

# Reading Informational Text

Learning Targets and Progressions

Grades 6-8

2012-2013

**How to use this document:**

The Middle School ELA teachers, along with the MS ELA Core Team, worked in grade levels and vertically during the 2011-2012 school year to unwrap the ELA Common Core State Standards and create learning targets. They were intentional in the selection of verbs to clearly communicate high expectations of students' learning. Their goal was to create logical, thorough progressions. These learning targets are meant to be used in tandem with the ABSS ELA Curriculum Guide in order to develop a deeper understanding and application of each ELA Standard. Since the 2012-2013 school year will be the initial implementation, this will be a document that is revisited regularly in order to tweak, add to, or modify the targets listed. As you work with your grade level and discover any needed changes, please make note and share your suggestions from your planning and discussions with your ELA Core Team Member or Beth Hodge.

- In planning lessons, please use this document as a guide for creating the learning targets that are specific to the needs of your lesson and your students.
- Refer to the learning progressions as you pre-assess students in order to inform intervention and enrichment beginning points.

***This document contains basic learning targets and progression for each standard within this strand. As this document may not contain every learning target or progression that your students may need for mastering these standards, please add and modify your targets as appropriate.***

<b>Knowledge Target (K)</b> <i>involve a student knowing outright or via reference</i>	<b>Reasoning Targets (R)</b> <i>involve a student's mental processes</i>	<b>Performance Skill Targets (PS)</b> <i>involve a student doing something we can observe</i>	<b>Product Targets (P)</b> <i>involve a student creating a product</i>
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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 to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>• Understand the process of citing information. (K)</li> <li>• Define and identify textual evidence. (K)</li> <li>• Analyze text to infer. (R)</li> <li>• Determine what supporting evidence to cite. (R)</li> <li>• Cite evidence to support what the text says. (PS)</li> </ul>	<ul style="list-style-type: none"> <li>• Define textual evidence. (K)</li> <li>• Identify evidence that supports inferences. (K)</li> <li>• Define inference and explain how a reader uses textual evidence to reach a logical conclusion. (R)</li> <li>• Determine and organize relevant information from the text. (R)</li> <li>• Read closely to find answers explicitly in text as well as answers that require an inference. (R, PS)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between valuable and unimportant passages in the text.(R)</li> <li>• Define textual evidence (K)</li> <li>• Define inference and explain how a reader uses textual evidence to reach a logical conclusion. (R)</li> <li>• Read closely to find answers explicitly in text as well as answers that require an inference. (R, PS)</li> <li>• Analyze an author’s words and determine the textual evidence that most strongly supports both explicit and inferential questions. (R)</li> <li>• Identify different text structures used within an informational text (ex: chronological, cause and effect, compare/contrast, problem/solution) (R)</li> </ul>

Learning Progressions RI.CCR.1							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
With prompting and support ask and answer questions about key details in a text.	Ask and answer question about key details in a text.	Ask and answer such questions <i>who, what where, when, why</i> and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and well as inferences drawn from the text.	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.

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.

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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>Define central idea of a text.(K)</li> <li>Define summary. (K)</li> <li>Analyze the text and determine how an author’s use of details conveys a central idea (R)</li> <li>Compose a summary stating the key points without adding my own opinions. (P)</li> </ul>	<ul style="list-style-type: none"> <li>Define central ideas of a text. (K)</li> <li>Define summary (K)</li> <li>Determine how an author’s use of details conveys two or more central ideas in a text. (R)</li> <li>Analyze the development of central ideas over the course of the text.(R)</li> <li>Summarize the text in an objective manner. (P)</li> </ul>	<ul style="list-style-type: none"> <li>Define central idea (K)</li> <li>Define summary. (K)</li> <li>Determine how an author’s use of details conveys two or more central ideas in a text. (R)</li> <li>Summarize the text in an objective manner. (P)</li> </ul>

Learning Progressions RI.CCR.2							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
With prompting and support, identify the main topic and retell key details of the text.	Identify the main topic and retell key details of a text.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how it is supported by key details; summarize the text.	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.	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 complex analysis; provide an objective summary of 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).

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>Define anecdote. (K)</li> <li>Distinguish which individuals, events and/or ideas are key for the text to be valid. (R)</li> <li>Explain how an author’s use of examples and or anecdotes informs the reader about individuals, events and or ideas (R)</li> <li>Analyze how an authors choice of details and anecdotes about individuals character, and/or events impacts the text. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the individuals, events, and or ideas in a text affect one another. (R)</li> <li>Analyze interactions between individuals, events and or the ideas in a text. (R)</li> <li>Discuss how ideas influence events. (R)</li> <li>Discuss how individuals influence ideas or events. (R)</li> <li>Infer how interactions between individuals, events, and/or ideas would be different if one of these elements changed. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the individuals, events, and or ideas in a text affect one another. (R)</li> <li>Analyze connections and distinctions between individuals, events and/or ideas in a text. (R)</li> <li>Analyze how an author makes connections and distinctions between individuals, ideas or events through comparison, analogies, or categories. (R)</li> </ul>

Learning Progressions RI.CCR.3							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on a specific information in the text.	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.	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.

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.

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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>Define and identify various forms of figurative language. (K)</li> <li>Distinguish between literal language and figurative language. (K)</li> <li>Recognize the difference between denotative and connotative meanings. (K)</li> <li>Recognize that words have a technical meaning and understand their purpose in a specific text. (R)</li> <li>Analyze why authors choose words and phrases (tone) to create an overall feel for the reader. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Define and identify various forms of figurative language. (K)</li> <li>Distinguish between literal language and figurative language. (K)</li> <li>Recognize the difference between denotative and connotative meanings. (K)</li> <li>Recognize that words have a technical meaning and understand their purpose in a specific text. (R)</li> <li>Analyze why authors choose words and phrases (tone) to create an overall feel for the reader. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Define and identify various forms of figurative language. (K)</li> <li>Distinguish between literal language and figurative language. (K)</li> <li>Recognize the difference between denotative and connotative meanings. (K)</li> <li>Recognize that words have a technical meaning and understand their purpose in a specific text. (R)</li> <li>Analyze why authors choose words and phrases, including analogies and allusions, to set the tone to create an overall meaning and mood for the reader. (R)</li> </ul>

**Learning Progressions RI.CCR.4**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	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).	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 <i>faction</i> in <i>Federalist No. 10</i> ).

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.

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.

<p><b>6<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>• Locate textual evidence that supports the central idea. (K)</li> <li>• Analyze text and determine the author’s purpose for including a particular sentence, chapter or section. (R)</li> <li>• Recognize how a particular sentence, paragraph, chapter or section contributes to the overall text and its meaning. (R)</li> </ul>	<p><b>7<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>• Identify text structure based on visual cues. (K)</li> <li>• Analyze a text and determine the author’s organizational structure. (R)</li> <li>• Explain how authors organize text and how the individual parts of a text contribute to the overall development of ideas. (R)</li> </ul>	<p><b>8<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>• Analyze the structure of a specific paragraph in a text and determine how this paragraph helps to develop or refine a key concept. (R)</li> <li>• Analyze and explain how the role of particular sentences helps to develop and refine the author’s key concept. (R)</li> </ul>
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Learning Progressions RI.CCR.5							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
Identify the front cover, back cover, and title of a book.	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.	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.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	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.	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.	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).	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.

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.

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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>Define point of view. (K)</li> <li>Determine an author’s point of view and explain his or her purpose for writing the text. (R)</li> <li>Analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or words. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Define point of view and explain his or her purpose for writing the text (K)</li> <li>Determine an author’s point of view and explain his or her purpose for writing the text. (R)</li> <li>Analyze how an author distinguishes his or her position as different from others by revealing thoughts, feelings, actions and spoken words. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Define point of view and how the author used their purpose for writing to shape the text. (K)</li> <li>Determine an author’s point of view and explain his or her purpose for writing the text. (R)</li> <li>Analyze how an author acknowledges and responds to conflicting evidence or viewpoints. (R)</li> </ul>

Learning Progressions RI.CCR.6							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	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.	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.

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.

RL.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).

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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>Identify text features. (K)</li> <li>Recognize that authors use various formats when presenting information. (K)</li> <li>Identify visual displays of information in a text. (K)</li> <li>Integrate all informational formats presented by an author to develop a deeper understanding of a topic. (PS)</li> <li>Draw conclusions based on print and non-print media including charts and graphs. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Identify text features. (K)</li> <li>Understand the significance of word choice.(K)</li> <li>Explain how informational text is presented in formats other than words. (K)</li> <li>Compare and contrast a text with another format that portrays the same subject. (R)</li> <li>Analyze how various mediums can add to or change the way the subject is portrayed. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Explain how informational text is presented in formats other than words. (K)</li> <li>Analyze a particular topic or idea and explore how authors use different mediums of presentations. (R)</li> <li>Evaluate the advantages and disadvantages of presenting a topic or idea in different mediums. (R) book/movie, poem/rap. PowerPoint/essay, etc.)</li> <li>Evaluate the advantages and disadvantages of each. (R)</li> <li>Students will complete a graphic organizer and/or participate in a discussion of the two formats, defending their positions by examining the various formats. (PS)</li> <li>Students will complete Venn diagram, double bubble, t-chart, etc. Students will select the format that is most effective and explain why. (P)</li> </ul>

**Learning Progressions RI.CCR.7**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
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).	Use illustrations and details in a text to describe its key ideas.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	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).	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.	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.	Analyze various accounts of a subject told in a different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in a different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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.

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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>Identify the side of an argument an author presents in a text. (K)</li> <li>Determine the credibility of the author and his/her purpose. (R)</li> <li>Identify claims that are supported by fact and those that are opinions. (K)</li> <li>Evaluate an argument using the evidence an author provides. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the side of an argument an author presents in a text. (K)</li> <li>Determine the credibility of the author and his/her purpose. (R)</li> <li>Identify claims that are supported by fact and those that are opinions. (K)</li> <li>Evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient. (R)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the side of an argument an author presents in a text. (K)</li> <li>Determine the credibility of the author and his/her purpose. (R)</li> <li>Identify claims that are supported by fact and those that are opinions. (K)</li> <li>Recognize when an author introduces irrelevant evidence. (R)</li> <li>Delineate and evaluate an argument using the evidence of an author and determine if the evidence is relevant and sufficient. (R)</li> </ul>

Learning Progressions RI.CCR.8							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
With prompting and support, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	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.	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).

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.

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.

<p><b>6<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>Recognize how authors can present information differently based on their point of view. (K)</li> <li>Explain the characteristics of different forms of text. (K)</li> <li>Compare and contrast how two forms of texts can communicate the same topics/events. (R)</li> </ul>	<p><b>7<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>Recognize how authors can present information differently based on their point of view. (K)</li> <li>Analyze how authors interpret and emphasize different evidence when writing about the same topic. (R)</li> <li>Compare and contrast how two authors communicate the same topic. (R)</li> <li>Describe how one author’s interpretation of a topic can be different from another author’s depending on the facts he/she chooses to emphasize. (R)</li> </ul>	<p><b>8<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>Recognize how two or more texts can provide conflicting information on the same topic. (K)</li> <li>Analyze how authors interpret and emphasize different evidence when writing about the same topic. (R)</li> <li>Compare and contrast how two or more texts communicate the same topic. (R)</li> <li>Identify where two or more texts on the same topic disagree on matters of fact or interpretation. (R)</li> <li>Describe how one author’s interpretation of a topic can be different from another author’s depending on the facts he/she chooses to emphasize. (R)</li> </ul>
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Learning Progressions RI.CCR.9							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	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.	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.

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.

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.

<p><b>6<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>Recognize when the text I am reading is too easy or difficult for me. (K)</li> <li>Determine reading strategies that will help me comprehend difficult informational texts. (PS)</li> </ul>	<p><b>7<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>Recognize when the text I am reading is too easy or difficult for me. (K)</li> <li>Determine reading strategies that will help me comprehend difficult texts. (PS)</li> </ul>	<p><b>8<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>Recognize when the text I am reading is too easy or difficult for me. (K)</li> <li>Determine reading strategies that will help me comprehend difficult texts. (PS)</li> </ul>
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Learning Progressions RI.CCR.10							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
Actively engage in group reading activities with purpose and understanding.	With prompting and support, read informational texts appropriately complex for grade 1.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 4-5 text complexity band independently and proficiently.	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.	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.