**CCSS ELA Reading Informational Text Continuum (8-12)**

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** | **8** | **9-10** | **11-12** |
| **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.8.1 *Cite the textual evidence* **that most strongly** *supports an analysis of what the**text says explicitly as well as inferences drawn from the text.* | RI.9-10.1 *Cite strong* **and thorough** *textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* | RI.11-12.1 *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text*, **including determining where the****text leaves matters uncertain.** |
| **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.8.2 *Determine a central idea of a text and analyze its development over the course of the text,* **including its****relationship to supporting ideas**; *provide an objective summary of the text.* | RI.9-10.2 *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.* | RI.11-12.2 *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.* |
| **R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | |
| **RI.3** | RI.8.3 *Analyze* **how a text makes connections among and distinctions** *between individuals, ideas, or events* **(e.g., through comparisons, analogies, or categories).** | RI.9-10.3 *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.** | RI.11-12.3 *Analyze* **a complex set of** i*deas or* **sequence of** *events* **and explain how****specific** *individuals, ideas, or events* **interact** *and develop* **over the course of** *the text***.** |
| **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.8.4 *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone* **including analogies or allusions to****other texts.** | RI.9-10.4 *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the* **cumulative** *impact of specific word choices on meaning and tone* **(e.g., how the****language of a court opinion differs from that of a newspaper).** | RI.11-12.4 *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze* **how an author uses and****refines** *the meaning* **of a key term or terms****over the course of** *a text* **(e.g., how Madison****defines faction in Federalist No. 10).** |
| **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.8.5 *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*. | RI.9-10.5 *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).* | RI.11-12.5 *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.** |
| **R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.** | | | |
| **RI.6** | RI.8.6 *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.** | RI.9-10.6 *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**. | RI.11-12.6 *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.* |

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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.8.7 **Evaluate the advantages and disadvantages of using** *different**mediums (e.g., print or digital text, video,**multimedia)* **to present a particular** *topic* **or idea.** | RI.9-10.7 **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.** | RI.11-12.7 *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.* |
| **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.8.8 **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.** | RI.9-10.8 *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***.** | RI.11-12.8 *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).** |
| **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.8.9 *Analyze* **a case in which** *two or more texts* **provide conflicting****information** *on the same topic* **and****identify where** *the texts* **disagree on****matters of** *fact or interpretation*. | RI.9-10.9 *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.** | RI.11-12.9 *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.** |
| **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.8.10 *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*. | RI.9-10.10 *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.*  *By the end of* **grade 10***, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band* **independently**  *and proficiently.* | RI.11-12.10 *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.* |