

Maryland College and Career Ready Standards for Reading Informational Text Clarifications

Maryland State Department of Education
English Language Arts/Literacy
Maryland College and Career-Ready Standards Clarifications



The English Language Arts Department at MSDE facilitated the formation teams of educators from all across the state to participate in writing Clarifications for the Common Core Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement the Maryland College and Career-Ready Standards.

Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the Common Core State Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the Maryland College and Career-Ready Standards Curriculum toolkit.

Standard Three

RI3 Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Pre-Kindergarten: With modeling and support, connect individuals, events, and pieces of information in text to life experiences.

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of informational texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts. In a teacher-directed venue, a student engages in active learning with these texts by listening to and discussing connections to individuals, events, and information in the text to life experiences.

It is essential that students learn at an early stage through teacher modeling that thinking about what one already knows about the subject matter of the text, previewing the text's title and illustrations or photographs, and making prediction about the text's content assist in understanding.

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Equally essential is that students develop age-appropriate attention while being read to. As the teacher stops at various intervals during reading and after reading is complete, student should be able to make personal connections to self, events, and information in the text in a variety of ways—oral response, drawing, dramatizing, etc. Pre-kindergartners might respond about why certain information is important to him or her or how an event in an informational text mirrors an event the students knows about or has experienced.

Kindergarten: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of informational texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts. In a teacher-directed venue, a student engages in active learning with these texts by listening to and discussing connections to individuals, events, and information in the text to life experiences.

With encouragement and support from the teacher, students engage in previously-learned pre-reading strategies and continue applying previously-learned during and post reading strategies as the teacher continues to read. To meet the demands of this standard, with assistance, the kindergartener describes the relationship between two individuals, events, ideas, or pieces of information in a text through active learning such as teacher-directed and child-directed activities like dramatic play, puppets, developmentally appropriate writing/drawing etc. In its very basic form, this experience enables the child to go from a concrete to an abstract understanding of an informational text.

Grade One: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

To show proficiency of the skills in this standard, a student reads or has read to him/her a wide variety of informational texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

To meet the demands of the standard, whether a student is reading or being read to, the texts must be age appropriate and sufficiently complex to serve as a source for describing connections between two individuals, events, ideas, or pieces of information.

The more independent first grader will first identify individuals, events, ideas, or pieces of information in a text. Then they can describe each of these elements separately before they describe the connection between the two elements. An example in a science text might be a first grader describing a butterfly and then describing a moth. Once each has been described separately then a connection can be made.

Grade Two: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

To show proficiency of the skills in this standard, a student reads a wide variety of informational texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

To meet the demands of this standard, a second grader is familiar with age appropriate means of organizing an informational text. Generally at this level, historical events are written in chronological order or by cause/effect; scientific text in cause/effect or problem/solution; and technical texts in a step-by-step procedure. Each of these means of organizing has a base of signal or transition words that clue a reader to the type of organization within the text. For example, an informational text which employs the transition words *before*, *during*, and *after* or phrases like *tomorrow*, *right now*, *next week* indicate a passage of time. These words signal or cue a reader that chronological order is the means of organizing the text. Given an age appropriate informational text, a second grader uses these transition words to illustrate the connections between events, ideas or steps.

Grade Three: 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.

To show proficiency of the skills in this standard, a student reads a wide variety of informational texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

To meet the demands of this standard, a third grader uses his/her prior knowledge of the means of organizing an informational text. Each of these means of organizing has a base of signal or transition words that clue a reader to the type of organization within the text. For example, an informational text which employs the transition words *before*, *during*, and *after* or phrases like *tomorrow*, *right now*, *next week* indicate a passage of time or chronological order. Words such as *because* or *so* signal a cause/effect relationship. Using transition words when describing the relationship between events, concepts, or steps in a procedure orally or in writing helps a third grader to communicate an understanding of events, concepts, or steps in a procedure.

Grade Four: 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.

To show proficiency of the skills in this standard, a student reads a wide variety of informational texts representing diverse cultures, which may include but are not limited

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to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

As was established in earlier grades, a fourth grader has a basic knowledge of informational texts which relay historical events, scientific advances or procedures, and the steps in a procedure to a desired conclusion. In addition, the fourth grader has the requisite academic vocabulary of transition words embedded within these different types of informational texts.

To meet the demands of this standard, a fourth grader expresses a literal understanding of what occurs in an informational text and offers reasons including historical, scientific, or practical detailing why an ensuing historical event might have occurred, or scientific evidence may have appeared, or a procedure worked as it did. A fourth grader understands and communicates the joining of content and organization in this standard.

Grade Five: 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.

To show proficiency of the skills in this standard, a student reads a wide variety of informational texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

Fifth graders explain how two or more individuals, events, ideas, or concepts influence the interaction and/or outcomes of historical, scientific or technical texts by explaining how a sequence of relationships may affect an outcome. For example, fifth graders may compare different modes of transportation, noting the sequence of engineering concepts and how automobiles evolved over time. Another example would be students evaluating cause/effect relationships such as a comparison of the Civil Rights Movement and the Occupy Wall Street Movement by determining the causes and effects of each movement. To meet these demands, fifth graders must first be able to explain basic information about a single individual, event, idea, or concept and then do the same with the second individual, event, idea, or concept. Once knowledge of each part of the pair is accomplished, the a student may view both, determine the relationship that exists between them, and then explain the effects of that relationship

Grade Six: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)

To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

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A sixth grader analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. To complete the analysis, a sixth grader examines the author's craft by considering the variety of ways that an author may describe, explain, and present individuals, ideas, and events to a reader. Key individuals may be introduced, illustrated, and elaborated through specific descriptions, anecdotes, direct and indirect characterization, and quotations. In this way the author shares information that increases a reader's comprehension of the individual. Similarly key events may be presented through description, anecdote, and through the structural development of a text like cause/effect. Key ideas may be shown through example, definition, classification, or counter argument, emphasizing what an idea is by showing, as well, what it is not.

A sixth grader understands that individuals, events, or ideas are the catalysts that create the development of literary nonfiction texts. The use of direct quotations allows a reader insight into an individual. Relaying an important event through the eyes of a first person account allows different perspectives. Counter arguments to a specific idea allow a broader interpretation of that idea. An analysis of the text allows a student to track how these individuals, events, or ideas are first shown to a reader, how they are exemplified as the text continues, and how they are further explained as the text concludes. Finally a sixth grader explains why each of these elements was organized in its particular way and its effect upon a reader.

Grade Seven: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals, events, or how individuals influence ideas or events).

To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

Continuing the practices established in grade six, a seventh grader demonstrates an understanding of the central content of literary nonfiction texts such as individuals, events, and ideas. Identification and understanding of each individual, event, and idea in the text and its relationship to all other components in an informational organization assists a reader in comprehension of the entire text. Analyzing each individual, event, or idea and determining how each works together with other elements allows a reader to delve into the complexity of a literary nonfiction text. For example, the actions of an individual may affect the development of an event, which, in turn, gives rise to a revised idea. A sixth grader perceives the underlying organization in that development and explains what occurs as well as why it occurs.

Grade Eight: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparison, analogies, or categories)

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To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

Having already learned how to examine the interactions among a literary nonfiction text's individuals, events, or ideas, an eighth grader is capable of extending this analysis to include specific connections between these individuals, events, or ideas and how each is distinguished from the other. For example, a literary nonfiction text might feature a section on female poets. Through comparison, some might be considered major and others minor poets. They might be distinguished by nationality, the types of poetry written, their effect upon populace, the time period in which they wrote... Their connection is that all are well known poets who wrote poems of literary merit, but within that collective connection, there are specific differences. A text might also distinguish by category, which is a more direct comparison. Likewise, distinguishing through the use of analogy which is a way of pointing out similarities among that which appears different is another method of showing how within great likeness, there are still differences. An eighth grader closely reads literary nonfiction texts to determine how a text is organized to show these relationships.

Grades Nine and Ten: Analyze how an 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.

To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

Ninth and tenth graders have the requisite skills base to analyze a literary nonfiction text and map how an author introduces a subject, how an author makes specific points about a subject and the order in which they appear and how they are developed. Finally a ninth or tenth grader analyzes all the cogent points that are made about a subject and analyzes the relationship that exists among them.

To begin a student identifies the subject. Next, the student identifies each point made about the subject and the order in which these points appear. Then the student analyzes particularly how these points are introduced; is it through anecdote, comparison, further elaboration, etc? Once the introduction is established, the student notes how each point is developed; again the means is important to a full understanding of a text. Finally, consideration is given to all points and the specifics about them. Order is vital; most important to least important or the reverse? Why is this significant? Introduction is important; is the introduction casual using anecdote or it is far more straightforward such as a bullet by bullet comparison? Development and the degree of development are significant; essentially, how much do you really learn by the end of the text? Finally, determining how point A relates to point B which might give rise to point C is a

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necessary component. What is the effect of this relationship and what is the effect upon the comprehension by the reader?

Grades Eleven and Twelve: 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.

To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

Eleventh and twelfth graders have the requisite skills base to analyze a literary nonfiction text and map how an author introduces a subject, how an author makes specific points about a subject and the order in which they appear and how they are developed. Finally an eleventh or twelfth grader analyzes all the cogent points that are made about a subject and analyzes the relationship that exists among them.

To begin a student identifies the subject. Next, the student identifies each point made about the subject and the order in which these points appear. Then the student analyzes particularly how these points are introduced; is it through anecdote, comparison, further elaboration, etc? Once the introduction is established, the student notes how each point is developed; again the means is important to a full understanding of a text. Finally, consideration is given to all points and the specifics about them. Order is vital; most important to least important or the reverse? Why is this significant? Introduction is important; is the introduction casual using anecdote or it is far more straightforward such as a bullet by bullet comparison? Development and the degree of development are significant; essentially, how much do you really learn by the end of the text? Finally, determining how point A relates to point B which might give rise to point C is a necessary component. What is the effect of this relationship and what is the effect upon the comprehension by the reader?

The procedure a student follows is not different from that established in the first two years of high school. The difference lies in working with more complex literary nonfiction text and pinpointing specific individuals, events, or ideas upon which to focus. The general result remains the same; by the conclusion of the analysis a students will know the interaction among selected individuals, events, and ideas and how they developed through or in spite of this interaction.

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