Core Content Connectors: Reading Informational Text

National Center and State Collaborative

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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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

This document is available in alternative formats upon request.

National Center and State Collaborative

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)[1], 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.
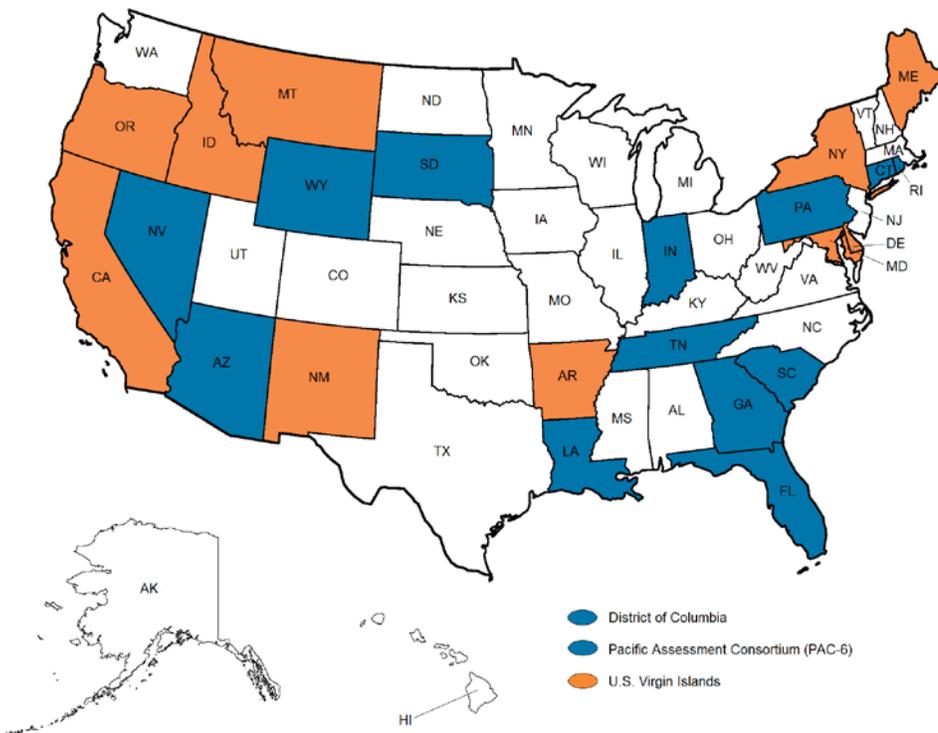
*Core partner states are blue in color and Tier II states are orange in color.

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[1] 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).

National Center and State Collaborative

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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April 2013

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., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.		No CCSS linked

Progress Indicator: E.RI.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)		
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
K.RI.b1 Locate words and illustrations in informational texts.		No CCSS linked
K.RI.b2 Distinguish front of book from back of book.	**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.	K.RI.5 Identify the front cover, back cover, and title page of a book.
K.RI.b3 Identify the title of an informational text or the title page.	**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.	K.RI.5 Identify the front cover, back cover, and title page of a book.
K.RI.b4 Place book in an upright position to read.		No CCSS linked
K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.	**Print Concepts** RF1 Demonstrate understanding of the organization and basic features of print.	K RF.1 Demonstrate understanding of the 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 activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.	**Print Concepts** RF1 Demonstrate understanding of the organization and basic features of print.	K RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.

K.RI.b7 Identify familiar written words when spoken.	**Print Concepts** RF1 Demonstrate understanding of the organization and basic features of print.	K RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.	**Print Concepts** RF1 Demonstrate understanding of the organization and basic features of print.	K RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.
K.RI.b9 Recognize that words are separated by spaces in print.	**Print Concepts** RF1 Demonstrate understanding of the organization and basic features of print.	K RF.1 Demonstrate understanding of the organization and basic features of print. a. Understand that words are separated by spaces in print.

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: K	CCSS Anchor Standards	Common Core State Standard
K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.	**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.	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Progress Indicator: E.RI.d approaching informational text with a question to answer; identifying key details and main topics

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.RI.d1 With prompting and support, answer questions about key details in a 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.	K.RI.1 With prompting and support, ask and answer questions about key details in a text.
K.RI.d2 With prompting and support identify the main topic.	**Key Ideas and Details** R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	K.RI.2 With prompting and support, identify the main topic and retell key details of a text.

K.RI.d3 With prompting and support, retell/identify key details in 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.	K.RI.2 With prompting and support, identify the main topic and retell key details of a 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: K	**CCSS Anchor Standards**	**Common Core State Standard**
K.RI.e1 During shared literacy activities 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?).		No CCSS linked
Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)		
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**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.	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Progress Indicator: E.RI.g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about…		
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
K.RI.g1 Identify the author's purpose in an informational text.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.	**Integration of Knowledge and Ideas** R8. Delineate and evaluate the argument and specific claims in a text, including the	K.RI.8 With prompting and support, identify the reasons an author gives to 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, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).	**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.	K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Grade 1

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., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.		No CCSS linked
Progress Indicator: E.RI.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)		
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 activities, indicate need to turn the page for continued reading.	**Print Concepts** RF1. Demonstrate understanding of the organization and basic features of print.	K RF.1 Demonstrate understanding of the 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 activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.	**Print Concepts** RF1. Demonstrate understanding of the organization and basic features of print.	K RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.
1.RI.b4 Recognize that words are separated by spaces in print.	**Print Concepts** RF1. Demonstrate understanding of the organization and basic features of print.	K RF.1 Demonstrate understanding of the organization and basic features of print. b. Understand that words are separated by spaces in print.

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.	1.RF.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.RI.c1 Use the photos, diagrams, or graphics 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.
1.RI.c2 Identify the organizational features of an informational text (e.g., use of headings bold print).		No CCSS linked
Progress Indicator: E.RI.d approaching informational texts with a question to answer; identifying key details and main topic		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.	**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.	1.RI.1 Ask and answer questions about key details in a text.
1.RI.d2 Identify the main topic of 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.	1.RI.2 Identify the main topic and retell key details of a text.
1.RI.d3 Retell/identify key details 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.	1.RI.2 Identify the main topic and retell key details of a 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: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.RI.e1 During shared literacy activities 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?).		No CCSS linked
1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.	**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.	1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.RI.f2 Use a set of graphical instructions/illustrations/steps to complete a task.		No CCSS linked
1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Progress Indicator: E.RI.1g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about…		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.RI.g1 Identify the facts and details an author gives to support points in a text.	**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.	1.RI.8 Identify the reasons an author gives to support points in a text.

1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**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.	1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Grade 2

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 informational texts with a question to answer; identifying key details and main topic		
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 *who, what, where, when, why*, and *how* 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 features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently.	**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.	2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.	**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.	2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)		
Core Content Connectors: 2	**CCSS Anchor Standards**	**Common Core State Standard**
2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.	**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.	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.
2.RI.f2 Identify the sequence of events in an informational text.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.RI.f3 Identify the steps in a process in an informational text.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.RI.f4 Identify the cause and effect relationships in an informational text.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Progress Indicator: E.RI.g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about…		
Core Content Connectors: 2	**CCSS Anchor Standards**	**Common Core State Standard**
2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
2.RI.g2 Identify the facts and details an author gives to support points in a text.	**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.	1.RI.8 Identify the reasons an author gives to support points in a text.
2.RI.g3 Describe how facts and details support specific points the author makes in a text.	**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.	2.RI.8 Describe how reasons support specific points the author makes in a text.

Grade 3

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 of text features.	**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.
3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question.	**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.

3.RI.h3 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.
3.RI.h4 Use illustrations (e.g., maps, photographs) 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).

Progress Indicator: E.RI.i identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**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.	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**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.	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 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.
3.RI.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.	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.SL.2 Determine the main ideas and supporting details of a text read aloud or

	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	information presented in diverse media and formats, including visually, quantitatively, and orally.

Progress Indicator: E.RI.j attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)		
Core Content Connectors: 3	**CCSS Anchor Standards**	**Common Core State Standard**
3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.	**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.	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.j2 Describe the connection between sentences and paragraphs in a text.	**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.	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Progress Indicator: E.RI.k using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts		
Core Content Connectors: 3	**CCSS Anchor Standards**	**Common Core State Standard**
3.RI.k1 Identify the author's purpose in an informational text.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	3.RI.6 Distinguish their own point of view from that of the author of a text.
3.RI.k2 Identify own point of view about a topic.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	3.RI.6 Distinguish their own point of view from that of the author of a text.
3.RI.k3 Compare own point of view to that of the author.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	3.RI.6 Distinguish their own point of view from that of the author of a text.
3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**Comprehension and Collaboration** SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.	**Key Ideas and Details** R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Progress Indicator: E.RI.l using evidence to show how graphics/ visuals support central ideas		
Core Content Connectors: 3	**CCSS Anchor Standards**	**Common Core State Standard**
3.RI.l1 Identify information learned from illustrations and information learned from the words in an informational text.	**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).
3.RI.l2 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).	**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).
3.RI.l3 Within informational texts, locate or identify evidence in the text or graphics to support the central 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.	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).
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 the relevant details or information from a text.		No CCSS link
3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.	**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.	3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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 uses to support a specific point or opinion.	**Key Ideas and Details** R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Grade 4

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.	**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.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 appears.
4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.	**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 appears.
Progress Indicator: E.RI.i identifying, paraphrasing, 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 a text when explaining what the text says explicitly.	**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.	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an 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.	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.i3 Determine the main idea of 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.	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RI.i4 Identify supporting details of 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.	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Comprehension and Collaboration** SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Progress Indicator: E.RI.j attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)		
Core Content Connectors: 4	**CCSS Anchor Standards**	**Common Core State Standard**
4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).	**Craft and Structure** RI5. 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.	4.RI.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.
4.RI.j2 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.	**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.	4.RI.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.
4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.	**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.	4.RI.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.

Progress Indicator: E.RI.k using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts		
Core Content Connectors: 4	**CCSS Anchor Standards**	**Common Core State Standard**
4.RI.k1 Determine if information in a text is firsthand or secondhand.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
		focus and the information provided.
4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.	**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.	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.	**Comprehension and Collaboration** SL3. Identify the reasons and evidence a speaker provides to support particular points.	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points
4. RI.k5 Identify reasons that the author uses to support ideas in an informational text.	**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.	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
Progress Indicator: E.RI.l using evidence to show how graphics/visuals support central ideas		
Core Content Connectors: 4	**CCSS Anchor Standards**	**Common Core State Standard**
4.RI.l1 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.	**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 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 information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.	**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.	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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 uses to support a specific point or opinion.	**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.	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

Grade 5

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., use context, affixes and roots) 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.	5.RI.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.
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 locate and integrate information		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).	**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.	5.RI.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.
5.RI.b2 Use signal word to identify common types of text structure.	**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.	5.RI.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.

5.RI.b3 Use search tools or text features as a means of locating relevant information.	**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.
5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.	**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.	5.RI.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.
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: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.RI.c1 Identify prior knowledge of an event or topic.		No CCSS linked
5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.	**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.	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.c3 Quote accurately from a text to support inferences.	**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.	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.c4 Determine the main idea, and identify key details to support the main idea.	**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.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.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. **Comprehension and Collaboration** SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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 texts			
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.RI.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** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	5.RI.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.
5.RI.d2 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.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	5.RI.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.
5.RI.d3 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 across texts.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	5.RI.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.

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).	**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.	5.RI.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.
5.RI.d5 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.	**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.	5.RI.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.

Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias 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 differences in the point of view of multiple accounts of the same event or topic.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.	**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.	5.RI.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).
5.RI.e3. Identify reasons and evidence that support an author's point(s) in a text.	**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.	5.RI.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).
5.RI.e4 Determine if there are any potential biases on the author's part.		No CCSS linked
5.RI.e5 Identify the impact of the author's point of view on the reader.		No CCSS linked

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 multiple sources on the same topic (e.g., what are the important things that you learned?).	**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.	5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.	**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.	5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.RI.g1 Identify the author's stated thesis/claim/opinion.	**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.	5.RI.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).
5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.	**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.	5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence suport which point(s).
5.RI.g3 Identify a speaker's points or claims.	**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.
5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.	**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.

Grade 6

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 (e.g., use context, affixes and roots) 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.	6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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 locate and integrate information		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).	**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.	5.RI.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.
6.RI.b2 Use search tools or text features as a means of locating relevant information.		No CCSS
6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words.	**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.	6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
6.RI.b4 Summarize information gained from a variety of sources including media or texts.	**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.	6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a 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 event or topic.		No CCSS linked
6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	**Key Ideas and Details** R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).	**Comprehension and Collaboration** SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.	**Comprehension and Collaboration** SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6.RI.c5 Summarize the points a speaker makes.	**Comprehension and Collaboration** SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across texts		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.RI.d1 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.	**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.	5.RI.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.

6.RI.d2 Use textual evidence to support inferences.	**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.	6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias 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 view or purpose in a text and explain how it is conveyed.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
6.RI.e2 Summarize the points an author makes.	**Comprehension and Collaboration** SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**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.	6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).	**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.	6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a 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, or ideas in a text.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

Grade 7

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., use context, affixes and roots, use reference materials) 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.	7.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features to locate, organize, or analyze important information		
Core Content Connectors: 7	**CCSS Anchor Standards**	**Common Core State Standard**
7.RI.i1 Use signal words as a means of locating information.	**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.	7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.RI.i2 Use text features to locate information.		No CCSS linked
7.RI.i3 Outline a given text to show how ideas build upon one another.	**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.	7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)		
Core Content Connectors: 7	**CCSS Anchor Standards**	**Common Core State Standard**
7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of 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.	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.RI.j2 Determine the central idea 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.	7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
7.RI.j3 Analyze the development of the central idea over the course of 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.	7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
7.RI.j4 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.	7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.	**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.	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.

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: 7	**CCSS Anchor Standards**	**Common Core State Standard**
7.RI.k1 Determine the structure of a text.	**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.	7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.	**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.	7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.RI.k3 Identify an argument or claim 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.	7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.k4 Evaluate the claim or argument to determine if they are supported by 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.	7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.	**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.	7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.k6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Progress Indicator: M.RI.I comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information		
Core Content Connectors: 7	**CCSS Anchor Standards**	**Common Core State Standard**
7.RI.l1 Compare/contrast how two or more authors write or present about the same topic.	**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.	7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a 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.l2 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.	**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.	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.

Grade 8

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., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts.	**Range of Reading and Level of Text Complexity** RI10. Read and comprehend complex literary and informational texts independently and proficiently.	8.RI.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features 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 locating information.	**Craft and Structure** RI5. 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.	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.i2 Use text features as a means of locating information.		No CCSS linked
8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.	**Craft and Structure** RI5. 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.	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections		

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 evidence to support inferences, conclusions, or summaries of 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.	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or 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.	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RI.j3 Determine two or more central ideas in 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.	8.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8.RI.j4 Analyze the development of the central ideas over the course of 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.	8.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8.RI.j5 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.	8.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or 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 text.	**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.	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.k2 Determine how the information in each section contributes to the whole or to the development of ideas.	**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.	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
8.RI.k4 Identify an argument or claim 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.	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.RI.k5 Evaluate the claim or argument to determine if it is supported by 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.	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Progress Indicator: M.RI.I comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and	**Integration of Knowledge and Ideas** R9. Analyze how two or more texts address similar themes or topics in order	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the

| identify where the texts disagree on matters of fact or interpretation. | to build knowledge or to compare the approaches the authors take. | texts disagree on matters of fact or 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 derive meaning from a variety print/non-print texts.	**Range of Reading and Level of Text Complexity** R10. Read and comprehend complex literary and informational texts independently and proficiently.	9-10.RI.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries.	**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.	9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a 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.	9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
910.RI.b3 Determine the central idea 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.	9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
910.RI.b4 Determine how the central idea develops.	**Key Ideas and Details** R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.RI.c4 Identify key sentences or paragraphs that support claims.	**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.	9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
910.RI.c5 Determine the author's point of view or purpose in a text.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
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: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.RI.d1 Identify claims and arguments made by the author.	**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.d2 Delineate/trace the authors argument and specific claims.	**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.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.	**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.

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 a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**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.	9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
910.RI.e2 Identify central ideas and concepts in 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).	**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.	9-10.RI.9 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‖), including how they address related themes and concepts.
910.RI.e3 Analyze how 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.	9-10.RI.9 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‖), including how they address related themes and concepts.
Progress Indicator: H.RI.f evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)		
Core Content Connectors: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.RI.f1 Delineate the 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.	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.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 of view or purpose in a text.	**Comprehension and Collaboration** 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.f4 Determine what arguments the speaker makes.	**Comprehension and Collaboration** 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.	**Comprehension and Collaboration** 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 evidence to support inferences, conclusions, or summaries of 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.	11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a 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.	11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
1112.RI.b3 Determine two or more central ideas 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.
1112.RI.b4 Determine how the central ideas develop.	**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.
1112.RI.b5 Determine how key details support the development of the central idea 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.

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.
Progress Indicator: H.RI.c analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view		
Core Content Connectors: 11-12	**CCSS Anchor Standards**	**Common Core State Standard**
1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
1112.RI.c2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	**Key Ideas and Details** R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument.	**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.	11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.	**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.	11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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 point of view or purpose in a text.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
1112.RI.d2 Determine what arguments the author makes.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.	**Craft and Structure** R6. Assess how point of view or purpose shapes the content and style of a text.	11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
1112.RI.d4 Identify claims made by the author as being fact or opinion.	**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., *The Federalist*, presidential addresses).
1112.RI.d5 Distinguish reliable sources from non-reliable.	**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,

Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
		and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
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.	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., *The Federalist*, presidential addresses).

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: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	**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.	11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
1112.RI.e2 Identify central ideas and concepts in 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).	**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.

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.
Progress Indicator: H.RI.f evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)		
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., *The Federalist*, 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., *The Federalist*, presidential addresses).
1112.RI.f3 Determine the speaker's point of view or purpose in a text.	**Comprehension and Collaboration** 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.	**Comprehension and Collaboration** 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.	**Comprehension and Collaboration** 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.