analyze how two or more texts	important points and key details presented	
important points and key details	address similar themes or topics in order	in two texts on the same topic.	
presented in two informational texts on	to build knowledge or to compare the		
the same topic.	approaches the authors take.		

Progress Indicator: E.RI.n analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning **Core Content Connectors: 3 CCSS Anchor Standards Common Core State Standard** 3.RI.n1 Identify facts that an author Key Ideas and Details 3.RI.2 Determine the main idea of a text; uses to support a specific point or R2. Determine central ideas or themes of recount the key details and explain how opinion. a text and analyze their development; they support the main idea. summarize the key supporting details and ideas.

Progress Indicator: E.RI.h locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question.	<b>Craft and Structure</b> R5. 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.	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	Craft and Structure R5. 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.	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an

		understanding of the text in which it
A DL h5 Explain how the information	Integration of Knowledge and Ideas	appears.
4.RI.h5 Explain how the information	Integration of Knowledge and Ideas	4.RI.7 Interpret information presented
presented visually, orally, or	R7. Integrate and evaluate content	visually, orally, or quantitatively (e.g., in
quantitatively contributes to the	presented in diverse media and formats,	charts, graphs, diagrams, time lines,
understanding of the text in which it	including visually and quantitatively, as	animations, or interactive elements on
appears.	well as in words.	Web pages) and explain how the
		information contributes to an
		understanding of the text in which it
		appears.
	aphrasing, or summarizing central ideas	and supporting details; determining
importance of information		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.RI.i1 Refer to details and examples in	Key Ideas and Details	4.RI.1 Refer to details and examples in a
a text when explaining what the text	R1. Read closely to determine what the	text when explaining what the text says
says explicitly.	text says explicitly and to make logical	explicitly and when drawing inferences
	inferences from it; cite specific textual	from the text.
	evidence when writing or speaking to	
	support conclusions drawn from the text.	
4.RI.i2 Refer to details and examples in	Key Ideas and Details	4.RI.1 Refer to details and examples in a
a text when drawing basic inferences	R1. Read closely to determine what the	text when explaining what the text says
from an informational text.	text says explicitly and to make logical	explicitly and when drawing inferences
	inferences from it; cite specific textual	from the text.
	evidence when writing or speaking to	
	support conclusions drawn from the text.	
4.RI.i3 Determine the main idea of an	Key Ideas and Details	4.RI.2 Determine the main idea of a text
informational text.	R2. Determine central ideas or themes of	and explain how it is supported by key
	a text and analyze their development;	details; summarize the text.
	summarize the key supporting details and	
	ideas.	
4.RI.i4 Identify supporting details of an	Key Ideas and Details	4.RI.2 Determine the main idea of a text
informational text.	R2. Determine central ideas or themes of	and explain how it is supported by key
	a text and analyze their development;	details; summarize the text.
	summarize the key supporting details and	
	ideas.	

4.RI.i5 Paraphrase portions of a text	Comprehension and Collaboration	4.SL.2 Paraphrase portions of a text read
read aloud or information presented in	SL.2. Integrate and evaluate information	aloud or information presented in diverse
diverse media and formats, including	presented in diverse media and formats,	media and formats, including visually,
visually, quantitatively, and orally.	including visually, quantitatively, and	quantitatively, and orally.
····· ,,,,	orally.	
Progress Indicator: E.RI.j attending to sig	gnal words, text structure, and semantic c	ues to interpret and organize
information (e.g., sequence, description,		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.RI.j1 Identify signal words that help	Craft and Structure	4.RI.5 Describe the overall structure (e.g.,
determine what the text structure is in	RI5. Analyze the structure of texts,	chronology, comparison, cause/effect,
an informational text (e.g., description,	including how specific sentences,	problem/solution) of events, ideas,
problem/solution, time/order,	paragraphs, and larger portions of the text	concepts, or information in a text or part of
compare/contrast, cause/effect,	(e.g., a section, chapter, scene, or stanza)	a text.
directions).	relate to each other and the whole.	
4.RI.j2 Describe the overall structure	Craft and Structure	4.RI.5 Describe the overall structure (e.g.,
(e.g., chronology, comparison,	R5. Analyze the structure of texts,	chronology, comparison, cause/effect,
cause/effect, problem/solution) of	including how specific sentences,	problem/solution) of events, ideas,
events, ideas, concepts, or information	paragraphs, and larger portions of the text	concepts, or information in a text or part of
in a text or part of a text.	(e.g., a section, chapter, scene, or stanza)	a text.
	relate to each other and the whole.	
4.RI.j3 Organize information presented	Craft and Structure	4.RI.5 Describe the overall structure (e.g.,
in an informational text to demonstrate	R5. Analyze the structure of texts,	chronology, comparison, cause/effect,
the text structure.	including how specific sentences,	problem/solution) of events, ideas,
	paragraphs, and larger portions of the text	concepts, or information in a text or part of
	(e.g., a section, chapter, scene, or stanza)	a text.
	relate to each other and the whole.	
• • • • • •	ing evidence to analyze or compare texts	or parts of texts: author's purpose,
points of view, key ideas/details, differer		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.RI.k1 Determine if information in a	Craft and Structure	4.RI.6 Compare and contrast a firsthand
text is firsthand or secondhand.	R6. Assess how point of view or purpose	and secondhand account of the same
	shapes the content and style of a text.	event or topic; describe the differences in
		focus and the information provided.
4.RI.k2 Compare and contrast a	Craft and Structure	4.RI.6 Compare and contrast a firsthand
firsthand and secondhand account of	R6. Assess how point of view or purpose	and secondhand account of the same
the same event or topic.	shapes the content and style of a text.	event or topic; describe the differences in

		focus and the information provided.
4.RI.k3 Compare and contrast how	Integration of Knowledge and Ideas	4.RI.8 Explain how an author uses
different authors use reasons and	R8. Delineate and evaluate the argument	reasons and evidence to support
evidence to support the same topics	and specific claims in a text, including the	particular points in a text.
across texts.	validity of the reasoning as well as the	
	relevance and sufficiency of the evidence.	
4.RI.k4 Identify the reasons and	Comprehension and Collaboration	4.SL.3 Identify the reasons and evidence
evidence a speaker provides to	SL3. Identify the reasons and evidence a	a speaker provides to support particular
support particular points.	speaker provides to support particular	points
	points.	
4. RI.k5 Identify reasons that the author	Integration of Knowledge and Ideas	4.RI.8 Explain how an author uses
uses to support ideas in an	R8. Delineate and evaluate the argument	reasons and evidence to support
informational text.	and specific claims in a text, including the	particular points in a text.
	validity of the reasoning as well as the	
	relevance and sufficiency of the evidence.	
Progress Indicator: E.RI.I using evidence to show how graphics/visuals support central ideas		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.RI.I1 Interpret information presented	Integration of Knowledge and Ideas	4.RI.7 Interpret information presented
visually, orally, or quantitatively (e.g.,	R7. Integrate and evaluate content	visually, orally, or quantitatively (e.g., in
in charts, graphs, diagrams, time lines,	presented in diverse media and formats,	charts, graphs, diagrams, time lines,
animations, or interactive elements on	including visually and quantitatively, as	animations, or interactive elements on
Web pages) and explain how the	well as in words.	Web pages) and explain how the
information contributes to an		information contributes to an
understanding of the text in which it		understanding of the text in which it
appears.		appears.
Progress Indicator: E.RI.m using a variety of sources to research a topic; determining relevance of information; making		
connections within or across texts		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.RI.m1 Identify the most important	Integration of Knowledge and Ideas	4.RI.9 Integrate information from two texts
information about a topic gathered	R9. Analyze how two or more texts	on the same topic in order to write or
from two texts on the same topic in	address similar themes or topics in order	speak about the subject knowledgeably.
order to write or speak about the	to build knowledge or to compare the	
subject knowledgeably.	approaches the authors take.	

Progress Indicator: E.RI.n analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4. RI.n1 Identify facts that an author	Integration of Knowledge and Ideas	4.RI.8 Explain how an author uses
uses to support a specific point or	R8. Delineate and evaluate the argument	reasons and evidence to support
opinion.	and specific claims in a text, including the	particular points in a text.
	validity of the reasoning as well as the	
	relevance and sufficiency of the evidence.	

Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.RI.a1 Use a variety of strategies (e.g.,	Range of Reading and Level of Text	5.RI.10 By the end of the year, read and
use context, affixes and roots) to	Complexity	comprehend informational texts, including
derive meaning from a variety of	R10. Read and comprehend complex	history/social studies, science, and
print/non-print texts.	literary and informational texts	technical texts, at the high end of the
	independently and proficiently.	grades 4–5 text complexity band
		independently and proficiently.
Progress Indicator: M.RI.b using text structures (e.g., cause-effect, proposition-support), search tools, and genre features		
(e.g., graphics, captions, indexes) to loca	ate and integrate information	
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.RI.b1 Use signal words as a means of	Craft and Structure	5.RI.5 Compare and contrast the overall
locating information (e.g., knowing that	R5. Analyze the structure of texts,	structure (e.g., chronology, comparison,
"because" or "as a result of" may help	including how specific sentences,	cause/effect, problem/solution) of events,
link a cause to a result).	paragraphs, and larger portions of the text	ideas, concepts, or information in two or
	(e.g., a section, chapter, scene, or stanza)	more texts.
	relate to each other and the whole.	
5.RI.b2 Use signal word to identify	Craft and Structure	5.RI.5 Compare and contrast the overall
common types of text structure.	R5. Analyze the structure of texts,	structure (e.g., chronology, comparison,
	including how specific sentences,	cause/effect, problem/solution) of events,
	paragraphs, and larger portions of the text	ideas, concepts, or information in two or
	(e.g., a section, chapter, scene, or stanza)	more texts.
	relate to each other and the whole.	

5.RI.b3 Use search tools or text	Craft and Structure	3.RI.5 Use text features and search tools
features as a means of locating	R5. Analyze the structure of texts,	(e.g., key words, sidebars, hyperlinks) to
relevant information.	including how specific sentences,	locate information relevant to a given topic
	paragraphs, and larger portions of the text	efficiently.
	(e.g., a section, chapter, scene, or stanza)	,
	relate to each other and the whole.	
5.RI.b4 Draw on information from	Integration of Knowledge and Ideas	5.RI.7 Draw on information from multiple
multiple print or digital sources,	R7. Integrate and evaluate content	print or digital sources, demonstrating the
demonstrating the ability to locate an	presented in diverse media and formats,	ability to locate an answer to a question
answer to a question or to solve a	including visually and quantitatively, as	quickly or to solve a problem efficiently.
problem.	well as in words.	
	ound knowledge of topics to ask and refine	e questions and summarize central ideas
using relevant details		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.RI.c1 Identify prior knowledge of an		No CCSS linked
event or topic.		
5.RI.c2 Quote accurately from a text	Key Ideas and Details	5.RI.1 Quote accurately from a text when
when explaining what the text says	R1. Read closely to determine what the	explaining what the text says explicitly and
explicitly.	text says explicitly and to make logical	when drawing inferences from the text.
	inferences from it; cite specific textual	
	evidence when writing or speaking to	
	support conclusions drawn from the text.	
5.RI.c3 Quote accurately from a text to	Key Ideas and Details	5.RI.1 Quote accurately from a text when
support inferences.	R1. Read closely to determine what the	explaining what the text says explicitly and
	text says explicitly and to make logical	when drawing inferences from the text.
	inferences from it; cite specific textual	
	evidence when writing or speaking to	
5 DL of Determine the main idea and	support conclusions drawn from the text.	
5.RI.c4 Determine the main idea, and	Key Ideas and Details	5.RI.2 Determine two or more main ideas
identify key details to support the main	R2. Determine central ideas or themes of	of a text and explain how they are
idea.	a text and analyze their development;	supported by key details; summarize the
	summarize the key supporting details and	text.
	ideas.	

5.Rl.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.       Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.       5.Rl.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.         Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.       5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.         5.Rl.c6 Summarize the points a speaker makes.       Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.       5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.         Progress Indicator: M.Rl.d using supporting evidence to draw inferences or compare texts       Common Core State Standard       5.Rl.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.       5.Rl.d2 Explain the relationships or interactions between two or more         5.Rl.d2 Explain the relationships or interactions between two or more       Key Ideas and Details       5.Rl.3 Explain the relationships or interactions between two or more
summarize the key supporting details and ideas.text.Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.5.RI.c6 Summarize the points a speaker makes.Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across textsCCSS Anchor StandardsCommon Core State StandardS.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.S.RI.a1 Explain the relationships or interactions between two or moreS.RI.3 Explain the relationships or interactions between two or moreS.RI.d2 Explain the relationships or interactions between two or moreKey Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.S.RI.3 Explain the relationships or interactions between two or more
SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.5.RI.c6 Summarize the points a speaker makes.Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and 
presented in diverse media and formats, including visually, quantitatively, and orally.aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.5.Rl.c6 Summarize the points a speaker makes.Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.Progress Indicator: M.Rl.d using supporting evidence to draw inferences or compare content presented within or across textsCCSS Anchor StandardsCore Content Connectors: 5CCSS Anchor StandardsCommon Core State Standard5.Rl.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.5.Rl.3 Explain the relationships or individuals, events, ideas, or concepts in a historical, scientific, or technical text.5.Rl.d2 Explain the relationships or interactions between two or moreKey Ideas and Details R3. Analyze how and why individuals, events and why individuals, events, ideas develop and interact over the course of a text.5.Rl.3 Explain the relationships or interactions between two or more
including visually, quantitatively, and orally.media and formats, including visually, quantitatively, and orally.5.Rl.c6 Summarize the points a speaker makes.Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.Progress Indicator: M.Rl.d using supporting evidence to draw inferences or compare content presented within or across textsComponences or compare content presented within or across textsCore Content Connectors: 5CCSS Anchor StandardsCommon Core State Standard5.Rl.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.R3. Analyze how and why individuals, events, ideas and Details5.Rl.3 Explain the relationships or individuals, events, ideas, or concepts in a historical, scientific, or technical text.5.Rl.d2 Explain the relationships or interactions between two or moreKey Ideas and Details R3. Analyze how and why individuals, events indeas develop and interact over the course of a text.5.Rl.3 Explain the relationships or individuals, events, ideas, or concepts in a historical, scientific, or technical text.5.Rl.d2 Explain the relationships or interactions between two or moreR3. Analyze how and why individuals, events, ideas and Details5.Rl.3 Explain the relationships or interactions between two or more
orally.quantitatively, and orally.5.Rl.c6 Summarize the points a speaker makes.Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.Progress Indicator: M.Rl.d using supporting evidence to draw inferences or compare content presented within or across textsCore Content Connectors: 5CCSS Anchor StandardsCore Content Connectors: 5CCSS Anchor Standards5.Rl.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.Key Ideas and Details events, and ideas develop and interact over the course of a text.5.Rl.d2 Explain the relationships or interactions between two or moreKey Ideas and Details R3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.5.Rl.3 Explain the relationships or interactions between two or more5.Rl.d2 Explain the relationships or interactions between two or moreKey Ideas and Details R3. Analyze how and why individuals, events, individuals, events, ideas, or concepts in a historical, scientific, or technical text.5.Rl.d2 Explain the relationships or interactions between two or moreKey Ideas and Details R3. Analyze how and why individuals, R3. Analyze how and why individuals,
5.Rl.c6 Summarize the points a speaker makes.Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.Progress Indicator: M.Rl.d using supporting evidence to draw inferences or compare content presented within or across textsCore Content Connectors: 5CCSS Anchor StandardsCommon Core State Standard5.Rl.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.Key Ideas and Details revents, and ideas develop and interact over the course of a text.5.Rl.3 Explain the relationships or interactions between two or more5.Rl.d2 Explain the relationships or interactions between two or moreKey Ideas and Details R3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.5.Rl.3 Explain the relationships or interactions between two or more5.Rl.d2 Explain the relationships or interactions between two or moreR3. Analyze how and why individuals, R3. Analyze how and why individuals,5.Rl.3 Explain the relationships or interactions between two or more
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in a historical, scientific, or technical over the course of a text. historical, scientific, or technical text
text based on specific information in the text. based on specific information in the text.
5.RI.d3 Explain the relationships or Key Ideas and Details 5.RI.3 Explain the relationships or
interactions between two or more R3. Analyze how and why individuals, interactions between two or more
individuals, events, ideas, or concepts events, and ideas develop and interactions between two of more individuals, events, ideas, or concepts in a
in a historical, scientific, or technical over the course of a text. historical, scientific, or technical text
text based on specific information based on specific information in the text.
across texts.

5.RI.d4 Refer to multiple print or digital	Integration of Knowledge and Ideas	5.RI.7 Draw on information from multiple
sources as support for inferences (e.g.,	R7. Integrate and evaluate content	print or digital sources, demonstrating the
how did you know?).	presented in diverse media and formats,	ability to locate an answer to a question
	including visually and quantitatively, as	quickly or to solve a problem efficiently.
	well as in words.	
5.RI.d5 Compare and contrast the	Craft and Structure	5.RI.5 Compare and contrast the overall
overall structure (e.g., chronology,	R5. Analyze the structure of texts,	structure (e.g., chronology, comparison,
comparison, cause/effect,	including how specific sentences,	cause/effect, problem/solution) of events,
problem/solution) of events, ideas,	paragraphs, and larger portions of the text	ideas, concepts, or information in two or
concepts, or information in two or	(e.g., a section, chapter, scene, or stanza)	more texts.
more texts.	relate to each other and the whole.	
Progress Indicator: M.RI.e identifying au	thor's purpose, viewpoint, or potential bia	s and explaining its impact on the
reader		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.RI.e1 Note important similarities and	Craft and Structure	5.RI.6 Analyze multiple accounts of the
differences in the point of view of	R6. Assess how point of view or purpose	same event or topic, noting important
multiple accounts of the same event or	shapes the content and style of a text.	similarities and differences in the point of
topic.		view they represent.
5.RI.e2 Explain how an author uses	Integration of Knowledge and Ideas	5.RI.8 Explain how an author uses
reasons and evidence to support	R8. Delineate and evaluate the argument	reasons and evidence to support
particular points in a text.	and specific claims in a text, including the	particular points in a text, identifying which
	validity of the reasoning as well as the	reasons and evidence support which
	relevance and sufficiency of the evidence.	point(s).
5.RI.e3. Identify reasons and evidence	Integration of Knowledge and Ideas	5.RI.8 Explain how an author uses
that support an author's point(s) in a	R8. Delineate and evaluate the argument	reasons and evidence to support
text.	and specific claims in a text, including the	particular points in a text, identifying which
	validity of the reasoning as well as the	reasons and evidence support which
	relevance and sufficiency of the evidence.	point(s).
5.RI.e4 Determine if there are any		No CCSS linked
potential biases on the author's part.		
5.RI.e5 Identify the impact of the		No CCSS linked
author's point of view on the reader.		

Progress Indicator: M.RI.f determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.RI.f1 Identify key details from	Integration of Knowledge and Ideas	5.RI.9 Integrate information from several
multiple sources on the same topic	R9. Analyze how two or more texts	texts on the same topic in order to write or
(e.g., what are the important things that	address similar themes or topics in order	speak about the subject knowledgeably.
you learned?).	to build knowledge or to compare the	
	approaches the authors take.	
5.RI.f2 Integrate information on a topic	Integration of Knowledge and Ideas	5.RI.9 Integrate information from several
from multiple sources to answer a	R9. Analyze how two or more texts	texts on the same topic in order to write or
question or support a focus or opinion.	address similar themes or topics in order	speak about the subject knowledgeably.
	to build knowledge or to compare the	
	approaches the authors take.	
	v an author develops ideas and supports a	
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.RI.g1 Identify the author's stated	Integration of Knowledge and Ideas	5.RI.8 Explain how an author uses
thesis/claim/opinion.	R8. Delineate and evaluate the argument	reasons and evidence to support
	and specific claims in a text, including the	particular points in a text, identifying which
	validity of the reasoning as well as the	reasons and evidence support which
	relevance and sufficiency of the evidence.	point(s).
5.RI.g2 Identify evidence the author	Integration of Knowledge and Ideas	5.RI.8 Explain how an author uses
uses to support stated	R8. Delineate and evaluate the argument	reasons and evidence to support
thesis/claim/opinion.	and specific claims in a text, including the	particular points in a text, identifying which
	validity of the reasoning as well as the	reasons and evidence suport which
	relevance and sufficiency of the evidence.	point(s).
5.RI.g3 Identify a speaker's points or	Comprehension and Collaboration	5.SL.3 Summarize the points a speaker
claims.	SL3. Evaluate a speaker's point of view,	makes and explain how each claim is
	reasoning, and use of evidence and	supported by reasons and evidence.
	rhetoric.	
5.RI.g4 Identify reasons and evidence	Comprehension and Collaboration	5.SL.3 Summarize the points a speaker
that a speaker provides to support	SL3. Evaluate a speaker's point of view,	makes and explain how each claim is
points or claims.	reasoning, and use of evidence and	supported by reasons and evidence.
	rhetoric.	

Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.RI.a1 Use a variety of strategies to	Range of Reading and Level of Text	6.RI.10 By the end of the year, read and
(e.g., use context, affixes and roots)	Complexity	comprehend literary nonfiction in the
derive meaning from a variety of	R10. Read and comprehend complex	grades 6–8 text complexity band
print/non-print texts.	literary and informational texts	proficiently, with scaffolding as needed at
	independently and proficiently.	the high end of the range.
	uctures (e.g., cause-effect, proposition-su	pport), search tools, and genre features
(e.g., graphics, captions, indexes) to loca		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.RI.b1 Use signal words as a means of	Craft and Structure	5.RI.5 Compare and contrast the overall
locating information (e.g., knowing that	R5. Analyze the structure of texts,	structure (e.g., chronology, comparison,
"because" or "as a result of" may help	including how specific sentences,	cause/effect, problem/solution) of events,
link a cause to a result).	paragraphs, and larger portions of the text	ideas, concepts, or information in two or
	(e.g., a section, chapter, scene, or stanza)	more texts.
	relate to each other and the whole.	
6.RI.b2 Use search tools or text		No CCSS
features as a means of locating		
relevant information.		
6.RI.b3 Identify what is learned from	Integration of Knowledge and Ideas	6.RI.7 Integrate information presented in
different media or formats compared to	R7. Integrate and evaluate content	different media or formats (e.g., visually,
what is learned via written words or	presented in diverse media and formats,	quantitatively) as well as in words to
spoken words.	including visually and quantitatively, as	develop a coherent understanding of a
	well as in words.	topic or issue.
6.RI.b4 Summarize information gained	Integration of Knowledge and Ideas	6.RI.7 Integrate information presented in
from a variety of sources including	R7. Integrate and evaluate content	different media or formats (e.g., visually,
media or texts.	presented in diverse media and formats,	quantitatively) as well as in words to
	including visually and quantitatively, as	develop a coherent understanding of a
	well as in words.	topic or issue.

Progress Indicator: M.RI.c using background knowledge of topics to ask and refine questions and summarize central ideas			
using relevant details			
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard	
6.RI.c1 Identify prior knowledge of an		No CCSS linked	
event or topic.			
6.RI.c2 Provide a summary of the text	Key Ideas and Details	6.RI.2 Determine a central idea of a text	
distinct from personal opinions or	R2. Determine central ideas or themes of	and how it is conveyed through particular	
judgments.	a text and analyze their development;	details; provide a summary of the text	
	summarize the key supporting details and	distinct from personal opinions or	
	ideas.	judgments.	
6.RI.c3 Interpret information presented	Comprehension and Collaboration	6.SL.2 Interpret information presented in	
in diverse media and formats (e.g.,	SL2. Integrate and evaluate information	diverse media and formats (e.g., visually,	
visually, quantitatively, orally).	presented in diverse media and formats,	quantitatively, orally) and explain how it	
	including visually, quantitatively, and	contributes to a topic, text, or issue under	
	orally.	study.	
6.RI.c4 Explain how information gained	Comprehension and Collaboration	6.SL.2 Interpret information presented in	
via media and formats contributes to	SL2. Integrate and evaluate information	diverse media and formats (e.g., visually,	
the understanding of a topic, text, or	presented in diverse media and formats,	quantitatively, orally) and explain how it	
issue under study.	including visually, quantitatively, and	contributes to a topic, text, or issue under	
	orally.	study.	
6.RI.c5 Summarize the points a speaker	Comprehension and Collaboration	6.SL.3 Delineate a speaker's argument	
makes.	SL3. Evaluate a speaker's point of view,	and specific claims, distinguishing claims	
	reasoning, and use of evidence and	that are supported by reasons and	
	rhetoric.	evidence from claims that are not.	
Progress Indicator: M.RI.d using suppor	ting evidence to draw inferences or compared	are content presented within or across	
texts	-		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard	
6.RI.d1 Compare and contrast the	Craft and Structure	5.RI.5 Compare and contrast the overall	
overall structure (e.g., chronology,	R5. Analyze the structure of texts,	structure (e.g., chronology, comparison,	
comparison, cause/effect,	including how specific sentences,	cause/effect, problem/solution) of events,	
problem/solution) of events, ideas,	paragraphs, and larger portions of the text	ideas, concepts, or information in two or	
concepts, or information in two or	(e.g., a section, chapter, scene, or stanza)	more texts.	
more texts.	relate to each other and the whole.		

6.RI.d2 Use textual evidence to support	Key Ideas and Details	6.RI.1 Cite textual evidence to support	
inferences.	R1. Read closely to determine what the	analysis of what the text says explicitly as	
	text says explicitly and to make logical	well as inferences drawn from the text.	
	inferences from it; cite specific textual		
	evidence when writing or speaking to		
	support conclusions drawn from the text.		
	thor's purpose, viewpoint, or potential bia	is and explaining its impact on the	
reader Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard	
6.RI.e1 Determine an author's point of	Craft and Structure	6.RI.6 Determine an author's point of view	
view or purpose in a text and explain	R6. Assess how point of view or purpose	or purpose in a text and explain how it is	
how it is conveyed.	shapes the content and style of a text.	conveyed in the text.	
6.RI.e2 Summarize the points an author	Comprehension and Collaboration	6.SL.3 Delineate a speaker's argument	
makes.	SL3. Evaluate a speaker's point of view,	and specific claims, distinguishing claims	
makes.	reasoning, and use of evidence and	that are supported by reasons and	
	rhetoric.	evidence from claims that are not.	
6.RI.e3 Compare and contrast one	Integration of Knowledge and Ideas	6.RI.9 Compare and contrast one author's	
author's presentation of events with	R9. Analyze how two or more texts	presentation of events with that of another	
that of another (e.g., a memoir written	address similar themes or topics in order	(e.g., a memoir written by and a biography	
by and a biography on the same	to build knowledge or to compare the	on the same person).	
person).	approaches the authors take.	on the same person).	
	elevance or comparability of concepts and	supporting dotails from multiple	
sources and integrating them to research		supporting details from multiple	
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard	
6.RI.f1 Identify relevant details from	Integration of Knowledge and Ideas	6.RI.7 Integrate information presented in	
several texts on the same topic (e.g.,	R7. Integrate and evaluate content	different media or formats (e.g., visually,	
what are the important things that you	presented in diverse media and formats,	quantitatively) as well as in words to	
learned?).	including visually and quantitatively, as	develop a coherent understanding of a	
	well as in words.	topic or issue.	
	Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard	
6.RI.g1 Identify key individuals, events,	Key Ideas and Details	6.RI.3 Analyze in detail how a key	
or ideas in a text.	R3. Analyze how and why individuals,	individual, event, or idea is introduced,	
	events, and ideas develop and interact	illustrated, and elaborated in a text (e.g.,	
	over the course of a text.	through examples or anecdotes).	

6.RI.g2 Determine how key individuals,	Key Ideas and Details	6.RI.3 Analyze in detail how a key
events, or ideas are introduced in a	R3. Analyze how and why individuals,	individual, event, or idea is introduced,
text.	events, and ideas develop and interact	illustrated, and elaborated in a text (e.g.,
	over the course of a text.	through examples or anecdotes).
6.RI.g3 Determine how key individuals,	Key Ideas and Details	6.RI.3 Analyze in detail how a key
events, or ideas are illustrated in a text.	R3. Analyze how and why individuals,	individual, event, or idea is introduced,
	events, and ideas develop and interact	illustrated, and elaborated in a text (e.g.,
	over the course of a text.	through examples or anecdotes).
6.Rl.g4 Determine how key individuals,	Key Ideas and Details	6.RI.3 Analyze in detail how a key
events, or ideas are elaborated or	R3. Analyze how and why individuals,	individual, event, or idea is introduced,
expanded on in a text.	events, and ideas develop and interact	illustrated, and elaborated in a text (e.g.,
	over the course of a text.	through examples or anecdotes).
6.RI.g5 Identify an argument or claim	Integration of Knowledge and Ideas	6.RI.8 Trace and evaluate the argument
that the author makes.	R8. Delineate and evaluate the argument	and specific claims in a text, distinguishing
	and specific claims in a text, including the	claims that are supported by reasons and
	validity of the reasoning as well as the	evidence from claims that are not.
	relevance and sufficiency of the evidence.	
6.Rl.g6 Evaluate the claim or argument;	Integration of Knowledge and Ideas	6.RI.8 Trace and evaluate the argument
determine if it is supported by	R8. Delineate and evaluate the argument	and specific claims in a text, distinguishing
evidence.	and specific claims in a text, including the	claims that are supported by reasons and
	validity of the reasoning as well as the	evidence from claims that are not.
	relevance and sufficiency of the evidence.	
6.RI.g7 Distinguish claims or	Integration of Knowledge and Ideas	6.RI.8 Trace and evaluate the argument
arguments from those that are	R8. Delineate and evaluate the argument	and specific claims in a text, distinguishing
supported by evidence from those that	and specific claims in a text, including the	claims that are supported by reasons and
are not.	validity of the reasoning as well as the	evidence from claims that are not.
	relevance and sufficiency of the evidence.	
	Comprehension and Collaboration	
	SL3. Evaluate a speaker's point of view,	6.SL.3 Delineate a speaker's argument
	reasoning, and use of evidence and	and specific claims, distinguishing claims
	rhetoric.	that are supported by reasons and
		evidence from claims that are not.

Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.RI.h1 Use a variety of strategies (e.g.,	Range of Reading and Level of Text	7.RI.10 By the end of the year, read and
use context, affixes and roots, use	Complexity	comprehend literary nonfiction in the
reference materials) to derive meaning	R10. Read and comprehend complex	grades 6–8 text complexity band
from a variety of print/non-print texts.	literary and informational texts	proficiently, with scaffolding as needed at
	independently and proficiently.	the high end of the range.
Progress Indicator: M.RI.i utilizing knowl important information	edge of text structures and genre features	s to locate, organize, or analyze
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.RI.i1 Use signal words as a means of	Craft and Structure	7.RI.5 Analyze the structure an author
locating information.	R5. Analyze the structure of texts,	uses to organize a text, including how the
	including how specific sentences,	major sections contribute to the whole and
	paragraphs, and larger portions of the text	to the development of the ideas.
	(e.g., a section, chapter, scene, or stanza)	
	relate to each other and the whole.	
7.RI.i2 Use text features to locate		No CCSS linked
information.		
7.RI.i3 Outline a given text to show how	Craft and Structure	7.RI.5 Analyze the structure an author
ideas build upon one another.	R5. Analyze the structure of texts,	uses to organize a text, including how the
	including how specific sentences,	major sections contribute to the whole and
	paragraphs, and larger portions of the text	to the development of the ideas.
	(e.g., a section, chapter, scene, or stanza)	
	relate to each other and the whole.	
within or across texts (e.g., events, peop	ng evidence to summarize central ideas, o le, ideas)	draw inferences, or analyze connections
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.RI.j1 Use two or more pieces of	Key Ideas and Details	7.RI.1 Cite several pieces of textual
evidence to support inferences,	R1. Read closely to determine what the	evidence to support analysis of what the
conclusions, or summaries of text.	text says explicitly and to make logical	text says explicitly as well as inferences
	inferences from it; cite specific textual	drawn from the text.
	evidence when writing or speaking to	
	support conclusions drawn from the text.	

7.RI.j2 Determine the central idea of a	Key Ideas and Details	7.RI.2 Determine two or more central
text.	R2. Determine central ideas or themes of	ideas in a text and analyze their
	a text and analyze their development;	development over the course of the text;
	summarize the key supporting details and	provide an objective summary of the text.
	ideas.	
7.RI.j3 Analyze the development of the	Key Ideas and Details	7.RI.2 Determine two or more central
central idea over the course of the text.	R2. Determine central ideas or themes of	ideas in a text and analyze their
	a text and analyze their development;	development over the course of the text;
	summarize the key supporting details and	provide an objective summary of the text.
	ideas.	
7.RI.j4 Provide/create an objective	Key Ideas and Details	7.RI.2 Determine two or more central
summary of a text.	R2. Determine central ideas or themes of	ideas in a text and analyze their
	a text and analyze their development;	development over the course of the text;
	summarize the key supporting details and	provide an objective summary of the text.
7 DL if Analyza the interactions	ideas.	7 DLO Anglung the interpetience between
7.RI.j5 Analyze the interactions	Key Ideas and Details	7.RI.3 Analyze the interactions between
between individuals, events, and ideas in a text (e.g., how ideas influence	R3. Analyze how and why individuals, events, and ideas develop and interact	individuals, events, and ideas in a text (e.g., how ideas influence individuals or
individuals or events, or how	over the course of a text.	events, or how individuals influence ideas
individuals influence ideas or events).		or events).
7.RI.j6 Use supporting evidence to	Integration of Knowledge and Ideas	7.RI.9 Analyze how two or more authors
summarize central ideas, draw	R9. Analyze how two or more texts	writing about the same topic shape their
inferences, or analyze connections	address similar themes or topics in order	presentations of key information by
within or across texts.	to build knowledge or to compare the	emphasizing different evidence or
	approaches the authors take.	advancing different interpretations of
		facts.
Progress Indicator: M.RI.k analyzing and	explaining why and how authors: organiz	e, develop, and present ideas; establish
a point of view; or build supporting argu		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.RI.k1 Determine the structure of a	Craft and Structure	7.RI.5 Analyze the structure an author
text.	R5. Analyze the structure of texts,	uses to organize a text, including how the
	including how specific sentences,	major sections contribute to the whole and
	paragraphs, and larger portions of the text	to the development of the ideas.
	(e.g., a section, chapter, scene, or stanza)	
	relate to each other and the whole.	

7.RI.k2 Determine how the information	Craft and Structure	7.RI.5 Analyze the structure an author
in each section contribute to the whole	R5. Analyze the structure of texts,	uses to organize a text, including how the
or to the development of ideas.	including how specific sentences,	major sections contribute to the whole and
	paragraphs, and larger portions of the text	to the development of the ideas.
	(e.g., a section, chapter, scene, or stanza)	•
	relate to each other and the whole.	
7.RI.k3 Identify an argument or claim	Integration of Knowledge and Ideas	7.RI.8 Trace and evaluate the argument
that the author makes.	R8. Delineate and evaluate the argument	and specific claims in a text, assessing
	and specific claims in a text, including the	whether the reasoning is sound and the
	validity of the reasoning as well as the	evidence is relevant and sufficient to
	relevance and sufficiency of the evidence.	support the claims.
7.RI.k4 Evaluate the claim or argument	Integration of Knowledge and Ideas	7.RI.8 Trace and evaluate the argument
to determine if they are supported by	R8. Delineate and evaluate the argument	and specific claims in a text, assessing
evidence.	and specific claims in a text, including the	whether the reasoning is sound and the
	validity of the reasoning as well as the	evidence is relevant and sufficient to
	relevance and sufficiency of the evidence.	support the claims.
7.RI.k5 Distinguish claims or	Integration of Knowledge and Ideas	7.RI.8 Trace and evaluate the argument
arguments from those that are	R8. Delineate and evaluate the argument	and specific claims in a text, assessing
supported by evidence from those that	and specific claims in a text, including the	whether the reasoning is sound and the
are not.	validity of the reasoning as well as the	evidence is relevant and sufficient to
	relevance and sufficiency of the evidence.	support the claims.
7.Rl.k6 Determine an author's point of	Craft and Structure	7.RI.6 Determine an author's point of view
view or purpose in a text and analyze	R6. Assess how point of view or purpose	or purpose in a text and analyze how the
how the author distinguishes his or her	shapes the content and style of a text.	author distinguishes his or her position
position from that of others.		from that of others.
	integrating information from multiple sour	ces to develop deeper understanding of
the concept/topic/subject, and resolving		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.RI.I1 Compare/contrast how two or	Integration of Knowledge and Ideas	7.RI.7 Compare and contrast a text to an
more authors write or present about	R9. Analyze how two or more texts	audio, video, or multimedia version of the
the same topic.	address similar themes or topics in order	text, analyzing each medium's portrayal of
	to build knowledge or to compare the	the subject (e.g., how the delivery of a
	approaches the authors take.	speech affects the impact of the words).
		7.RI.9 Analyze how two or more authors
		writing about the same topic shape their
		presentations of key information by

		emphasizing different evidence or advancing different interpretations of facts.
7.RI.I2 Analyze how two or more authors writing about the same topic shape their presentations of key	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by
information by emphasizing different evidence or advancing different interpretations of facts.	to build knowledge or to compare the approaches the authors take.	emphasizing different evidence or advancing different interpretations of facts.

Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.RI.h1 Use a variety of strategies (e.g.,	Range of Reading and Level of Text	8.RI.10 By the end of the year, read and
use context, affixes and roots, use	Complexity	comprehend literary nonfiction at the high
reference materials to derive meaning	RI10. Read and comprehend complex	end of the grades 6–8 text complexity
from a variety of print/non-print texts.	literary and informational texts	band independently and proficiently.
	independently and proficiently.	
	edge of text structures and genre features	s to locate, organize, or analyze
important information		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.RI.i1 Use signal words as a means of	Craft and Structure	8.RI.5 Analyze in detail the structure of a
locating information.	RI5. Analyze the structure of texts,	specific paragraph in a text, including the
	including how specific sentences,	role of particular sentences in developing
	paragraphs, and larger portions of the text	and refining a key concept.
	(e.g., a section, chapter, scene, or stanza)	
	relate to each other and the whole.	
8.RI.i2 Use text features as a means of		No CCSS linked
locating information.		
8.RI.i3 Outline the structure (i.e.,	Craft and Structure	8.RI.5 Analyze in detail the structure of a
sentence that identifies key concept(s),	RI5. Analyze the structure of texts,	specific paragraph in a text, including the
supporting details) within a paragraph.	including how specific sentences,	role of particular sentences in developing

paragraphs, and larger portions of the text

(e.g., a section, chapter, scene, or stanza)

Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections

relate to each other and the whole.

and refining a key concept.

within or across texts (e.g., events, people, ideas)		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.RI.j1 Use two or more pieces of	Key Ideas and Details	8.RI.1 Cite the textual evidence that most
evidence to support inferences,	R1. Read closely to determine what the	strongly supports an analysis of what the
conclusions, or summaries of text.	text says explicitly and to make logical	text says explicitly as well as inferences
	inferences from it; cite specific textual	drawn from the text.
	evidence when writing or speaking to	
	support conclusions drawn from the text.	
8.RI.j2 Determine which piece(s) of	Key Ideas and Details	8.RI.1 Cite the textual evidence that most
evidence provide the strongest support	R1. Read closely to determine what the	strongly supports an analysis of what the
for inferences, conclusions, or	text says explicitly and to make logical	text says explicitly as well as inferences
summaries or text.	inferences from it; cite specific textual	drawn from the text.
	evidence when writing or speaking to	
	support conclusions drawn from the text.	
8.RI.j3 Determine two or more central	Key Ideas and Details	8.RI.2 Determine two or more central
ideas in a text.	R2. Determine central ideas or themes of	ideas in a text and analyze their
	a text and analyze their development;	development over the course of the text;
	summarize the key supporting details and	provide an objective summary of the text.
	ideas.	
8.RI.j4 Analyze the development of the	Key Ideas and Details	8.RI.2 Determine two or more central
central ideas over the course of the	R2. Determine central ideas or themes of	ideas in a text and analyze their
text.	a text and analyze their development;	development over the course of the text;
	summarize the key supporting details and	provide an objective summary of the text.
	ideas.	
8.RI.j5 Provide/create an objective	Key Ideas and Details	8.RI.2 Determine two or more central
summary of a text.	R2. Determine central ideas or themes of	ideas in a text and analyze their
	a text and analyze their development;	development over the course of the text;
	summarize the key supporting details and	provide an objective summary of the text.
	ideas.	
8.RI.j6 Analyze how a text makes	Key Ideas and Details	8.RI.3 Analyze how a text makes
connections among and distinctions	R3. Analyze how and why individuals,	connections among and distinctions
between individuals, ideas, or events	events, and ideas develop and interact	between individuals, ideas, or events
(e.g., through comparisons, analogies,	over the course of a text.	(e.g., through comparisons, analogies, or
or categories).		categories).
Progress Indicator: M.RI.k analyzing and explaining why and how authors: organize, develop, and present ideas; establish		
a point of view; or build supporting arguments to affect the text as a whole		

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.RI.k1 Determine the structure of a	Craft and Structure	8.RI.5 Analyze in detail the structure of a
text.	R5. Analyze the structure of texts,	specific paragraph in a text, including the
	including how specific sentences,	role of particular sentences in developing
	paragraphs, and larger portions of the text	and refining a key concept.
	(e.g., a section, chapter, scene, or stanza)	
	relate to each other and the whole.	
8.RI.k2 Determine how the information	Craft and Structure	8.RI.5 Analyze in detail the structure of a
in each section contribute to the whole	R5. Analyze the structure of texts,	specific paragraph in a text, including the
or to the development of ideas.	including how specific sentences,	role of particular sentences in developing
	paragraphs, and larger portions of the text	and refining a key concept.
	(e.g., a section, chapter, scene, or stanza)	
	relate to each other and the whole.	0 DL 0 Determine an earth arts resist of view
8.RI.k3 Determine an author's point of	Craft and Structure	8.RI.6 Determine an author's point of view
view or purpose in a text and analyze how the author acknowledges and	R6. Assess how point of view or purpose	or purpose in a text and analyze how the
responds to conflicting evidence or	shapes the content and style of a text.	author acknowledges and responds to
viewpoints.		conflicting evidence or viewpoints.
8.RI.k4 Identify an argument or claim	Integration of Knowledge and Ideas	8.RI.8 Delineate and evaluate the
that the author makes.	R8. Delineate and evaluate the argument	argument and specific claims in a text,
	and specific claims in a text, including the	assessing whether the reasoning is sound
	validity of the reasoning as well as the	and the evidence is relevant and
	relevance and sufficiency of the evidence.	sufficient; recognize when irrelevant
	·····	evidence is introduced.
8.RI.k5 Evaluate the claim or argument	Integration of Knowledge and Ideas	8.RI.8 Delineate and evaluate the
to determine if it is supported by	R8. Delineate and evaluate the argument	argument and specific claims in a text,
evidence.	and specific claims in a text, including the	assessing whether the reasoning is sound
	validity of the reasoning as well as the	and the evidence is relevant and
	relevance and sufficiency of the evidence.	sufficient; recognize when irrelevant
		evidence is introduced.
	ntegrating information from multiple sour	ces to develop deeper understanding of
the concept/topic/subject, and resolving		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.RI.I1 Analyze a case in which two or	Integration of Knowledge and Ideas	8.RI.9 Analyze a case in which two or
more texts provide conflicting	R9. Analyze how two or more texts	more texts provide conflicting information
information on the same topic and	address similar themes or topics in order	on the same topic and identify where the

identify where the texts disagree on	to build knowledge or to compare the	texts disagree on matters of fact or
matters of fact or interpretation.	approaches the authors take.	interpretation.

## Grade 9-10

Progress Indicator: H.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.RI.a1 Use a variety of strategies to	Range of Reading and Level of Text	9-10.RI.10 By the end of grade 9, read
derive meaning from a variety	Complexity	and comprehend literary nonfiction in the
print/non-print texts.	R10. Read and comprehend complex	grades 9–10 text complexity band
	literary and informational texts	proficiently, with scaffolding as needed at
	independently and proficiently.	the high end of the range.
Progress Indicator: H.RI.b using support	ing evidence to summarize central ideas,	draw inferences, or analyze connections
within or across texts (e.g., concepts, ev	ents, issues, or problems explored)	
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.RI.b1 Use two or more pieces of	Key Ideas and Details	9-10.RI.1 Cite strong and thorough textual
evidence to support inferences,	R1. Read closely to determine what the	evidence to support analysis of what the
conclusions, or summaries.	text says explicitly and to make logical	text says explicitly as well as inferences
	inferences from it; cite specific textual	drawn from the text.
	evidence when writing or speaking to	
	support conclusions drawn from the text.	
910.RI.b2 Determine which piece(s) of	Key Ideas and Details	9-10.RI.1 Cite strong and thorough textual
evidence provide the strongest support	R1. Read closely to determine what the	evidence to support analysis of what the
for inferences, conclusions, or	text says explicitly and to make logical	text says explicitly as well as inferences
summaries in a text.	inferences from it; cite specific textual	drawn from the text.
	evidence when writing or speaking to	
	support conclusions drawn from the text.	
910.RI.b3 Determine the central idea of	Key Ideas and Details	9-10.RI.2 Determine a central idea of a
a text.	R2. Determine central ideas or themes of	text and analyze its development over the
	a text and analyze their development;	course of the text, including how it
	summarize the key supporting details and	emerges and is shaped and refined by
	ideas.	specific details; provide an objective
		summary of the text.
910.RI.b4 Determine how the central	Key Ideas and Details	9-10.RI.2 Determine a central idea of a
idea develops.	R2. Determine central ideas or themes of	text and analyze its development over the
	a text and analyze their development;	course of the text, including how it
	summarize the key supporting details and	emerges and is shaped and refined by
	ideas.	specific details; provide an objective
		summary of the text.

910.RI.b5 Determine how key details	Key Ideas and Details	9-10.RI.2 Determine a central idea of a
support the development of the central	R2. Determine central ideas or themes of	text and analyze its development over the
idea of a text.	a text and analyze their development;	course of the text, including how it
	summarize the key supporting details and	emerges and is shaped and refined by
	ideas.	specific details; provide an objective
		summary of the text.
910.RI.b6 Provide/create an objective	Key Ideas and Details	9-10.RI.2 Determine a central idea of a
summary of a text.	R2. Determine central ideas or themes of	text and analyze its development over the
	a text and analyze their development;	course of the text, including how it
	summarize the key supporting details and	emerges and is shaped and refined by
	ideas.	specific details; provide an objective
		summary of the text.
Progress Indicator: H RI c analyzing the	author's use of organizational patterns, id	
propaganda techniques to convey inform		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.RI.c1 Analyze key points	Key Ideas and Details	9-10.RI.3 Analyze how the author unfolds
throughout a text to determine the	R3. Analyze how and why individuals,	an analysis or series of ideas or events,
organizational pattern or text structure.	events, and ideas develop and interact	including the order in which the points are
	over the course of a text.	made, how they are introduced and
		developed, and the connections that are
		drawn between them.
910.RI.c2 Identify connections between	Key Ideas and Details	9-10.RI.3 Analyze how the author unfolds
key points.	R3. Analyze how and why individuals,	an analysis or series of ideas or events,
	events, and ideas develop and interact	including the order in which the points are
	over the course of a text.	made, how they are introduced and
		developed, and the connections that are
		drawn between them.
910.RI.c3 Analyze in detail how an	Craft and Structure	9-10.RI.5 Analyze in detail how an
author's ideas or claims are developed.	R5. Analyze the structure of texts,	author's ideas or claims are developed
· · · · ·	including how specific sentences,	and refined by particular sentences,
	paragraphs, and larger portions of the text	paragraphs, or larger portions of a text
	(e.g., a section, chapter, scene, or stanza)	(e.g., a section or chapter).
	relate to each other and the whole.	

910.RI.c4 Identify key sentences or	Craft and Structure	9-10.RI.5 Analyze in detail how an
paragraphs that support claims.	R5. Analyze the structure of texts,	author's ideas or claims are developed
	including how specific sentences,	and refined by particular sentences,
	paragraphs, and larger portions of the text	paragraphs, or larger portions of a text
	(e.g., a section, chapter, scene, or stanza)	(e.g., a section or chapter).
	relate to each other and the whole.	
910.RI.c5 Determine the author's point	Craft and Structure	9-10.RI.6 Determine an author's point of
of view or purpose in a text.	R6. Assess how point of view or purpose	view or purpose in a text and analyze how
	shapes the content and style of a text.	an author uses rhetoric to advance that
		point of view or purpose.
910.RI.c6 Determine/identify the	Craft and Structure	9-10.RI.6 Determine an author's point of
specific language/words that the	R6. Assess how point of view or purpose	view or purpose in a text and analyze how
author uses to advance the point of	shapes the content and style of a text.	an author uses rhetoric to advance that
view or purpose.		point of view or purpose.
	author's approach to a topic and evaluating	
	nstated assumptions/subtexts, faulty reas	
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.RI.d1 Identify claims and	Integration of Knowledge and Ideas	9-10.RI.8 Delineate and evaluate the
•		
arguments made by the author.	R8. Delineate and evaluate the argument	argument and specific claims in a text,
•	R8. Delineate and evaluate the argument and specific claims in a text, including the	assessing whether the reasoning is valid
•	R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the	assessing whether the reasoning is valid and the evidence is relevant and
•	R8. Delineate and evaluate the argument and specific claims in a text, including the	assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and
arguments made by the author.	R8. 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.	assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
arguments made by the author. 910.RI.d2 Delineate/trace the authors	R8. 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.	assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 9-10.RI.8 Delineate and evaluate the
arguments made by the author.	R8. 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. Integration of Knowledge and Ideas R8. Delineate and evaluate the argument	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text,</li> </ul>
arguments made by the author. 910.RI.d2 Delineate/trace the authors	R8. 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. Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid</li> </ul>
arguments made by the author. 910.RI.d2 Delineate/trace the authors	R8. 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. Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and</li> </ul>
arguments made by the author. 910.RI.d2 Delineate/trace the authors	R8. 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. Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and</li> </ul>
arguments made by the author. 910.RI.d2 Delineate/trace the authors argument and specific claims.	R8. 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. <b>Integration of Knowledge and Ideas</b> R8. 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.	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> </ul>
arguments made by the author. 910.RI.d2 Delineate/trace the authors argument and specific claims. 910.RI.d3 Evaluate the argument/claims	R8. 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. Integration of Knowledge and Ideas R8. 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. Integration of Knowledge and Ideas	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the</li> </ul>
arguments made by the author. 910.RI.d2 Delineate/trace the authors argument and specific claims. 910.RI.d3 Evaluate the argument/claims that the author makes to determine if	R8. 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. Integration of Knowledge and Ideas R8. 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. Integration of Knowledge and Ideas R8. Delineate and evaluate the argument	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text,</li> </ul>
arguments made by the author. 910.RI.d2 Delineate/trace the authors argument and specific claims. 910.RI.d3 Evaluate the argument/claims	<ul> <li>R8. 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.</li> <li>Integration of Knowledge and Ideas</li> <li>R8. 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.</li> <li>Integration of Knowledge and Ideas</li> <li>R8. 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.</li> <li>Integration of Knowledge and Ideas</li> <li>R8. Delineate and evaluate the argument and specific claims in a text, including the</li> </ul>	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid</li> </ul>
arguments made by the author. 910.RI.d2 Delineate/trace the authors argument and specific claims. 910.RI.d3 Evaluate the argument/claims that the author makes to determine if	R8. 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. Integration of Knowledge and Ideas R8. 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. Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> </ul>
arguments made by the author. 910.RI.d2 Delineate/trace the authors argument and specific claims. 910.RI.d3 Evaluate the argument/claims that the author makes to determine if	<ul> <li>R8. 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.</li> <li>Integration of Knowledge and Ideas</li> <li>R8. 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.</li> <li>Integration of Knowledge and Ideas</li> <li>R8. 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.</li> <li>Integration of Knowledge and Ideas</li> <li>R8. Delineate and evaluate the argument and specific claims in a text, including the</li> </ul>	<ul> <li>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid</li> </ul>

Progress Indicator: H.RI.e synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.RI.e1 Analyze various accounts of	Integration of Knowledge and Ideas	9-10.RI.7 Analyze various accounts of a
a subject told in different mediums	R7. Integrate and evaluate content	subject told in different mediums (e.g., a
(e.g., a person's life story in both print	presented in diverse media and formats,	person's life story in both print and
and multimedia), determining which	including visually and quantitatively, as	multimedia), determining which details are
details are emphasized in each	well as in words.	emphasized in each account.
account.		
910.RI.e2 Identify central ideas and	Integration of Knowledge and Ideas	9-10.RI.9 Analyze seminal U.S.
concepts in seminal U.S. documents of	R9. Analyze how two or more texts	documents of historical and literary
historical and literary significance (e.g.,	address similar themes or topics in order	significance (e.g., Washington's Farewell
Washington's Farewell Address, the	to build knowledge or to compare the	Address, the Gettysburg Address,
Gettysburg Address, Roosevelt's Four	approaches the authors take.	Roosevelt's Four Freedoms speech,
Freedoms speech, King's Letter from		King's —Letter from Birmingham Jaill),
Birmingham Jail).		including how they address related
		themes and concepts.
910.RI.e3 Analyze how seminal U.S.	Integration of Knowledge and Ideas	9-10.RI.9 Analyze seminal U.S.
documents of historical and literary	R9. Analyze how two or more texts	documents of historical and literary
significance (e.g., Washington's	address similar themes or topics in order	significance (e.g., Washington's Farewell
Farewell Address, the Gettysburg	to build knowledge or to compare the	Address, the Gettysburg Address,
Address, Roosevelt's Four Freedoms	approaches the authors take.	Roosevelt's Four Freedoms speech,
speech, King's Letter from Birmingham		King's —Letter from Birmingham Jaill),
Jail), address similar central ideas.		including how they address related
		themes and concepts.
	nts of view/perspectives from two or more	
	t accounts of the same event/issue, use o	
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.RI.f1 Delineate the argument and	Integration of Knowledge and Ideas	9-10.RI.8 Delineate and evaluate the
specific claims in two or more texts on	R8. Delineate and evaluate the argument	argument and specific claims in a text,
related topics.	and specific claims in a text, including the	assessing whether the reasoning is valid
	validity of the reasoning as well as the	and the evidence is relevant and
	relevance and sufficiency of the evidence.	sufficient; identify false statements and
		fallacious reasoning.

910.RI.f2 Assess the validity of the arguments across texts on related topics.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
910.RI.f3 Determine the speaker's point	Comprehension and Collaboration	9-10.SL.3 Evaluate a speaker's point of
of view or purpose in a text.	SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
910.RI.f4 Determine what arguments the speaker makes.	<b>Comprehension and Collaboration</b> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
910.RI.f5 Evaluate the evidence used to make the argument.	<b>Comprehension and Collaboration</b> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## Grade 11-12

Progress Indicator: H.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	11-12.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band
		independently and proficiently.

Progress Indicator: H.RI.b using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.RI.b1 Use two or more pieces of	Key Ideas and Details	11-12.RI.1 Cite strong and thorough
evidence to support inferences,	R1. Read closely to determine what the	textual evidence to support analysis of
conclusions, or summaries of text.	text says explicitly and to make logical	what the text says explicitly as well as
	inferences from it; cite specific textual	inferences drawn from the text, including
	evidence when writing or speaking to	determining where the text leaves matters
	support conclusions drawn from the text.	uncertain.
1112.RI.b2 Determine which piece(s) of	Key Ideas and Details	11-12.RI.1 Cite strong and thorough
evidence provide the strongest	R1. Read closely to determine what the	textual evidence to support analysis of
support for inferences, conclusions, or	text says explicitly and to make logical	what the text says explicitly as well as
summaries in a text.	inferences from it; cite specific textual	inferences drawn from the text, including
	evidence when writing or speaking to	determining where the text leaves matters
	support conclusions drawn from the text.	uncertain.
1112.RI.b3 Determine two or more	Key Ideas and Details	11-12.RI.2 Determine two or more central
central ideas of a text.	R2. Determine central ideas or themes of	ideas of a text and analyze their
	a text and analyze their development;	development over the course of the text,
	summarize the key supporting details and	including how they interact and build on
	ideas.	one another to provide a complex
		analysis; provide an objective summary of
1112.RI.b4 Determine how the central	Kauldaga and Dataila	the text.
	Key Ideas and Details	11-12.RI.2 Determine two or more central
ideas develop.	R2. Determine central ideas or themes of	ideas of a text and analyze their
	a text and analyze their development;	development over the course of the text,
	summarize the key supporting details and ideas.	including how they interact and build on one another to provide a complex
	lueas.	analysis; provide an objective summary of
		the text.
1112.RI.b5 Determine how key details	Key Ideas and Details	11-12.RI.2 Determine two or more central
support the development of the central	R2. Determine central ideas or themes of	ideas of a text and analyze their
idea of a text.	a text and analyze their development;	development over the course of the text,
	summarize the key supporting details and	including how they interact and build on
	ideas.	one another to provide a complex
		analysis; provide an objective summary of
		the text.

1112.RI.b6 Provide/create an objective summary of a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	11-12.RI.2 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.
	author's use of organizational patterns, id	ea development, or persuasive and
propaganda techniques to convey inform Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.RI.c1 Analyze key points	Key Ideas and Details	11-12.RI.3 Analyze a complex set of ideas
throughout a text to determine the	R3. Analyze how and why individuals,	or sequence of events and explain how
organizational pattern or text structure.	events, and ideas develop and interact over the course of a text.	specific individuals, ideas, or events interact and develop over the course of
1112 PL of Analyza a complex act of	Key Ideas and Details	the text.
1112.RI.c2 Analyze a complex set of ideas or sequence of events and	R3. Analyze how and why individuals,	11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how
explain how specific individuals, ideas,	events, and ideas develop and interact	specific individuals, ideas, or events
or events interact and develop over the	over the course of a text.	interact and develop over the course of
course of the text.		the text.
1112.RI.c3 Analyze the structure an	Craft and Structure	11-12.RI.5 Analyze and evaluate the
author uses in his or her exposition or argument.	R5. 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.	effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
1112.RI.c4 Evaluate the effectiveness	Craft and Structure	11-12.RI.5 Analyze and evaluate the
of the structure an author uses in his	R5. Analyze the structure of texts,	effectiveness of the structure an author
or her exposition or argument, to determine whether the structure makes	including how specific sentences, paragraphs, and larger portions of the text	uses in his or her exposition or argument, including whether the structure makes
points clear, convincing.	(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	points clear, convincing, and engaging.

Progress Indicator: H.RI.d describing an author's approach to a topic and evaluating the effectiveness and credibility of		
arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.RI.d1 Determine the author's	Craft and Structure	11-12.RI.6 Determine an author's point of
point of view or purpose in a text.	R6. Assess how point of view or purpose	view or purpose in a text in which the
	shapes the content and style of a text.	rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
1112.RI.d2 Determine what arguments	Craft and Structure	11-12.RI.6 Determine an author's point of
the author makes.	R6. Assess how point of view or purpose	view or purpose in a text in which the
	shapes the content and style of a text.	rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
1112.RI.d3 Determine/identify the	Craft and Structure	11-12.RI.6 Determine an author's point of
specific language/words that the	R6. Assess how point of view or purpose	view or purpose in a text in which the
author uses that contribute to the	shapes the content and style of a text.	rhetoric is particularly effective, analyzing
power, persuasiveness or beauty of the		how style and content contribute to the
text.		power, persuasiveness or beauty of the
		text.
1112.RI.d4 Identify claims made by the	Integration of Knowledge and Ideas	11-12.RI.8 Delineate and evaluate the
author as being fact or opinion.	R8. Delineate and evaluate the argument	reasoning in seminal U.S. texts, including
	and specific claims in a text, including the	the application of constitutional principles
	validity of the reasoning as well as the	and use of legal reasoning (e.g., in U.S.
	relevance and sufficiency of the evidence.	Supreme Court majority opinions and
		dissents) and the premises, purposes,
		and arguments in works of public advocacy (e.g., <i>The Federalist</i> ,
		presidential addresses).
1112.RI.d5 Distinguish reliable sources	Integration of Knowledge and Ideas	11-12.RI.8 Delineate and evaluate the
from non-reliable.	R8. Delineate and evaluate the argument	reasoning in seminal U.S. texts, including
	and specific claims in a text, including the	the application of constitutional principles
	validity of the reasoning as well as the	and use of legal reasoning (e.g., in U.S.
	relevance and sufficiency of the evidence.	Supreme Court majority opinions and
		dissents) and the premises, purposes,

1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.	Integration of Knowledge and Ideas R8. 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.	and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). 11-12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
	complex information across multiple sour	
information, or develop an interpretation new interpretation of the concept/author	<ul> <li>that goes beyond explicit text information</li> <li>'s message)</li> </ul>	n (e.g., express a personal point of view,
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.RI.e1 Integrate and evaluate	Integration of Knowledge and Ideas	11-12.RI.7 Integrate and evaluate multiple
multiple sources of information	R7. Integrate and evaluate content	sources of information presented in
presented in different media or formats	presented in diverse media and formats,	different media or formats (e.g., visually,
(e.g., visually, quantitatively) as well as	including visually and quantitatively, as	quantitatively) as well as in words in order
in words in order to address a question	well as in words.	to address a question or solve a problem.
or solve a problem.		
1112.RI.e2 Identify central ideas and	Integration of Knowledge and Ideas	11-12.RI.9 Analyze seventeenth-,
concepts in seminal U.S. documents of	R9. Analyze how two or more texts	eighteenth-, and nineteenth-century
historical and literary significance (e.g.,	address similar themes or topics in order	foundational U.S. documents of historical
Washington's Farewell Address, the	to build knowledge or to compare the	and literary significance (including The
Gettysburg Address, Roosevelt's Four	approaches the authors take.	Declaration of Independence, the
Freedoms speech, King's Letter from		Preamble to the Constitution, the Bill of
Birmingham Jail).		Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

1112.RI.e3 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail, address similar central ideas.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	t accounts of the same event/issue, use o	
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.	Integration of Knowledge and Ideas R8. 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.	11-12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.	Integration of Knowledge and Ideas R8. 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.	11-12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
1112.RI.f3 Determine the speaker's point of view or purpose in a text.	<b>Comprehension and Collaboration</b> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

1112.RI.f4 Determine what arguments the speaker makes.	<b>Comprehension and Collaboration</b> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
1112.RI.f5 Evaluate the evidence used to make the speaker's argument.	<b>Comprehension and Collaboration</b> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.