

3-5 College and Career Readiness Anchor Standard	Third		Fourth		Fifth	
	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

Key Ideas and Details						
<b>CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Third grade students are required to refer to the text to support their answers. Students must identify the main idea and find the most important details that strengthen the main idea. At this level, students tell how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Fourth grade students are required to refer to specific examples when explaining the text and drawing conclusions. Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words. At this level, students tell how or why historical events, scientific ideas or “how to” procedures happened and use the text to support their answers.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students at this level should be able to quote correctly from the text to explain what the text is about and when drawing conclusions. Students must identify two or more main ideas and find the most important details that strengthen these main ideas. They should also be able to summarize the text in their own words. At this level, students describe the connections between two or more people, events, ideas, or concepts in a historical, scientific, or “how to” texts by using the text to support their findings.
	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Use questions and prompts such as: *Think about what you read and create your own questions (being sure to refer to the text) about an important idea. *What is the main idea of this text? How do you know? *What are the important ideas in this text? How do you know? *How are the important ideas connected to the main idea? *Which step comes first? After that? *What happened first? What happened after that? *Can you tell me how these ideas are the same? Can you tell me how they are different?	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.		RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Use questions and prompts such as: *What is the main idea of this text? How do you know? *What are the important ideas in this text? Show where you found them in the text. *Summarize the text from beginning to end in a few sentences. *Which step comes first? After that? *What happened first? What happened after that? *Can you tell me how these ideas are the same? Can you tell me how they are different? *Think about these		RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	

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				historical events. Tell how they are connected.		*Think about these historical events. Tell how they are connected.
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Craft and Structure							
<b>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Third grade students continue to find the meanings of general vocabulary words specific to third grade topics or	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Fourth grade students continue to find the meanings of general vocabulary words specific to fourth grade topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text. At this level, students are required to find the similarities and differences in perspectives (first and second hand) about the same event or subject. They will give descriptions about how the information is presented for each perspective.	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Fifth grade students continue to find the meaning of general vocabulary words specific to fifth grade topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text by finding the similarities and differences in two or more texts. Students are required to discuss the similarities and differences unique to the various perspectives presented in the text. They will give descriptions about how the information is presented for each perspective.  Use questions and prompts such as: *What do you do when you come to words you do not know? (glossary, use context) *What features in the text help you find important information about what you are reading? *How is the information presented/organized in this text? *What does the author want the reader to understand about this text?	
	<b>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>		RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
	<b>CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</b>		RI.3.6 Distinguish their own point of view from that of the author of a text.		RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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				<ul style="list-style-type: none"> <li>*What is the author emphasizing mostly in the firsthand account?</li> <li>*What is the author emphasizing in the secondhand account?</li> <li>*Is the information provided by the author the same or different?</li> </ul>		<ul style="list-style-type: none"> <li>want the reader to understand about this text?</li> <li>*What is similar and different about how the information is presented in these texts?</li> </ul>
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**Integration of Knowledge and Ideas**

<b>CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	RI.3.7 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).	Third grade students must use various media (maps, diagrams, photos, audios) to understand specific information in the text. Third graders are required to make a clear link between sentences and paragraphs when reading informational text. At this level, students are asked to find similarities and differences about important details when reading about two texts that share the same topic.	RI.4.7 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 appears.	Fourth grade students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof to support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Students at this level can use media efficiently to answer questions and to solve problems. Students continue to give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
<b>CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Use questions and prompts such as: *How does the diagram/image help you understand what you are reading? *Read these two paragraphs. Can you tell how the ideas in the two paragraphs are connected? (time order, comparison of events/ideas, cause/effect) *Can you find the part of	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Use questions and prompts such as: *How does the diagram/image help you understand what you are reading? *Can you find the reasons the author gives for his/her thinking? *What is the same about the points presented in these texts?	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Use questions and prompts such as: *Can you find the information in this text that supports your thinking? *What does this diagram/image tell you about this topic? *Can you find the part the author uses as evidence to support his/her claims?
<b>CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.		RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	

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		the text that comes after this part? Can you find the next step/event/idea? What particular words or sentences help you know what comes next? *What is the same about the points presented in these two texts? What is different?		*What is different? *Look at these two texts about the same topic. Can you find the important information from both texts to add to your notes? Can you tell me about the important ideas you found in each text?		*Can you find the reasons the author gives for his/her thinking? *What is the same about the points presented in these texts? What is different? *How can you group together (gather) facts and pieces of evidence from these texts to support your thinking about this topic?
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**Range of reading and Level of text Complexity**

<b>CCRA.R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.</b>	RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Students are required to read and understand a wide range of informational texts, within the higher end of second to third grade text level efficiently, by the end of the year.  “The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections	RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students are required to read and understand a wide range of informational texts within the fourth to fifth grade text level efficiently, with assistance as needed at the higher end, by the end of the year.  “The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Students are required to read and understand a wide range of informational texts within the higher end of the fourth to fifth grade text level efficiently by the end of the year.
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		<p>among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p>		<p>making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p>		
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