

**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS**

***Maryland College and Career
Ready Curriculum Framework***

**□ *Reading Informational
Text
Grades 3 through 5***

August 2014



Maryland College and Career Ready Curriculum Framework English Language Arts

In June, 2010, the Maryland State Board of Education adopted the Common Core State Standards. During the summer and fall of 2010, Maryland educators examined the Common Core State Standards and the existing State Curriculum to determine which skills and content matched the Common Core State Standards. Based on this analysis, development of the new curriculum began. These Frameworks are the result of a yearlong effort by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

Key:

Black print – Common Core State Standards

Red print – The Essential Skills and Knowledge identified by Maryland Educators. These statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard.

Purple print – The Common Core State Standard was judged as an excellent match with the existing State Curriculum during the gap analysis, such as SC, 6 (read “State Curriculum, Grade 6)

The Maryland College and Career Ready Curriculum Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, you will see references such as See CCSS 6 SL4 (read “See Common Core State Standards, Grade 6, Speaking & Listening, Standard 4”). The following list shows the abbreviations used when referencing standards from the ELA Common Core State Standards:

RL – Reading Literature

W - Writing

RI – Reading [Informational Text](#)

SL – Speaking and Listening

RF – Reading Foundational Skills

L – Language

The Maryland College and Career Ready Curriculum Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 _____ (read “Maryland School Library Media, grades 6-8, Standard, Indicator, Objective”) and TL (read “Technology Literacy Standards” followed by Standard, Indicator, Objective).

**Maryland College and Career Ready Curriculum Framework
English Language Arts**

Standards for Reading Informational Text (RI)

Cluster: Key Ideas and Details		
RI1 CCR Anchor Standard		
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 .		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (SC, 3)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply appropriate strategies before reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ preview and survey the text ◦ access prior knowledge about the text ◦ formulate purpose-setting questions ◦ make predictions • Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ reread as necessary ◦ determine main ideas of portions of the text ◦ periodically restate, retell, paraphrase, and/or summarize (See CCSS RL.4.2; SL.3.4, 6.) ◦ connect ideas within the text ◦ make, confirm, and/or modify questions, inferences, and predictions ◦ visualize • Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ determine and explain the main idea (explicit or inferred) of the text ◦ summarize the text (See CCSS RL.4.2; SL.3.4, 6) ◦ identify what is directly stated in the text ◦ draw inferences and conclusions from the text <p>cont'd on p. 2</p>	<p>RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (SC, 4)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply appropriate strategies before reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ preview and survey the text ◦ access prior knowledge about the text ◦ formulate purpose-setting questions ◦ make predictions • Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ reread as necessary ◦ determine main ideas of portions of the text ◦ periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.4.4, 6.) ◦ connect ideas within the text ◦ make, confirm, and/or modify questions, inferences, and predictions ◦ visualize • Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ determine and explain main ideas (explicit or inferred) of the text ◦ summarize the text (See CCSS SL.4.4, 6; MD SLM 4-5 4A2.) ◦ explain what is directly stated in the text by citing specific details and examples from the text ◦ explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text <p>cont'd on p. 2</p>	<p>RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (SC, 5)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply appropriate strategies before reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ preview and survey the text ◦ access prior knowledge about the text ◦ formulate purpose-setting questions ◦ make predictions • Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ reread as necessary ◦ determine main ideas of portions of the text ◦ periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.5.4, 6.) ◦ connect ideas within the text ◦ make, confirm, and/or modify questions, inferences, and predictions ◦ visualize • Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ determine and explain main ideas (explicit or inferred) of the text ◦ summarize the text (See CCSS 5 SL.5.4, 6;; MD SLM 4-5 4A2.)) ◦ explain what is directly stated in the text by citing specific details and examples from the text ◦ explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text <p>cont'd on p. 2</p>

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Cluster: Key Ideas and Details		
RI1 CCR Anchor Standard		
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 .		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>cont'd from p. 1</p> <ul style="list-style-type: none"> ◦ confirm, refute, and/or make predictions about the text ◦ connect prior knowledge or experience to the text • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions. • Select relevant textual evidence when responding either orally or in writing to text-specific questions. • Participate actively and appropriately in discussions about informational text. (See CCSS SL.3.1-3.) • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.3.1- 2.) • Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS L.3.6.) 	<p>RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>cont'd from p. 1</p> <ul style="list-style-type: none"> ◦ synthesize information and ideas ◦ confirm, refute, and/or make predictions about the text ◦ connect prior knowledge or experience to the text • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions. • Select only relevant textual evidence when responding either orally or in writing to text-specific questions. • Participate actively and appropriately in discussions about informational text. (See CCSS SL.4.1-3.) • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.4.1-2.) • Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS L.4.6.) 	<p>RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>cont'd from p.1</p> <ul style="list-style-type: none"> ◦ synthesize information and ideas ◦ confirm, refute, and/or make predictions about the text ◦ connect prior knowledge or experience to the text • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions. • Justify the selection of textual evidence when responding either orally or in writing to text-specific questions. • Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions. <ul style="list-style-type: none"> ◦ Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions. (See CCSS L.5.2b.) • Participate actively and appropriately in discussions about informational text. (See CCSS 5 SL.5.1-3.) • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.5.1-2.) • Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS L.5.6.)

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Standards for Reading Informational Text (RI)

Cluster: Key Ideas and Details		
RI2 CCR Anchor Standard		
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (SC, 3)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate between a topic and an idea (e.g., exercise versus the value of exercise). • Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas. • Connect explicitly stated or inferred ideas from across the text to determine a main idea. • Differentiate key details in an informational text from minor details. (See CCSS RL.3.2.) • Paraphrase key details or information. • Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text. (See CCSS RL.4. 2; CCSS W.4.9; SL.3.4, 6.) • Explain how key details, including those found in text features, support the main idea. • Participate actively and appropriately in discussions about informational texts. (See CCSS SL.3. 1-3.) • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.3.1-2.) • Apply academic and domain-specific vocabulary when writing about or discussing informational texts. (See CCSS L.3.6.) 	<p>RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. (SC, 4)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas. • Connect explicitly stated or inferred ideas from across the text to determine a main idea. • Paraphrase key details or information. • Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text. (See CCSS RL.4. 2; W.4.9; SL.4.4, 6.) • Connect key details or information, including those found in text features, and explain how they develop the main idea. • Participate actively and appropriately in discussions about informational texts. (See CCSS SL.4.1-3.) • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.4.1-2.) • Apply academic and domain-specific vocabulary when writing about or discussing informational texts. (See CCSS W.4.9; L.4.6.) 	<p>RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas. • Paraphrase key details or information. • Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text. (See CCSS RL.5.2; W.5.9; SL.5.4, 6.) • Connect key details or information, including those found in text features, and explain how they develop one or more main ideas. • Participate actively and appropriately in discussions about informational texts. (See CCSS SL.5.1-3.) • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.5.1-2.) • Apply academic and domain-specific vocabulary when writing about or discussing informational texts. (See CCSS W.5.9; L.5.6.)

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Standards for Reading Informational Text (RI)

Cluster: Key Ideas and Details		
RI3 CCR Anchor Standard		
Analyze how and why individuals, events, and ideas develop and interact over the course of <i>text</i> .		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a <i>text</i>, using language that pertains to time, <i>sequence</i>, and cause/effect.</p>	<p>RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical <i>text</i>, including what happened and why, based on specific information in the <i>text</i>.</p>	<p>RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical <i>text</i> based on specific information in the <i>text</i>.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Connect and explain types of relationships, including chronology, <i>sequence</i>, cause/effect. (See CCSS RL.3.2.) • Apply content knowledge to determine relationships in an informational <i>text</i>. • Use <i>text</i>-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a <i>text</i>. • Apply knowledge of standard English when writing about or discussing informational <i>texts</i>. (See CCSS L.3.1-2.) • Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships, including chronology, <i>sequence</i>, cause/effect. (See CCSS L.3.6.) • See also MD SLM 2-3 4.0, as needed. 	<ul style="list-style-type: none"> • Connect and explain types of relationships. (See CCSS RL.4.2.) • Apply content knowledge to determine relationships in an informational <i>text</i>. • Use <i>text</i>-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a <i>text</i>. • Apply knowledge of standard English when writing about or discussing informational <i>texts</i>. (See CCSS L.4.1-2.) • Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships. (See CCSS L.4.6.) • See also MD SLM 4-5 4.0, as needed. 	<ul style="list-style-type: none"> • Connect and explain types of relationships. (See CCSS RL.3.2.) • Apply content knowledge to determine relationships in an informational <i>text</i>. • Use <i>text</i>-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a <i>text</i>. • Apply knowledge of standard English when writing about or discussing informational <i>texts</i>. (See CCSS L.5.1-2.) • Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships. (See CCSS L.5.6.) • See also MD SLM 4-5 4.0, as needed.

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Standards for Reading Informational Text (RI)

Cluster: Craft and Structure		
RI4 CCR Anchor Standard		
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 .		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI4 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>. (SC, 3)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS L.3.4a) • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). (CCSS L.3.4b) • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). (CCSS L.3.4c) • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS L.3.4d; See MD TL 3 3C.) • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). (See CCSS 3 L5.a.) • Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (CCSS L.3.5b) • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). (CCSS L.3c) 	<p>RI4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (SC, 4)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS L.4.4a) • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). (CCSS L.4.4b) • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS L.4.4c; See MD TL 4 3C) • Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (CCSS L.4.5a.) • Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS L.4.5b) • Differentiate between denotation and connotation. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5c) 	<p>RI4 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>. (SC, 5)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS L.5.4a) • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). (CCSS L.5.4b) • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS L.5.4c, See MD TL 5 3C) • Interpret figurative language, including similes and metaphors, in context. (CCSS L.5.5a) • Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS L.5.5b) • Explain the difference between the denotation and the connotation of a specific word. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS L.5.5c)

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Standards for Reading Informational Text (RI)

Cluster: Craft and Structure		
RI5 CCR Anchor Standard		
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.		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (SC, 3)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding. • Explain how text features clarify the information in the text. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.3.1-2.) • Use academic and domain-specific vocabulary when discussing or writing about text features. (See CCSS L.3.6.) 	<p>RI5 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. (SC, 4)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding. • Determine and explain how each paragraph in a text is organized (e.g., sequentially/chronologically, by main ideas and supporting details, by cause and effect, by problem and solution). (See CCSS R.4.1.) • Determine the predominant organizational structure in a text or a portion of a text. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.4.1-2.) • Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (See CCSS W.4.9; L.4.6.) 	<p>RI5 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.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to compare and contrast the structures of two or more texts. • Determine and explain how a text is organized, noting points where the organization changes. • Compare and contrast the predominant organizational structures in two or more texts. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.5.1-2.) • Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (See CCSS W.5.9; L.5.6.)

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Standards for Reading Informational Text (RI)

Cluster: Craft and Structure		
RI6 CCR Anchor Standard		
Assess how point of view or purpose shapes the content and style of a text .		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI6 Distinguish their own point of view from that of the author of a text.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify the author’s implied or directly-stated point of view about the topic of the text (e.g., by looking at specific language, punctuation choices, etc.). • Express a personal point of view about the topic of a text. • Compare and contrast their opinion with that of the author. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.3.1-2.) • Use academic and domain-specific vocabulary when discussing or writing about text features. (See CCSS L.3.6.) 	<p>RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate between a firsthand and a secondhand account and a primary and a secondary source of information. • Gather relevant textual evidence for comparing and contrasting a firsthand and secondhand account of the same event or topic • Draw conclusions about why the information or details about an event or topic differ from one text to another. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.4.1-2.) • Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (See CCSS W.4.9; L.4.6.) 	<p>RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Explain the relationship between how an event or topic is presented and what can be inferred about the author’s point of view. • Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic • Draw conclusions about the effect of different types of accounts on the same event or topic. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS L.5.1-2.) • Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (See CCSS W.5.9; L.5.6.)

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Standards for Reading Informational Text (RI)

Cluster: Integration of Knowledge and Ideas		
RI7 CCR Anchor Standard		
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI7 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). (SC, 3)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draw conclusions about the relationship between text features and the meaning and/or purpose of a text. • See CCSS W.3.7-8 in the CCSC Framework for further application. 	<p>RI7 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.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draw conclusions about the relationship between text features and the meaning and/or purpose of a text. • See CCSS W.4.7-9 in the CCSC Framework for further application. 	<p>RI7 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.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draw conclusions about the relationship between text features and the meaning and/or purpose of a text. • Apply an understanding of text features to navigate efficiently between and among texts. • See CCSS W.5.7-9 in the CCSC Framework for further application.

***CCSS Note:** Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

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Standards for Reading Informational Text (RI)

Cluster: Integration of Knowledge and Ideas		
RI8 CCR Anchor Standard		
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.		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (SC, 3)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Explain basic relationships, including comparison, cause/effect, sequence. • Explain the relationships between the ideas and information in sentences and/or paragraphs. • Identify and explain how connections between and among sentences and/or paragraphs determine the organization of a text. 	<p>RI8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text. (See CCSS RI.4.5.) • Connect specific pieces of evidence to the corresponding point supported by the evidence. 	<p>RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text. (See CCSS RI.5.5.) • Connect specific pieces of evidence to the corresponding point supported by the evidence.

Cluster: Integration of Knowledge and Ideas		
RI9 CCR Anchor Standard		
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate the main points from less important points in two texts on the same topic. • Differentiate the key details from less important details in two texts on the same topic. • Explain the similarities and differences between the main points and key details in two texts on the same topic. 	<p>RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Synthesize the main points and key details in two texts on the same topic. (See CCSS W.4.9b; SL.4. 4-6.) • Draw evidence from informational text to support analysis, reflection, and research. (CCSS W.4.9.) 	<p>RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Synthesize the main points and key details in several texts on the same topic. (See CCSS W.5.9b; SL.5. 4-6.) • Draw evidence from informational text to support analysis, reflection, and research. (CCSS W.5.9.)

**Maryland College and Career Ready Curriculum Framework
English Language Arts**

Standards for Reading Informational Text (RI)

Cluster: Range of Reading and Level of Text Complexity		
RI10 CCR Anchor Standard		
Read and comprehend complex literary and informational texts independently and proficiently.		
Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>RI10 By the end of 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.</p>	<p>RI10 By the end of 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.</p>	<p>RI10 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.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc. • Demonstrate understanding of assigned informational texts of steadily increasing complexity. • Use self-selected informational texts to explore personal interests and learn about themselves as readers. • Set personal goals and conference regularly with adults to improve reading. 	<ul style="list-style-type: none"> • With scaffolding as needed, demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc. • Demonstrate understanding of assigned informational texts of steadily increasing complexity. • Use self-selected informational texts both to explore personal interests and challenge themselves as readers. • Set personal goals and conference regularly with adults to improve reading. 	<ul style="list-style-type: none"> • Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc. • Demonstrate understanding of assigned informational texts of steadily increasing complexity. • Use self-selected informational texts both to explore personal interests and challenge themselves as readers. • Set personal goals and conference regularly with adults to improve reading.