ENGLISH LANGUAGE ARTS

MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS

Maryland College and Career Ready Curriculum Framework

❑ *Reading Informational Text*
Grades 9 and 10
Grades 11 and 12

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 Common Core State 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 Common Core State 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).

Reading Standards for Informational Text (RI)

Cluster: Key Ideas and Details

R1 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 9-10 students:	Grade 11-12 students:
RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (SC, 9-10)	**RI1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Demonstrate the behaviors of a strategic reader. - Analyze text clues that affect meaning. - Analyze relevant denotative, connotative, and figurative language. (See CCSS L.9-10. 5) - Evaluate available evidence for thoroughness, completeness, and relevance. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1) - See also MD SLM 2.0 & 3.0, as needed.	- Demonstrate the behaviors of a strategic reader. - Analyze text clues that affect meaning. - Analyze relevant denotative, connotative, and figurative language. (See CCSS L.11-12.5) - Evaluate available evidence for thoroughness, completeness, and relevance. - Explain and analyze complexities and ambiguities in informational text. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12.4 & L.11-12.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1) - See also MD SLM 2.0 & 3.0, as needed.

RI2 CCR Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade 9-10 students:	Grade 11-12 students:
RI2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**RI2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Objectively summarize a text by including the appropriate key ideas, issues, and specific details. - Analyze ideas, issues, rhetoric devices, and specific details in a text that develop the central idea and/or claim. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)	- Objectively summarize a text by including the appropriate key ideas, issues, and specific details. - Analyze how multiple topics, central ideas, and/or claims interact in a text and explain how they clarify and extend meaning. - Analyze ideas, issues, rhetoric devices, and specific details in a text that develop multiple topics, central ideas and/or claims. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12.4 & L.11-12.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1)

Reading Standards for 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 a text.	
Grade 9-10 students:	**Grade 11-12 students:**
RI3 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. (SC, 9-10)	**RI3** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Analyze and explain the structure of an informational text and how it contributes to meaning and/or purpose. - Analyze and explain the impact of events and individuals in informational texts. - Analyze, explain, and evaluate the author's development of ideas and concepts within informational texts. - Analyze and explain the interrelationships among ideas and concepts within informational texts. (See also CCSS SL.9-10.3) - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1) - See also MD SLM 4.0, as needed.	- Analyze and explain the structure of an informational text and how it contributes to meaning and/or purpose. - Analyze, explain, and evaluate the author's development of complex ideas, concepts, events, and individuals within informational texts. - Analyze and explain the interrelationship among complex ideas, concepts, individuals, and sequence of events within informational texts. (See also CCSS SL.11-12.3) - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12.4 & L.11-12.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1) - See also MD SLM 4.0, as needed.

Reading Standards for 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 9-10 students:	**Grade 11-12 students:**
RI4 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper.) (SC, 9-10)	**RI4** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (e.g., how Madison defines *faction* in *Federalist* No. 10). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary. - Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone. - Analyze and explain the cumulative impact of the author's manipulation of language (syntax, diction) on meaning and tone. - Compare and contrast the syntax and tone of informational texts written for differing audiences and purposes. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)	- Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words. - Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone. - Analyze, explain, and evaluate an author's deliberate manipulation of language (syntax, diction) to create meaning and tone. - Trace and analyze the development of a key term(s) over the course of a text. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12 .4 & L.11-12.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1)

Reading Standards for 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 9-10 students:	**Grade 11-12 students:**
RI5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (SC, 9-10)	**RI5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Analyze the effect of structural characteristics on meaning and/or purpose in an informational text. - Describe the structure of an argument; identify its claims and evidence. - Analyze and explain how an author deliberately manipulates language and text structures to develop and refine ideas or claims. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)	- Analyze and evaluate the effect of the structural characteristics on meaning and/or purpose in an informational text. - Describe the structure of an argument; identify its claims and evidence; and evaluate connections among evidence, inferences, and claims. - Analyze and evaluate the effectiveness of an author's organization, structure, and syntax as they contribute to a text's overall meaning, purpose, and effect. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12 .4 & L.11-12.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1)
Cluster: Craft and Structure	
RI6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a text.	
Grade 9-10 students:	**Grade 11-12 students:**
RI6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose. (SC, 9-10)	**RI6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Identify and explain an author's point of view or purpose in an informational text. - Demonstrate understanding of rhetorical appeals. - Analyze and explain the author's use of rhetoric and its contribution to meaning, point of view, and/or purpose of the text. (See also CCSS SL.9-10.3) - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)	- Identify and explain an author's point of view or purpose in an informational text. - Demonstrate understanding of rhetorical appeals. - Analyze the effectiveness of the author's use of rhetoric and its contribution to meaning, point of view, and/or purpose of the text. (See also CCSS SL.11-12.3) - Analyze an author's style and how it contributes to the purpose, meaning, tone, and effectiveness of a text. - Analyze how an author manipulates content, rhetoric, and style to achieve a purpose or create an effect. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12 .4 & L.11-12.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1)

Reading Standards for Informational Text (RI)

Cluster: Integration of Knowledge and Ideas	
RI7 CCR Anchor Standard Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
Grade 9-10 students:	**Grade 11-12 students:**
RI7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (SC, 9-10)	RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader, listener, or viewer of print, non-print, and digital text. • Analyze print, non-print, and digital text for relevant details that are emphasized in an informational text and that contribute to meaning. • Compare, contrast, draw conclusions, and connect significant details and ideas between two different mediums. (See also CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, SL.9-10.2) • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) • Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1) • See also MD Standard SLM 4.0	• Demonstrate the behaviors of a strategic reader, listener, or viewer of print, non-print, and digital text. • Analyze print, non-print, and digital text for explicit details that are relevant to addressing a question or solving a problem. (See also MD Standard SLM 4.0) • Compare, contrast, draw conclusions, and connect significant details and ideas between and among different media or formats. • Evaluate information from multiple sources of print, non-print, and digital texts, for relevance, reliability, and validity • Participate actively and appropriately in discussions about informational text. • Integrate information from multiple sources of print, non-print, and digital texts to address a question or solve a problem. (See CCSS Grades 11-12 W 6, W 7, W.8, W.9b, and SL 2) • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12. 4 & L.11-12.6) • Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1) • See also MD Standard SLM 4.0

Reading Standards for 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 9-10 students:	**Grade 11-12 students:**
RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (SC, 9-10)	**RI8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze and evaluate connections among evidence, inferences, and claims in an argument. (See also MD Standard SLM 4.0) • Analyze an author's implicit and explicit assumptions and beliefs about a subject. • Identify and explain common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma). • Evaluate the credibility of an author's argument by analyzing the manipulation of language, as well as the range, sufficiency, quality, relevance, and validity of the claims. (See also CCSS SL.9-10.2, SL.9-10.3) • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10 .6) • Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)	• Identify and explain constitutional principles and legal reasoning in seminal U.S. texts. • Analyze and evaluate connections among evidence, inferences, and claims in an argument. (See also MD Standard SLM 4.0) • Analyze an author's implicit and explicit assumptions and beliefs about a subject. • Evaluate an author's reasoning by analyzing the manipulation of language, as well as the range, sufficiency, quality, credibility, relevance, and validity of evidence. (See also CCSS SL.11-12.2, SL. 11-12.3) • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12. 4 & L.11-12.6) • Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1)
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 9-10 students:	**Grade 11-12 students:**
RI9 Analyze seminal U. S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (SC, 11-12)	**RI9** Analyze seventeenth- eighteenth-, and nineteenth-century foundational U. S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze and explain the historical, cultural, and literary significance of specific seminal U. S. documents. • Identify and explain themes and concepts common to specific time periods in American history. • Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in seminal U.S. documents. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) • Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1) • See also MD Standard SLM 4.0	• Identify and explain themes and concepts common to specific time periods in American history. • Analyze author's purpose in foundational U. S. documents of the seventeenth-, eighteenth-, and nineteenth- centuries. • Analyze and explain the historical, cultural, and literary significance of specific foundational U.S. documents of the seventeenth-, eighteenth-, and nineteenth- centuries. • Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in foundational U.S. documents of the seventeenth-, eighteenth- and nineteenth- centuries. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12.4 & L.11-12.6) • Use knowledge of language and conventions when speaking and writing (See CCSS L.11-12.1) • See also MD Standard SLM 4.0

Reading Standards for Informational Text (RI)

Cluster: Integration of Knowledge and Ideas	
RI10 CCR Anchor Standard Read and comprehend complex literary and informational texts independently and proficiently.	
Grade 9-10 students:	Grade 11-12 students:
RI10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the end of the grades 9-10 text complexity band independently and proficiently.	**RI10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
Essential Skills and Knowledge	Essential Skills and Knowledge
- Demonstrate understanding of a wide range of sufficiently complex literary nonfiction. (See also MD SLM 6.0) - Comprehend texts of steadily increasing complexity, with scaffolding as needed. - As an emerging adult reader, set personal reading goals to self select and explore texts of different disciplines and increasing complexity. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)	- Demonstrate understanding of a wide range of sufficiently complex literary nonfiction. (See also MD SLM 6.0) - Comprehend texts of steadily increasing complexity. - As an emerging adult reader, set personal reading goals to self select and explore texts of different genres and increasing complexity. - Participate actively and appropriately in discussions about informational text. - Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12.4 & L.11-12.6) - Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1)