**CCSS ELA Reading Informational Text Continuum (5-7)**

Coding: **Boldface** = New learning *Italics* = Same learning from previous grade level(s)Highlighted = Power Standard

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. **Students advancing through the grades are expected to meet each year’s grade-specific standards *and retain or further develop*** **skills and understandings mastered in preceding grades.**

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| **Code** | **5** | **6** | **7** |
| **Key Ideas and Details** | | | |
| **R.CCR. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |
| **RI.1** | RI.5.1 **Quote accurately from** *a text when explaining what the text says explicitly and when drawing inferences from the text.* | RI.6.1 **Cite textual evidence to support analysis of** *what the text says explicitly as well as inferences*  *drawn from the text.* | RI.7.1 *Cite* **several pieces** *of textual*  *evidence* t*o support analysis of what the text says explicitly as well as inferences drawn from the text.* |
| **R.CCR.2 Determine central ideas or themes of a text and analyze their development;**  **summarize the key supporting details and ideas.** | | | |
| **RI.2** | RI.5.2 *Determine* **two or more** *main ideas of a text and explain how* **they are** *supported by key details; summarize the text.* | RI.6.2 *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.** | RI.7.2 *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.* |
| **R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | |
| **RI.3** | RI.5.3 *Explain the relationships* **or interactions** *between* **two or more** *individuals, events, ideas, or concepts in**a historical, scientific, or technical text**based on specific information in the text.* | RI.6.3 **Analyze in detail how a *key*** *individual, event, or idea* **is introduced, illustrated, and elaborated** *in a text* **(e.g., through examples or anecdotes).** | RI.7.3 *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).** |
| **Craft and Structure** | | | |
| **R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative,**  **and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | |
| **RI.4** | RI.5.4 *Determine the meaning of general academic and domain-specific words and*  *phrases in a text relevant to a* **grade 5** *topic or subject area.* | RI.6.4 *Determine the meaning of words and phrases* **as they are used** *in a text***, including figurative,****connotative, and technical** *meanings***.** | RI.7.4 *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;* **analyze the impact of a specific****word choice on** *meaning* **and tone.** |
| **R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs,**  **and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole** | | | |
| **RI.5** | RI.5.5 **Compare and contrast** *the overall structure (e.g., chronology, comparison,*  *cause/effect, problem/solution) of events, ideas, concepts, or information in* **two or****more** *texts***.** | RI.6.5 **Analyze how a particular sentence, paragraph, chapter, or section fits into the** *overall*  *structure of a text* **and contributes to the development of** *the ideas*. | RI.7.5 *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.* |
| **R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.** | | | |
| **RI.6** | RI.5.6 **Analyze multiple** *accounts of the same event or topic,* **noting important**  *similarities* **and** *differences* **in the point of view they represent.** | RI.6.6 **Determine an author’s** *point of view* **or purpose** *in a text* **and explain how it is conveyed in**  *the text***.** | RI.7.6 *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.** |

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| **Integration of Knowledge and Ideas** | | | |
| **R.CCR.7 Integrate and evaluate content presented in diverse formats and media,**  **including visually and quantitatively, as well as in words.1**  1 Please see “Research to Build Knowledge” in Writing Standards and “Comprehension and Collaboration” in Speaking and Listening Standards for additional standards relevant to gathering, assessing, and applying information from print and digital sources. | | | |
| **RI.7** | RI.5.7 **Draw on** *information* **from multiple** *print or digital sources***, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.** | RI.6.7 **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.** | RI.7.7 **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).** |
| **R.CCR.8 Delineate and evaluate the argument and specific claims in a text,**  **including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** | | | |
| **RI.8** | RI.5.8 *Explain how an author uses reasons and evidence to support particular points in a text*, **identifying****which** *reasons and evidence support* **which** *point(s).* | RI.6.8 **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.** | RI.7.8 *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.* |
| **R.CCR.9 Analyze how two or more texts address similar themes or topics**  **in order to build knowledge or to compare the approaches the authors take.** | | | |
| **RI.9** | RI.5.9 *Integrate information from* **several** *texts on the same topic in order to write or**speak about the subject knowledgeably*. | RI.6.9 *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).** | RI.7.9 **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.** |
| **Range of Reading and Level of Text Complexity** | | | |
| **R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.** | | | |
| **RI.10** | RI.5.10 *By the end of the year, read and comprehend informational texts, including*  *history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band* **independently** *and proficiently.* | RI.6.10 *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.* | RI.7.10 *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.* |