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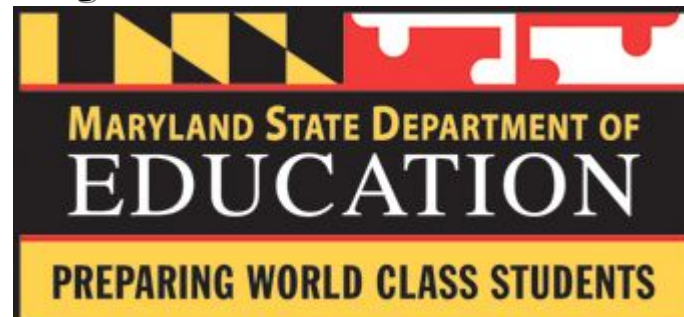
MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS

*Maryland College and Career Ready Curriculum Framework*

❑ *Reading Informational Text*
*Grades 6 through 8*

August 2014



MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

**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).

## Standards for Reading Informational Text (RI)

| Cluster: Key Ideas and Details | | |
|---|---|---|
| **RI1 CCR Anchor Standard**<br>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 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| **RI1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RI1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.<br><br>• Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.<br><br>• Demonstrate comprehension of a text with after reading strategies by<br>  ° explaining the central ideas<br>  ° identifying what is directly stated in the text<br>  ° drawing inferences<br>  ° drawing conclusions<br>  ° verifying or adjusting predictions<br>  ° making new predictions<br>  ° paraphrasing and summarizing<br>    (See MD SLM 6-8 4A2.b.)<br>  ° making connections between the text and oneself<br><br>• Determine and state evidence that confirms the meaning of an informational text.<br><br>• Identify evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc. | • Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.<br><br>• Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.<br><br>• Demonstrate comprehension of a text with after reading strategies by<br>  ° explaining the central ideas<br>  ° identifying what is directly stated in the text<br>  ° drawing inferences<br>  ° drawing conclusions<br>  ° verifying or adjusting predictions<br>  ° making new predictions<br>  ° paraphrasing and summarizing<br>    (See MD SLM 6-8 4A2.b.)<br>  ° making connections between the text and oneself<br><br>• Determine and state multiple pieces of evidence that confirm the meaning of an informational text.<br><br>• Identify multiple pieces of evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc. | • Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.<br><br>• Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.<br><br>• Demonstrate comprehension of a text with after reading strategies by<br>  ° explaining the central ideas<br>  ° identifying what is directly stated in the text<br>  ° drawing inferences<br>  ° drawing conclusions<br>  ° verifying or adjusting predictions<br>  ° making new predictions<br>  ° paraphrasing and summarizing<br>    (See MD SLM 6-8 4A2.b.)<br>  ° making connections between the text and oneself<br><br>• Among multiple pieces of evidence determine, select, and state the piece of evidence that confirms the meaning of an informational text.<br>• Among multiple pieces of evidence identify the piece of evidence that suggests logically what might be true about an author's purpose, opinion, important ideas, etc. |

**Standards for Reading Informational Text (RI)**

| Cluster: Key Ideas and Details | | |
|---|---|---|
| **RI1 CCR Anchor Standard** <br> 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 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| **RI1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br><br> **cont'd from p. 1** | **RI1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br> **cont'd from p. 1** | **RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <br> **cont'd from p. 1** |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Use relationships between words for understanding. (See CCSS L.6.5b) <br><br> • Distinguish between connotations and denotations of words for understanding. (See CCSS L.6.5c) <br><br> • Participate actively and appropriately in discussions about informational texts. (See CCSS SL.6.1 and SL.6.3) <br><br> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) <br><br> • Use appropriate academic or domain-specific words when discussing or writing about informational texts. (See CCSS L.6.6) | • Use relationships between words for understanding. (See CCSS L.7.5b) <br><br> • Distinguish between connotations and denotations of words for understanding. (See CCSS L.7.5c) <br><br> • Participate actively and appropriately in discussions about informational texts. (See CCSS SL.7.1 and SL.7.3) <br><br> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1) <br><br> • Use appropriate academic or domain-specific words when discussing or writing about informational texts. (See CCSS L.7.6) | • Use relationships between words for understanding. (See CCSS L.8.5b) <br><br> • Distinguish between connotations and denotations of words for understanding. (See CCSS L.8.5c) <br><br> • Participate actively and appropriately in discussions about informational texts. (See CCSS SL.8.1 and SL.8.3) <br><br> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1) <br><br> • Use appropriate academic or domain-specific words when drawing inferences. (See CCSS L.8.6) |

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

## Standards for Reading Informational Text (RI)

| Cluster: Key Ideas and Details | | |
|---|---|---|
| **RI2 CCR Anchor Standard**<br>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | |
| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| **RI2** 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. | **RI2** 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. | **RI2** 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. (SC, 8) |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Use significant pieces of information as clues to a main idea.<br><br>• Synthesize main ideas to determine a central idea.<br><br>• Distinguish between subjective and objective summaries.<br><br>• Paraphrase significant information from an informational text.<br><br>• Review key ideas expressed through paraphrasing. (See CCSS SL.6.1d)<br><br>• State or compose a summary that includes a central idea and significant supporting information from across the text.<br>• Use a variety of transition words to convey relationships between and among ideas. (See CCSS W.6.2c)<br><br>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)<br><br>• Use appropriate academic or domain-specific words when discussing or writing about informational text. (See CCSS L.6.6) | • Track and examine significant pieces of information developed throughout a text.<br><br>• Present findings/information in a focused, coherent manner. (See CCSS SL.7.4)<br><br>• Synthesize significant information developed through the text to formulate two or more central ideas.<br><br>• Paraphrase to state or compose an unbiased summary that includes central ideas and significant supporting information for those ideas from across the text.<br><br>• Use a variety of transition words to convey relationships between and among ideas. (See CCSS W.7.2c)<br><br>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)<br><br>• Use appropriate academic or domain-specific words when discussing or writing about informational text. (See CCSS L. 7.6) | • Determine and examine the relationships between and among ideas throughout a text.<br><br>• Present findings with sound, valid reasoning supported by relevant evidence in a focused, coherent manner. (See CCSS SL.8.4)<br><br>• Synthesize relevant evidence to formulate a central idea.<br>•<br>• Paraphrase to state or compose an unbiased summary that includes a central idea and tracks its development throughout the text.<br><br>• Use a variety of transition words to convey relationships between and among ideas. (See CCSS W.8.2c)<br><br>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)<br><br>• Use appropriate academic or domain-specific words when discussing or writing about informational text. (See CCSS L.8.6) |

## 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 text.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **RI3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | **RI3** 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). | **RI3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Identify important persons, events or ideas in an informational text. | • Determine the purpose of an individual, event, or idea within an informational text. | • Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational text. |
| • Determine the variety of ways that a person, event, or idea may be described or explained to a reader. | • Determine the relationships between or among individuals, events or ideas within a text. | • Identify how the differences or likenesses between or among individuals, ideas, or events are revealed. |
| • Examine the specific ways an important person, event, or idea in the text is presented to a reader. | • Draw conclusions about the relationships among individuals, events, or ideas within a text. | • Draw conclusions about the effectiveness of the methods used to present the likenesses or differences between or among individuals, ideas, or events. |
| • Identify the effect the presentation of an important person, event, or idea in the text has upon a reader. | • Examine the effect created by the relationships between or among individuals, events or ideas within a text. | • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1) |
| • Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect. (See CCSS W.6.2a) | • Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect. (See CCSS W.7.2a) | • Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension. (See CCSS L.8.6) |
| • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) | • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1) | • See also MD SLM.6-8. 4.0, as needed. |
| • Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension. (See CCSS L.6.6) | • Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension. (See CCSS L.7.6) | |
| • See also MD SLM.6-8. 4.0, as needed. | • See also MD SLM.6-8. 4.0, as needed. | |

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

## 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 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | **RI4** 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 choice on meaning and tone. | **RI4** 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. |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Use evidence from an informational text to determine the meaning of a word or phrase. (See CCSS W.6.9)<br><br>• Use context as a clue to the meaning of a word or phrase. (See CCSS L.6.4a)<br><br>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS L.6.4b)<br><br>• Determine the meaning of figures of speech in context. (See CCSS L.6.5a)<br><br>• Determine the suggested meaning of connotations of words that address the same technical meaning. (See CCSS L.6.5c)<br><br>• Verify an inferred meaning of a word or phrase in reference materials. (See CCSS L.6.4c) | • Use evidence from an informational text to determine the effect of word choice on meaning and tone of the text. (See CCSS W.7.9)<br><br>• Use context as a clue to the meaning of a word or phrase. (See CCSS L.7.4a)<br><br>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (CCSS L.7.4b)<br><br>• Determine the meaning of figures of speech in context. (See CCSS L.7.5a)<br><br>• Determine the suggested meaning of connotations of words that address the same technical meaning. (See CCSS L.7.5c)<br><br>• Examine word choice as an aid to comprehension and a clue to tone.<br><br>• Gather vocabulary knowledge when considering a word or phrase important to comprehension. (See CCSS L.7.6) | • Use evidence from an informational text to determine the effect of analogy and allusion to other texts on meaning of the text. (See CCSS W.8.9)<br><br>• Use context as a clue to the meaning of a word or phrase. (See CCSS L.8.4a)<br><br>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (CCSS L.8.4b)<br><br>• Determine the meaning of figures of speech in context. (See CCSS L.8.5a)<br><br>• Determine the suggested meaning of connotations of words that address the same technical meaning. (See CCSS L.8.5c)<br><br>• Examine word choice, relationships between words, and references to other texts as an aid to comprehension and a clue to tone.<br><br>• Gather vocabulary knowledge when considering a word or phrase important to comprehension. (See CCSS L.8.6) |

## Standards for Reading Informational Text (RI)

| **Cluster:** Craft and Structure | | |
|---|---|---|
| **RI5 CCR Anchor Standard**<br>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 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| **RI5** 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. | **RI5** 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. (SC, 7) | **RI5** 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. (SC, 8) |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc.<br><br>• Identify the author's purpose for a grade-appropriate informational text. (See CCSS RI.6.6)<br><br>• Examine how parts of the text support the identified purpose of the text.<br><br>• Use evidence from informational texts to support analysis of text structure. (See CCSS W.6.9)<br><br>• Use grade-appropriate academic and domain-specific words when explaining the role of portions of the text. (See CCSS L.6.6) | • Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc.<br><br>• Identify the author's purpose for a grade-appropriate informational text. (See CCSS RI. 7.6)<br><br>• Identify the most important sections of the text.<br><br>• Examine how the identified important sections of the text add to the growth of ideas in the text.<br><br>• Use evidence from informational texts to support analysis of text structure. (See CCSS W.7.9)<br><br>• Use grade-appropriate academic and domain-specific words when explaining the roles of major portions of the text. (See CCSS L.7.6) | • Determine the development of an identified paragraph i.e., main idea and supporting details, cause and effect, examples, description.<br><br>• Determine the author's purpose for the identified paragraph. (See CCSS RI.8.6)<br><br>• Determine the relationship among certain sentences within the paragraph.<br><br>• Draw conclusions about how the relationship among the sentences adds to the growth of an idea within the paragraph.<br><br>• Evaluate the effectiveness of the structure in presenting the information.<br><br>• Use evidence from an informational text to support analysis of paragraph structure. (See CCSS W.8.9)<br><br>• Use grade-appropriate academic and domain-specific words when explaining the roles of sentence within the paragraph. (See CCSS L.8.6) |

## Standards for Reading Informational Text (RI)

| **Cluster:** Craft and Structure |
|---|

| **RI6 CCR Anchor Standard**<br>Assess how point of view or purpose shapes the content and style of a text. |
|---|

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **RI6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | **RI6** 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. | **RI6** 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. |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Determine the difference between author's point of view and author's purpose.<br><br>• Determine author's point of view through attention to word choice, punctuation, and emphasis on ideas.<br><br>• Determine author's purpose through attention to format, text features, and key ideas. | • Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas).<br><br>• Determine the difference between an author's position and any opposing positions.<br><br>• Examine the organization of the text to determine how the author's position is compared or contrasted to other positions.<br><br>• Use words, phrases, and clauses to clarify the relationships between claims and reasons. (See CCSS W.7.1c)<br><br>• Use appropriate transitions to clarify the relationships among ideas. (See CCSS W.7.2c) | • Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas)<br><br>• Determine the difference between an author's position and any opposing positions.<br><br>• Examine the organization of the text to determine the transitions among ideas that signal and address opposing viewpoints.<br><br>• Use words, phrases, and clauses to clarify the relationships between claims, counterclaims, and reasons. (See CCSS W.8.1c)<br><br>• Use appropriate transitions to clarify the relationships among ideas. (See CCSS W.8.2c) |

## Standards for Reading Informational Text (RI)

| Cluster: Integration of Knowledge and Ideas | | |
|---|---|---|
| **RI7 CCR Anchor Standard**<br>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* | | |
| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| **RI7** Integrate information presented in difference media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | **RI7** 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.) | **RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Compare and contrast information received through different formats.<br><br>• Organize information from different formats to develop a logical understanding of a topic or issue.<br><br>• Support ideas with relevant evidence. (See CCSS W.6.1b)<br><br>• Use information presented in diverse media and formats. (See CCSS SL.6.2)<br><br>• (See MD SLM.6-8. 4.0.) | • Explain the likenesses and differences of a text versus an audio or visual version of the same text. (See MD SLM.6-8.6B1.a, 6B1.b)<br>• Draw conclusions about the positive and negative aspects of a text, audio, or visual version of the same text.<br><br>• Determine how sound and sight affect the perception of words.<br><br>• Support ideas with relevant evidence. (See CCSS W.7.1b)<br><br>• Use information presented in diverse media and formats. (See CCSS SL.7.2)<br><br>• (See MD SLM.6-8. 4.0.) | • Draw conclusions about the positive and negative aspects of a text, audio, or visual version as a means of presentation.<br><br>• Determine how sound and sight affect the perception of words.<br><br>• Assess the value of one medium versus another for presentation of a specific topic.<br><br>• Use evidence from informational sources to support analysis and research. (See CCSS W.8.9)<br><br>• (See MD SLM.6-8. 4.0) |

## 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 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| **RI8** 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. | **RI8** 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. | **RI8** 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. (SC, 8) |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Demonstrate knowledge of the organizational pattern of an argument. <br><br>• Identify claims in the text. <br><br>• Identify supported claims versus unsupported claims in the text. <br><br>• Assess the value of the argument based upon supported claims. <br><br>• Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support. (See CCSS W.6.1c) <br><br>• Delineate an argument and specific claims, showing the difference between claims that are supported and those that are not. (See CCSS S/L.6) <br><br>• (See MD SLM.6-8. 4.0.) | • Demonstrate knowledge of the organizational pattern of an argument. <br><br>• Assess the value of the argument based upon supported claims. <br><br>• Assess the credibility and accuracy of evidence. (See CCSS W.7.8) <br><br>• Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support (See CCSS W. 7.1c) <br><br>• Delineate an argument and specific claims, evaluating credibility of the reasoning and the relevance and adequacy of the evidence. (See CCSS SL.7.3) <br><br>• (See MD SLM.6-8. 4.0.) | • Demonstrate knowledge of the organizational pattern of an argument. <br><br>• Assess the value of the argument based upon supported claims. <br><br>• Identify immaterial support. <br><br>• Assess the credibility and accuracy of evidence. (See CCSS W.8.8) <br><br>• Use knowledge of words, phrases, and clauses to clarify the relationship among claims and support. (See CCSS W. 8.1c) <br><br>• Delineate an argument and specific claims, evaluating the credibility of reasoning and the relevance and adequacy of the evidence. (See CCSS SL.8.3) <br><br>• (See MD SLM.6-8. 4.0.) |

## Standards for Reading Informational Text (RI)

| **Cluster:** Integration of Knowledge and Ideas |
|---|

| **RI9 CCR Anchor Standard**<br>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 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **RI9** 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). | **RI9** 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. | **RI9** 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. |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Demonstrate knowledge of primary and secondary sources.<br><br>• Explain the likenesses and differences between the main ideas or information from one author versus another. (See MD SLM.6-8. 4.0,6.0.)<br><br>• Support ideas with relevant evidence. (See CCSS W.6.1b)<br><br>• Present findings using pertinent evidence (See CCSS SL.6.4) | • Compare and contrast important information about the same topic presented by one author versus others. (See MD SLM.6-8. 4.0,6.0)<br><br>• Explain how the focus on different information alters a reader's understanding of a topic.<br><br>• Explain how conclusions drawn about information alters a reader's understanding of a topic.<br><br>• Use knowledge of point of view and bias.<br><br>• Use evidence from informational texts to support analysis. (See CCSS W.7.9)<br><br>• Present findings using pertinent evidence. (See CCSS SL.7.4) | • Compare and contrast opposing information about the same topic from multiple texts. (See MD SLM.6-8. 4.0,6.0.)<br><br>• Determine the credibility of each text.<br><br>• Examine opposing portions of each text for bias.<br><br>• Draw conclusions about the purpose of opposing facts or interpretation of the facts.<br><br>• Use evidence from informational texts to support analysis. (See CCSS W.8.9)<br><br>• Present findings using pertinent evidence (See CCSS SL.8.4) |

# 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**<br>Read and comprehend complex literary and informational texts independently and proficiently. | | |
| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| **RI10** 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. | **RI10** 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. | **RI10** 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. |
| **Essential Skills and Knowledge** | **Essential Skills and Knowledge** | **Essential Skills and Knowledge** |
| • Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.<br><br>• Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary.<br><br>• Set personal goals and conference regularly with adults to improve reading.<br><br>• (See MD SLM.6-8. 6.0.) | • Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.<br><br>• Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary.<br><br>• Set personal goals and conference regularly with adults to improve reading.<br><br>• (See MD SLM.6-8. 6.0.) | • Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.<br><br>• Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary.<br><br>• Set personal goals and conference regularly with adults to improve reading.<br><br>• (See MD SLM.6-8. 6.0.) |