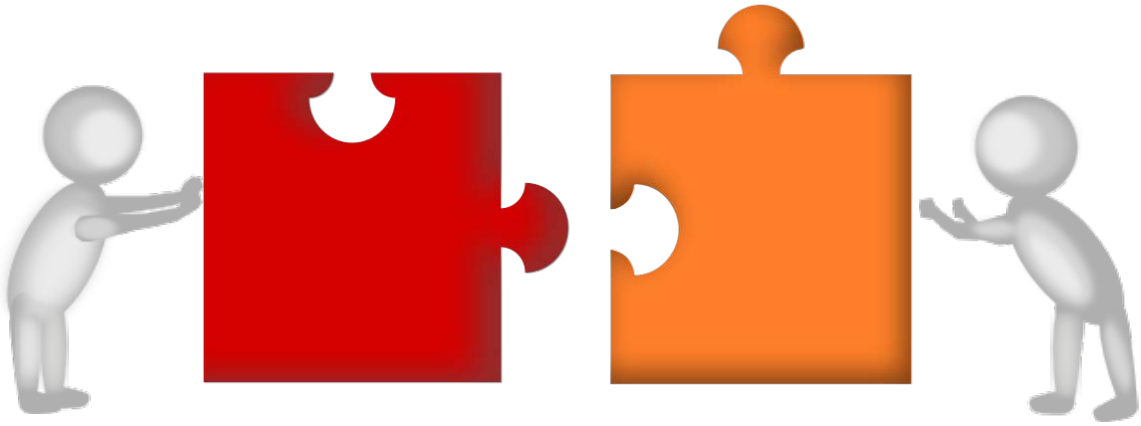
Bilingual Common Core Initiative

Language Arts Progressions:

Guide to Academic and Linguistic Demands

Reading for Information

http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative



Compiled by Long Island RBE-RN

Long Island Regional Bilingual Education Resource Network

Foreword

It is with great pleasure that we share with you a series of new publications that our Long Island RBE-RN staff has developed, entitled *Bilingual Common Core Initiative Language Arts Progressions: Guide to Academic and Linguistic Demands.* Each publication compiles information on the NYS Common Core Learning Standards (NYS CCLS) and incorporates salient information from the Bilingual Common Core Initiative (BCCI) Progression documents. The *Guides* have been organized and published, as follows:

1. Reading Standards for Information – K to 12
2. Reading Standards for Literature – K to 12
3. Writing Standards – K to 12
4. Speaking and Listening – K-12

The information presented in these *Guides* was taken directly from the NYS Common Core Learning Standards and from the BCCI Progression documents available on the EngageNY website at: http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative. These *Guides* are not intended to replace the BCCI Progression documents; rather they are designed to be ancillary resources to help teachers quickly identify the grade-level NYS Common Core Learning Standards, as well as the academic and linguistic demands targeted for instruction in the BCCI Progressions. The documents are intended to assist ESOL and Bilingual teachers in incorporating both the NYS CCLS and BCCI Progressions into instruction, to assist ESOL teachers in collaborative planning with their ELA Co-Teachers, as well as to be used as a tool in professional development for content area teachers.

As stated in the NYSED Blueprint for English Language Learners' (ELLs') Success, *"All teachers are teachers of English Language Learners and need to plan accordingly,"* we believe that these documents can be a valuable resource in planning instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Common Core Learning Standards.

These documents were the result of many hours of arduous teamwork here at the Long Island RBE-RN. We gratefully acknowledge the contributions of Christa Stevenson, Porfirio Lopez, and Gaetano Vaccaro, our enthusiastic and talented Bilingual Resource Specialists, whose steadfast dedication to enhancing the education of our ELL population is immeasurable.

Terri Brady-Méndez, Director
Long Island RBE-RN

Bilingual Common Core Initiative ~ Language Arts Progressions

Reading for Information

Guide to Academic and Linguistic Demands

http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative

Table of Contents

Anchor Standard 1..... 2

Anchor Standard 2..... 5

Anchor Standard 3..... 8

Anchor Standard 4..... 11

Anchor Standard 5..... 14

Anchor Standard 6..... 17

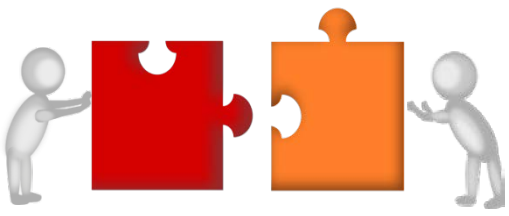
Anchor Standard 7..... 19

Anchor Standard 8..... 22

Anchor Standard 9..... 25

Anchor Standard 10..... 28

Anchor Standard 11..... n/a



Reading for Information Anchor Standard 1

Reading for Information Anchor Standard 1	***Main Academic Demand***
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.	*Draw Inferences Using Evidence from Text* ***Note:*** *Main Academic Demand for Kindergarten differs slightly: Read Closely, Make Inferences and Cite Evidence*

CCLS Grade Level Standard	**Grade Level Academic Demand**	**Linguistic Demand**
Kindergarten (RI.K.1) With prompting and support, ask and answer questions about key details in a text.	*Inquire and Recall Key Details* ***Note:*** *Main Academic Demand for Kindergarten differs slightly: Read Closely, Make Inferences and Cite Evidence*	Use who, what, where, why and how question forms based on the text (Note: not all question forms have to be mastered, according to the grade level standard). • *WHO questions and answers target the subject(s) who were involved in an event.* • *WHERE questions and answers refer to the place (or even circumstances) where an event takes place.* • *WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.* • *WHAT questions and answers refer to the event that took place.* • *HOW question and answers refer to the sequence that leads to the main event (e.g., timelines, cycles, procedures can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.* (Note: Not all question forms have to be mastered by the students.)
Grade 1 (RI.1.1) Ask and answer questions about key details in a text.	*Inquire and Recall Key Details*	Use who, what, where, why and how question forms based on the text (Note: not all question forms have to be mastered, according to the grade level standard). • *WHO questions and answers target the subject(s) who were involved in an event.* • *WHERE questions and answers refer to the place (or even circumstances) where an event takes place.* • *WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.* • *WHAT questions and answers refer to the event that took place.* • *HOW question and answers refer to the sequence that leads to the main event (e.g., timelines, cycles, procedures can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.* (Note: Not all question forms have to be mastered by the students.)

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 2 (RI.2.1) Ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.	*Understand Key Details by Asking WH Questions*	Use who, what, where, why and how question forms based on the text. • *WHO questions and answers target the subject(s) who were involved in an event.* • *WHERE questions and answers refer to the place (or even circumstances) where an event takes place.* • *WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.* • *WHAT questions and answers refer to the event that took place.* • *HOW question and answers refer to the sequence that leads to the main event (e.g., timelines, cycles, procedures can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.*
Grade 3 (RI.3.1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	*Ask and Answer Questions, Referring Explicitly to the Text*	• Use who, what, where, why and how question forms based on the text. ◦ *WHO questions and answers target the subject(s) who were involved in an event.* ◦ *WHERE questions and answers refer to the place (or even circumstances) where an event takes place.* ◦ *WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.* ◦ *WHAT questions and answers refer to the event that took place.* ◦ *HOW question and answers refer to the sequence that leads to the main event (e.g., timelines, cycles, procedures can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.* • Use introductory phrases to refer explicitly to the text (e.g., According to the author; the author says ; here it states).
Grade 4 (RI.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	*Refer to Text Details to Explain and Draw Inferences*	• Identify key details in the text by focusing on the subject (nouns and associated pronouns), descriptions (adjectives), location (nouns and prepositions) and actions (verbs). • Use words and phrases to refer to examples from a text (e.g., for instance, as an example, such as).
Grade 5 (RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	*Quote from Text to Explain and Draw Inferences*	• Use words and phrases to reference a quote from a text (e.g., The author [name] states "[quotation]" [and cite author]). • Use introductory words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).
Grade 6 (RI.6.1) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	*Cite Textual Evidence to Explain and Draw Inferences*	• Use words and phrases to cite (e.g., according to the author; the author says; here it states). • Use words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 7 (RI.7.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	*Cite Several Pieces of Textual Evidence to Support Inferences*	• Use words and phrases to cite (e.g., according to the author; the author says; here it states). • Use words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).
Grade 8 (RI.8.1) Cite the textual evidence that most strongly support an analysis of what the text says explicitly, as well as inferences drawn from the text.	*Cite Textual Evidence and Draw Inferences That Most Support Analysis of Text*	• Use words and phrases to cite (e.g., according to the author; the author says; here it states). • Use words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).
Grade 9-10 (RI.9-10.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	*Cite Strong and Thorough Textual Evidence to Support Inferences Drawn*	• Use words and phrases to cite (e.g., according to the author ; the author says ; here it states). • Use words and phrases to explain inferences drawn from the text (e.g., this means that ; the author thinks that ; this makes me reach the conclusion that ; one possible explanation for this is). • Use question forms to develop factual questions (questions that are answered directly in the text), interpretive questions (questions that require the reader to interpret the content of the text or the author's intention) and evaluative questions (questions that assess the content of the text or the author's craft).
Grade 11-12 (RI.11-12.1) 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.	*Thoroughly Cite and Infer from the Strongest Evidence to Support Analysis and Develop Questions*	• Use words and phrases to cite (e.g., according to the author ; the author says ; here it states). • Use words and phrases to explain inferences drawn from the text (e.g., this means that ; the author thinks that ; this makes me reach the conclusion that ; one possible explanation for this is). • Use question forms to develop factual questions (e.g., questions that are answered directly in the text), interpretive questions (e.g., questions that require the reader to interpret the content of the text or the author's intention) and evaluative questions (e.g., questions that assess the content of the text or the author's craft).

Reading for Information Anchor Standard 2

Reading for Information Anchor Standard 2	*Main Academic Demand*
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	*Summarize Text by Determining Main Idea and Supporting Details*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RI.K.2) With prompting and support, ask and answer questions about key details in a text.	*Identify Main Topic and Retell Key Details*	• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic. • Identify words (adjectives) and transition words (e.g., sequencing words) to identify details. • Use adjectives that provide details about the text. • Use sequence words (e.g., first, then, after) to retell key details.
Grade 1 (RI.1.2) Identify the main topic and retell key details of a text.	*Identify Main Topic and Retell Key Details*	• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic. • Identify words (adjectives) and transitional words (e.g., sequencing words— when, then, after, most) to recount key details. • Use adjectives that provide details about the text.
Grade 2 (RI.2.2) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	*Identify Main Idea of Overall Text and Focus of Individual Paragraphs*	• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic. • Identify specific words (nouns and verbs) that are repeated in each paragraph.
Grade 3 (RI.3.2) Determine the main idea of a text; recount the key details and explain how they support the main idea.	*Determine Main Idea and Key Details and Explain How They Support the Main Idea*	• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic. • Identify/use words transitional words (e.g., sequencing words—when, then, after, most) to recount and explain key details. • Use adjectives that provide details about the text. • Use own words to recount, following the same sequence as the text presents.
Grade 4 (RI.4.2) Determine the main idea of a text and explain how it is supported by key details; summarize the text.	*Summarize Text and Determine Main Idea and Supporting Details*	• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic. • Identify/use transition words (e.g., sequencing words—when, then, after, most) to summarize key details in the text. • Use adjectives that provide details about the text. • Use words and phrases to summarize the text (e.g., The main points are ; the key points the author makes are).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 5 (RI.5.2) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	*Summarize Text and Determine Two or More Main Ideas and Supporting Details*	• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify two or more main ideas in a text. • Identify/use words (adjectives) and transition words (e.g., sequencing words— first, then—and transition words—so, in fact, therefore, however) to explain how main ideas are supported by key details. • Use words and phrases to summarize the text (e.g., this text is mostly about; the main points are; the key points the author makes are).
Grade 6 (RI.6.2) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	*Summarize Text and Determine a Central Idea and Its Supporting Details*	• Identify words and phrases that appear throughout the text (e.g., nouns and related pronouns and/or words and phrases that have the same meaning) to determine a central idea. • Identify transitional words and phrases (e.g., thus, one of the consequences, because) that introduce details in the text. • Use words that summarize the text (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).
Grade 7 (RI.7.2) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	*Summarize Text and Analyze Development of Two or More Central Ideas*	• Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (e.g., two central ideas can be exemplified by related words—wood/wooden; flammable/fast burning/fire hazards). • Analyze transitional words and phrases (e.g., but, because, despite, actually). • Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).
Grade 8 (RI.8.2) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	*Summarize Text and Analyze Development of a Central Idea*	• Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two central ideas can be exemplified by related words, e.g., heavy rains/downpours; rescue/save). • Identify transitional words and phrases (e.g., but, because, despite, actually). • Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points are).
Grade 9-10 (RI.9-10.2) 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.	*Summarize Text and Analyze Development of a Central Idea, Including Use of Specific Details*	• Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two central ideas can be exemplified by related words, e.g., life/live). • Identify/use words and phrases that signal the development and refinement of ideas: sequencing and/or chronological markers (e.g., first, in the beginning, the next). • Identify transitional words and phrases (e.g., whether, but, even though, in fact). • Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points the author makes are).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 11-12 (RI.11-12.2) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text	*Summarize Text Objectively, Analyzing the Relationships and Development of Multiple Central Ideas*	• Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two or more central ideas can be exemplified by related words, e.g., life/live). • Identify how central ideas interact and build on one other by focusing on transition words (e.g., unless, somewhat, whether, but, because, likewise, unlike, like). • Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points the author makes are).

Reading for Information Anchor Standard 3

Reading for Information Anchor Standard 3	*Main Academic Demand*
Analyze how and why individuals, events and ideas develop and interact over the course of a text.	*Analyze Cause/Effect and Interactions between Text Elements*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RI.K.3) With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	*Describe Connection between Two Text Elements*	• Identify/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to describe individuals, events, ideas and information in the text. • Identify the events (verbs) in the text. • Use cause and effect signal words (e.g., but, so, then) to describe connections in a text. • Use words that signal a comparison or contrast (e.g., like).
Grade 1 (RI.1.3) Describe the connection between two individuals, events, ideas or pieces of information in a text.	*Describe Connection between Two Text Elements*	• Identify/use words and phrases (e.g., nouns and associated pronouns) that indicate who/what is the subject. • Use cause-and-effect signal words (e.g., because, so) to describe connections in a text. • Use words that signal a comparison or contrast (e.g., though, while, but). • Use verbs with appropriate word endings to signal a comparison (e.g., -est/-er).
Grade 2 (RI.2.3) Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.	*Describe Connections between Events, Ideas, Concepts or Steps in a Procedure*	• Identify/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to describe events, ideas and concepts in the text. • Identify/use words and phrases that signal sequence (e.g., before, long ago, currently, first, secondly, then, next, last, finally). • Use cause-and-effect signal words (e.g., because, so) to describe connections in a text.
Grade 3 (RI.3.3) Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.	*Describe Relationships between Text Elements, Using Time, Sequence and Cause/Effect Language*	• Identify/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text. • Identify/use words and phrases that signal sequence (e.g., before, long ago, currently, first, secondly, then, next, last, finally). • Use cause and effect signal words (e.g., because, so, but) to describe relationships in a text. • Identify/use words and word endings that signal comparison (e.g., like, though, while, -est/-er).
Grade 4 (RI.4.3) Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.	*Use Time, Sequence and Cause/Effect to Describe Interactions between Events, Ideas, Concepts or Procedures*	• Identify/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to explain events, procedures, ideas or concepts in the text. • Identify/use words and phrases that signal sequence (e.g., before, long ago, currently, first, secondly, then, next, last, finally). • Use words and phrases that signal chronology (e.g., when—meaning that two events happened at the same time;

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
		sometimes—meaning occasionally, not always). • Use words that add details or examples (e.g., for instance, some examples). • Use cause-and-effect words to explain why an event happened (e.g., because, so, but, though, while, as a result).
Grade 5 (RI.5.3) Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.	*Explain Cause and Effect Interactions among Two or More Individuals, Events, Ideas or Concepts in Text*	• Identify/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to explain individuals, events, ideas and concepts. • Use words that signal chronology or sequence (e.g., as, while). • Identify/use words that signal cause and effect (e.g., though, while, but, because, so, as a result). • Use words that add details or examples (e.g., for instance, some examples, in fact, in other words).
Grade 6 (RI.6.3) Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).	*Analyze Cause/Effect among Details of a Key Text Element*	• Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to analyze a key individual, event, or idea in a text. • Identify words that signal chronology or sequence (e.g., as, while). • Use words that signal cause and effect (e.g., though, while, but, because, so, as a result).
Grade 7 (RI.7.3) Analyze the interactions among individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	*Analyze Cause/Effect Interactions between Individuals, Events and Ideas in Text*	• Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to analyze a key individual, event, or idea in a text. • Identify words that signal chronology or sequence (e.g., as, while). • Use words that introduce details or examples (e.g., for instance, some reasons, in fact, in other words). • Identify/use words that signal cause and effect (e.g., though, while, but, because, so, as a result). • Use words that signal an outcome or result (e.g., so, as a result).
Grade 8 (RI.8.3) Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).	*Analyze How Text Connects and Distinguishes Individuals, Ideas or Events*	• Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text. • Identify/use words that signal cause-and-effect connections between individuals, events and ideas (e.g., though, while, but, because, so, as a result) to analyze interactions. • Identify words that signal comparison or an analogy (e.g., like, though, while, but). • Use words that signal an outcome or result (e.g., so, as a result). • Use words that add details or examples (e.g., for instance, some reasons).
Grade 9-10 (RI.9-10.3) Analyze how the author unfolds an analysis or series of ideas or events,	*Analyze Author's Sequence and Connections of Ideas or Events to Develop*	• Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to analyze ideas or events. • Identify related verbs that signal how events evolve.

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	*Points*	• Identify/use words that signal cause-and-effect connections (e.g., though, while, but, because, so, as a result). • Identify words and word endings that signal comparison (e.g., like, though, while, but, -est/-er). • Use words and phrases that signal temporal markers (e.g., when, after, during, still).
Grade 11-12 (RI11-12.3) 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.	*Analyze the Development and Interaction between Individuals, Events and/or a Complex Set of Ideas*	• Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to analyze ideas or events. • Identify related verbs that signal how events evolve. • Identify/use words that signal chronology or sequence (e.g., as, while, during, after, still). • Use words and phrases that signal cause and effect (e.g., though, while, but, because, so, as a result).

Reading for Information Anchor Standard 4

Reading for Information Anchor Standard 4	*Main Academic Demand*
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.	*Analyze the Meaning and Impact of Word Choice* *(Kindergarten MAD is slightly different: Analyze Impact of Word Choice)*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RI.K.4) With prompting and support, ask and answer questions about unknown words in a text.	*Ask and Answer Questions about Unknown Words*	• Use words, phrases and question forms (e.g., What does ___ mean?) to ask questions about unknown words in a text. • Use sentence structures that use context clues (e.g., I think it can mean ___.) to find the meaning of words.
Grade 1 (RI.1.4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	*Determine Meaning of Words and Phrases*	• Use words, phrases and question forms (e.g., What does ___ mean?) to ask questions about unknown words in a text. • Use sentence structures that use context clues (e.g., I think it can mean ___) to find the meaning of words
Grade 2 (RI.2.4) Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	*Determine Meaning of Words and Phrases in Text*	• Use words, phrases and question forms (e.g., What does ___ mean?) to ask questions about unknown words in a text. • Use sentence structures that use context clues (e.g., I think it can mean ___) to find the meaning of words.
Grade 3 (RI.3.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	*Determine Meaning of Academic and Domain-Specific Words and Phrases in Text*	• Identify tier 1 (words found in everyday conversations; e.g., your, animals), tier 2 (words found in writing but seldom in conversations and that can have multiple meanings; e.g., nurse) and tier 3 (technical words; e.g., mammals) words in a text.
Grade 4 (RI.4.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*.	*Determine Meaning of Academic and Domain-Specific Words and Phrases in Text*	• Identify tier 1 (words found in everyday conversations; e.g., walls, plants, trees), tier 2 (words found in writing but seldom in conversations and that can have multiple meanings; e.g., control, property) and tier 3 (technical words; e.g., Anglo-Saxons) words in a text.
Grade 5 (RI.5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	*Determine Meaning of Academic and Domain-Specific Words and Phrases in Text*	• Identify tier 1 (words found in everyday conversations; e.g., world, place), tier 2 (words found in writing but seldom in conversations and that can have multiple meanings; e.g., discovered, vanished) and tier 3 (technical words; e.g., colony collapse disorder) words in a text.

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 6 (RI.6.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.	*Determine Figurative and Connotative Meanings of Words and Phrases Analyze Meaning and Tone of a Specific Word Choice*	• Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind; e.g., self-contained island, segregated ocean). • Identify words and phrases that have a positive (e.g., intense) or negative (e.g., earsplitting) connotation in the text. • Identify words and phrases that have a technical meaning in the text (e.g., double-note stop).
Grade 7 (RI.7.4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	*Determine Figurative, Connotative and Technical Meanings of Words and Phrases Analyze Meaning and Tone of a Specific Word Choice*	• Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind; similes that use like or as—e.g., folded over their coffee cups like ferns). • Identify words and phrases that have a technical meaning in the text (e.g., taciturnity). • Identify words and phrases that have a connotative meaning in a text (e.g., laconic grunts and early rising men have negative connotations in the text excerpt). • Identify the impact of a specific word that is repeated throughout the text (e.g., breakfast).
Grade 8 (RI.8.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	*Determine Figurative, Connotative and Technical Meanings of Words and Phrases Analyze Analogies and Allusions to Texts and Impact of Word Choices on Meaning and Tone*	• Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind; e.g., where there is so much racket there must be something out of kilter). • Identify words and phrases that have a connotative meaning in a text (e.g., women's rights in the text has a positive connotation). • Identify allusions to other texts (e.g., the Bible).
Grade 9-10 (RI.9-10.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	*Determine Figurative, Connotative and Technical Meanings of Words and Phrases Analyze Cumulative Impact of Specific Word Choices on Meaning and Tone*	• Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind; e.g., translating is used in the text as a synonym for transforming). • Identify words and phrases that have a positive or negative connotation in the text (e.g., happy/happier/very happy have a negative connotation in the text related to the economy). • Identify words and phrases that have a technical meaning in the text (e.g., subjective well being, objective well being). • Identify words and phrases that gather a cumulative meaning in the text (e.g., in the text happiness is used when speaking about the economy and then social relations).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 11-12 (RI11-12.4) Determine the meanings of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meanings of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No.10).	*Analyze Author Use of Meanings of Key Terms over the Course of a Text*	• Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind; e.g., curing the mischief, remedy, disease). • Identify words and phrases that have a positive or negative or technical connotation in the text (e.g., impulse of passion has a negative connotation in the text excerpt). • Identify words and phrases that have a technical meaning in the text (e.g., majority and minority are technical, political terms in the text). • Identify words and phrases that are repeated and refined over the course of the text (e.g., Madison defines faction and adds to the meaning throughout the text).

Reading for Information Anchor Standard 5

Reading for Information Anchor Standard 5	*Main Academic Demand*
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.	*Analyze the Relationship of Linguistic and Text Structures*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RI.K.5) Identify the front cover, back cover and title page of a book.	*Identify and Correctly Use Common Types of Text*	Use specific words and phrases to name different parts of a book (e.g., front and back covers, title page).
Grade 1 (RI.1.5) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	*Use Text Features to Find Information*	• Use words and phrases to identify different text features (e.g., the headings tell you what the section will cover; the table of contents is found in the beginning of the book; electronic menus are at the top of the screen). • Use words and phrases to describe how text features are used (e.g., headings indicate the main idea of the section of the text; glossaries allow the reader to search for a definition of a key word; an icon is a picture in a computer).
Grade 2 (RI.2.5) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	*Use Text Features to Find Information*	• Use words and phrases to identify different text features (e.g., the headings tell you what the section will cover; the table of contents is found in the beginning of the book; electronic menus are at the top of the screen). • Use words and phrases to describe how text features are used (e.g., headings indicate the main idea of the section of the text; glossaries allow the reader to search for a definition of a key word; an icon is a picture in a computer).
Grade 3 (RI.3.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	*Use Text Features and Search Tools to Locate Information Efficiently*	• Use words and phrases to identify text features and search tools (e.g., key words target a main idea; sidebars provide more information about a topic; hyperlinks join two topics by clicking on a highlighted word).
Grade 4 (RI.4.5) 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.	*Describe Different Informational Text Structures*	• Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 5 (RI.5.5) 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.	*Compare and Contrast the Structure of Two or More Informational Texts*	• Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]). • Use words and phrases to compare and contrast the structure of two or more texts (e.g., like, whereas, similarly, differently, otherwise).
Grade 6 (RI.6.5) Analyze how a particular sentence, paragraph, chapter or section fits on the overall structure of a text and contributes to the development of the ideas.	*Analyze How a Section of Text Contributes to Overall Structure and Development of Ideas*	• Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]). • Use sentence structures to describe how a sentence, paragraph, chapter or section contributes to the development of ideas (e.g., This section represents ; This sentence is an example of the use of ; The chronological marker here indicates that).
Grade 7 (RI.7.5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	*Analyze How Major Sections of Text Contribute to Overall Structure and Development of Ideas*	• Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]). • Use sentence structures to describe how major sections contribute to the whole text (e.g., This section contributes; This section adds information on).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 8 (RI.8.5) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	*Analyze Paragraph Structures and How Sentences Develop Key Concepts*	• Identify words and phrases that indicate the structure of a paragraph (e.g., structures that convey descriptions use adjectives [e.g., cold, hot]; structures that present a sequence use chronological time markers [e.g., incessantly]; compare-and-contrast structures use transitional words [e.g., like, just as, more]; cause-and-effect structures use transitional words [e.g., because] and problem-and-solution structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]). • Use sentence structures to describe how a particular sentence develops and refines a key concept (e.g., This sentence adds information on ; The sentence contributes to the author's claim that).
Grade 9-10 (RI.9-10.5) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or chapter).	*Analyze How Particular Linguistic Structures Develop and Refine Author's Ideas or Claims*	• Identify words and phrases that indicate the structure of particular sentences, paragraphs or larger portions of a text (e.g., structures that convey descriptions use adjectives [e.g., silver, respectful]; structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]). • Use sentence structures to describe how a particular sentence, paragraph or portion of a text develops and refines a key concept (e.g., This sentence adds information on ; The sentence contributes to the author's claim that).
Grade 11-12 (RI11-12.5) Analyze and evaluat 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.	*Evaluate the Effectiveness of Structure by Author's Use of Clear, Convincing and Engaging Points*	• Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]). • Use sentence structures to evaluate the effectiveness of the structure an author uses (e.g., The author uses the following structures to show that ; I consider that these structures are effective/not effective because).

Reading for Information Anchor Standard 6

Reading for Information Anchor Standard 6	*Main Academic Demand*
Assess how point of view or purpose shapes the content and style of a text.	*Assess Author's Point of View*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RI.K.6) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	*Name and Differentiate the Role of an Author and Illustrator*	• Use words and phrases to name the author and the illustrator of a text (e.g., the author is ___; the illustrator is ___). • Use words and phrases to associate the role of an author with writing (e.g., authors write). • Use words and phrases to associate the role of an illustrator with drawing pictures in a book (e.g., illustrators tell stories with pictures).
Grade 1 (RI.1.6) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	*Differentiate Information Provided by Pictures and Words*	• Use sentence structures (e.g., the text says ___; here it says that ___) to describe the information provided by the text. • Use sentence structures (e.g., the pictures show ___) to describe the information provided by pictures. • Use compare and contrast words and phrases (e.g., same, different, but) to explain the difference between the information provided by the text and the pictures.
Grade 2 (RI.2.6) Identify the main purpose of a text, including what the author wants to answer, explain or describe.	*Identify What the Author Wants to Answer, Explain or Describe*	• Identify nouns and related pronouns (e.g., map) and/or verbs (e.g., show) to determine the main purpose of a text. • Use sentence structures that explain what the author wants to answer or describe (e.g., the author wants to show that ___).
Grade 3 (RI.3.6) Distinguish their own point of view from that of the author of a text.	*Distinguish between the Reader's and the Author's Point of View*	• Identify nouns and associate pronouns that signal the author's perspective (e.g., I). • Use sentence structures to distinguish between the author's and the reader's point of view (e.g., The author thinks ___, but I think ___; The author says ___ and I also think ___).
Grade 4 (RI.4.6) Compare and contrast a first- and second-hand account of the same event or topic; describe the differences in focus and the information provided.	*Compare and Contrast First- and Second-Hand Accounts of an Event or Topic*	• Identify pronouns that indicate first- and second-hand accounts (e.g., first-hand accounts use I, me; second-hand accounts use third person, he/they). • Use compare-and-contrast words and phrases (e.g., same, different, but, similar, whereas, however) to compare first- and second-hand events.
Grade 5 (RI.5.6) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	*Analyze Similarities and Differences of Multiple Accounts of the Same Event or Topic*	• Identify nouns and associated pronouns that signal the topic (e.g., sharks, Great White sharks, they). • Identify adjectives that are used in multiple accounts of the same topic (e.g., vicious, gentle, affable). • Identify the verbs that are used in the multiple accounts of the same topic (e.g., slaughtered, feared). • Use sentence structures to distinguish the author's and the

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
		reader's point of view (e.g., The author thinks ___, but I think ___; The author says ___ and I also think ___).
Grade 6 (RI.6.6) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	*Determine and Explain How an Author Conveys Point of View*	• Identify nouns and associated pronouns that convey the author's point of view (e.g., I, me). • Identify transitional words that signal a change in the author's point of view (e.g., but, instead, while). • Use sentence structures to explain how an author conveys his or her point of view (e.g., the author's stance is ____; the author uses ____ to show ___).
Grade 7 (RI.7.6) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	*Determine and Analyze How an Author Distinguishes Point of View*	• Identify nouns and associated pronouns that indicate the topic of the text (e.g., Mr. Jefferson/he/him). • Identify personal pronouns that convey the author's point of view (e.g., I, me). • Identify transitional words that signal how the author distinguishes his or her position from that of others (e.g., but, because, if). • Use sentence structures to explain how the author's point of view differs from that of others (e.g., The author's position is the same as ____ because ____; The points of view are dissimilar in that ___, as shown by___).
Grade 8 (RI.8.6) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	*Determine and Analyze How Author Responds to Conflicting Evidence or Viewpoints*	• Identify nouns and associated pronouns that convey the author's point of view (e.g., we). • Identify transitional words that signal how the author responds to conflicting viewpoints (e.g., but, because, if). • Use sentence structures to explain an author's point of view or purpose (e.g., The author believes that ____, as shown by ____; The author exemplifies her experience by saying ____, in contrast with _____).
Grade 9-10 (RI.9-10.6) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	*Determine an Author's Point of View and Analyze Author's Use of Rhetoric*	• Identify nouns and associated pronouns that convey the author's point of view (e.g., we). • Identify the use of rhetorical devices (e.g., numbering the arguments, repetition) that strengthen the author's point of view (e.g., the first is ___; the second is ___). • Use sentence structures that explain the author's point of view (e.g., the author's stance is ___; the author uses ____ to advance the argument).
Grade 11-12 (RI11-12.6) 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.	*Determine the Effective Use of Rhetoric in an Author's Point of View or Purpose, Including Its Persuasive Style or Content*	• Identify nouns and associated pronouns that indicate the topic of the text (e.g., success, successful). • Identify personal pronouns that convey the author's point of view (e.g., I, we). • Identify words that are repeated (e.g., every) throughout the text and the use of comparative words (e.g., silly/silliest; dull/dullest). • Use sentence structures that explain the author's point of view and use of rhetoric to advance the argument (e.g., The author's stance is ____, and he uses the following rhetorical devices to show that _____).

Reading for Information Anchor Standard 7

Reading for Information Anchor Standard 7	*Main Academic Demand*
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	*Synthesize and Evaluate Content Presented in Various Formats*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RI.K.7) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	*Make Connections between Illustrations and Text*	• Identify/use the nouns and associated pronouns (e.g., plane, people) that indicate the subject of the illustrations and text. • Identify/use the verbs (e.g., goes, getting) that indicate the action that the illustrations and the text depict. • Use sentence structures to describe the relationship between illustrations and text (e.g., Here is a ___; it is ___; the picture shows ___ and the words say ___).
Grade 1 (RI.1.7) Use the illustrations and details in a story to describe its key ideas.	*Describe Key Ideas by Using Illustrations and Details*	• Identify the nouns and associated pronouns (e.g., firefighters, they) that indicate the subject of the illustrations and text. • Identify the verbs (e.g., slide, take) that indicate the action that the illustrations and the text depict. • Use sentence structures to describe the relationship between illustrations and text (e.g., Here are the ___; they are ___; in the picture the firefighters are ___; in the text it says that ___).
Grade 2 (RI.2.7) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	*Explain the Contributions and Impact of Images in a Text*	• Identify the nouns (e.g., seesaw, lever) that indicate the subject of the images and text. • Identify the verbs (e.g., goes, lifts) that indicate the action that the illustrations and the text depict. • Use cause and effect words and phrases (e.g., that is, that is why) to explain how the images clarify the text. • Use sentence structures to provide examples of how an image and the text support each other (e.g., The image shows ___; the text explains ___; the text says ___).
Grade 3 (RI.3.7) 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).	*Demonstrate Understanding of Information from Words and Illustrations in a Text*	• Identify the nouns and associated pronouns (e.g., pets, these) that indicate the subject of the illustrations and text. • Identify the verbs (e.g., loves, own) that indicate key events that the illustrations and/or text depict. • Identify words and phrases that indicate location (e.g., Nevada) to demonstrate an understanding of where the key events took place. • Identify chronological markers (e.g., in recent years) that indicate when key events take place. • Identify cause and effect words and phrases (e.g., but, whether) that indicate why key events take place (e.g., *but* these kinds of pets can be very dangerous). • Use words and phrases to explain the information gained

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
		from the text and the illustration (e.g., The illustration shows ___ and the text says ___; the illustration adds information regarding ___).
Grade 4 (RI.4.7) 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.	*Interpret Information Presented in Various Formats and How It Contributes to Understanding of Texts*	• Identify the nouns and associated pronouns (e.g., Mama Berta/she, malaria) that indicate the subject of the images and text. • Identify the verbs (e.g., lives, cares, pose) that indicate the action that the illustrations and/or text depict. • Identify quantitative information (e.g., 300 million) that provides facts. • Use sentence structures to explain how the information contributes to an understanding of the text (e.g., The facts show ___; the picture of Mama Berta reflects ___).
Grade 5 (RI.5.7) 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.	*Demonstrate Ability to Locate Information from Different Sources*	• Identify the nouns and associated pronouns (e.g., Hurricane Katrina, storm) that indicate the subject of the text and/or digital sources. • Identify adjectives (e.g., heavy, powerful) and verbs (e.g., destroyed) that describe the actions in the print and digital sources. • Identify quantitative information (e.g., hundreds of thousands) that provide facts. • Identify cause and effect words (e.g. eventually, because) that describe the reasons for an event).
Grade 6 (RI.6.7) Integrate information presented in different media and formats (e.g., visually, quantitatively) and in words to develop a coherent understanding of a topic or issue.	*Integrate Information Presented in Various Formats*	• Identify the nouns and associated pronouns (e.g., latitude and longitude, both) that indicate the subject of the images and text. • Identify quantitative information (e.g., both are measured in terms of the 360 degrees) that indicates facts. • Identify phrases that introduce examples (e.g., this means). • Use words and phrases to integrate information from the text and the diagram (e.g., both, different, similar, like, unlike, whereas)
Grade 7 (RI.7.7) Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	*Compare and Contrast Portrayal of a Subject in a Text and in Another Medium*	• Identify the nouns and associated pronouns (e.g., King George VI, I) that indicate the subject of the text and audio. • Identify verbs (e.g., spoken, forced) that indicate the action that the text, audio, video or multimedia present. • Use compare and contrast words and phrases (e.g., the same, different, both, whereas, as a result) to compare the text and the audio.
Grade 8 (RI.8.7) Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a	*Evaluate Use of Different Media to Present a Topic or Idea*	• Identify the nouns and associated pronouns (e.g., homeless, they, homelessness) that indicate the subject of the sources. • Identify qualitative information (e.g., There are several hundred thousand homeless people in America today) that present particular facts about a topic or idea. • Use sentence structures to evaluate the advantages and

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
particular topic or idea.		disadvantages of using different sources (e.g., The interview presents ___, whereas the text clarifies ___; both sources show ___).
Grade 9-10 (RI.9-10.7) Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	*Compare and Contrast Various Accounts and Details of a Subject Told in Different Media*	• Identify the topic that links both texts (the death of President Kennedy). • Identify transitional words that introduce details in each account (e.g., The New York Times headline uses *as* and the semicolon to present facts. The JFK Library account uses several transitional words (e.g., then, but), providing more details. • Use sentence structures that analyze the different accounts of the same event (e.g., The NYT coverage states ___, whereas the account by the JFK library emphasizes ___; both texts demonstrate ___).
Grade 11-12 (RI11-12.7) 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.	*Problem Solve by Integrating Information Evaluated from Multiple Sources and Formats*	• Identify the nouns and associated pronouns (e.g., Rolihlahla Mandela, Nelson Mandela, he, I) that indicate the subject (e.g., Nelson Mandela's biography and autobiography). • Identify the events (verbs; e.g., born, attend, treated) in both texts. • Use sentence structures to integrate and evaluate information (e.g., The biography presents ___, whereas the autobiography adds ___; both the biography and the autobiography consider ___; the video adds information about ___).

Reading for Information Anchor Standard 8

Reading for Information Anchor Standard 8	*Main Academic Demand*
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.	*Evaluate Author's Claims and Supporting Evidence*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RI.K.8) With prompting and support, identify the reasons an author gives to support points in a text.	Identify Author's Reasoning	Use words and phrases to identify how the author introduces reasons (e.g., The author/book says ___).
Grade 1 (RI.1.8) Identify the reasons an author gives to support points in a text.	Identify Author's Reason	• Identify the reasons introduced in a text (e.g., the phrase "this helps" introduces a reason). • Use sentence structures to identify how the author introduces reasons (e.g., The author/book says ___; here it says ___).
Grade 2 (RI.2.8) Describe how reasons support specific points the author makes in a text.	Describe the Reasons That Support Author's Claims	• Use words and phrases to identify how an author provides reasons (e.g., adverbs: why). • Use words and phrases to support reasons with facts (information; e.g., Farmers grow what grows best in the weather they get) and details (e.g., adjectives: hot, wet). • Use sentence structures to describe how the author introduces reasons (e.g., The author/book says ___; here it says ___).
Grade 3 (RI.3.8) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Describe Logical Connections between Sentences and Paragraphs in Text	• Use words and phrases (e.g., just as, like) to identify comparisons. • Identify words and sentences (e.g., but) that signal cause and effect. • Identify chronological markers (e.g., long, long ago; after) that signal sequence.
Grade 4 (RI.4.8) Explain how an author uses reasons and evidence to support particular points in a text.	Explain Author's Supporting Evidence and Claims in Text	• Identify/use words and phrases to explain the evidence presented (facts). • Identify/use sentence structures to explain the reasons and evidence an author presents (e.g., The author/book says ___; the fact that ___ explains ___).
Grade 5 (RI.5.8) Explain how an author uses reasons and evidence to support particular points in a text,	Connect Author's Claims with Supporting Evidence	• Use words and phrases to identify reasons (examples and descriptions). • Use words and phrases (e.g., since, but) to identify signal words that introduce reasons. • Identify/use sentence structures to explain the reasons and

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
identifying which reasons and evidence support which point(s).		evidence an author presents to support a particular point (e.g., The author/book says ___, which means that ___; the fact that ___ explains ___).
Grade 6 (RI.6.8) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Identify and Evaluate Whether Author's Claims Are Supported by Evidence	• Identify/use transitional words and phrases (e.g., but, as a result) to trace the author's argument. • Use words and phrases to identify the evidence (facts and numbers). • Use words and phrases to evaluate claims (interpretations) that are supported and unsupported by reasons and evidence (e.g., This claim is supported/not supported by the fact that ___; the reasons provided support/don't support the following claims ___).
Grade 7 (RI.7.8) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluate Author's Claims and Reliability of Supporting Evidence	• Identify/use transitional words and phrases (e.g., in fact, furthermore) to trace the author's argument. • Use sentence structures to evaluate the soundness of the evidence (e.g., The author considers that ___; the text examines ___).
Grade 8 (RI.8.8) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluate Author's Claims and Reliability of Supporting Evidence Identify Irrelevant Evidence	• Identify/use transitional words and phrases (e.g., but, instead, thus) to trace how an argument develops. • Use words and phrases to identify the evidence (facts, quotations). • Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., The author considers that ___; the text examines ___; there is/is not enough evidence to support the claims that ___).
Grade 9-10 (RI.9-10.8) 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.	Evaluate Author's Claims and Reliability of Supporting Evidence Identify False Statements and Evidence	Identify/use transitional words and phrases (e.g., because, that is) to trace the author's argument. • Use specific sentence patterns (e.g., comparative sentences) to identify claims (interpretations). • Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., The author considers that ___; the text examines ___; there is/is not enough evidence to support the claims that ___).
Grade 11-12 (11-12.*)** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and	Delineate and Evaluate the Reasoning, Relevance and Function in Seminal U.S. Texts and That of Public Advocacy Work	• Identify/use transitional words and phrases (e.g., as well as, for, yet, but, or, alike) to trace the author's reasoning. • Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., The author considers that ___; the text examines ___; there is/is not enough evidence to support the claims that ___).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
the premises, purposes and arguments in works of public advocacy (e.g., the Federalist, presidential addresses).		

Reading for Information Anchor Standard 9

Reading for Information Anchor Standard 9	*Main Academic Demand*
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	*Compare and Contrast Similar Texts and Subjects*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RI.K.9) (copy the grade level standard from the applicable BCCI document)	Compare and Contrast Two Texts on the Same Topic	Use sentence structures to compare and contrast two texts on the same topic (e.g., These illustrations/books are the same because ___; these illustrations/books are different because ___).
Grade 1 (RI.1.9) Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Compare and Contrast Two Texts on the Same Topic	Use sentence structures to compare and contrast two texts on the same topic (e.g., These illustrations/descriptions are the same because ___; these illustrations/descriptions are different because ___).
Grade 2 (RI.2.9) Compare and contrast the most important points presented by two texts on the same topic.	Compare and Contrast Key Points Presented in Two Texts on the Same Topic	• Identify compare-and-contrast words (e.g., whether, or, but) and phrases in a text. • Identify word endings (morphemes) that convey comparisons (e.g., *est* in highest). • Use sentence structures to compare and contrast similarities and differences between the texts (e.g., These two texts are the same in that ___ but they differ in that ___).
Grade 3 (RI.3.9) Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and Contrast Key Points Presented in Two Texts on the Same Topic	• Identify compare-and-contrast words and phrases (e.g., like, as well, however) in a text. • Identify word endings (morphemes) that convey comparisons (e.g., *est* in heaviest). • Use sentence structures to compare and contrast words and phrases to discuss similarities and differences between the texts (e.g., These two texts are the same in that ___ but they differ in that ___; this text shows that ___, whereas this one shows ___).
Grade 4 (RI.4.9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate Information from Two Texts on the Same Topic	• Identify the topic that both texts share (e.g., India, cuisines). • Use sentence structures to integrate the information from both texts (e.g., I learned from both texts that ___).
Grade 5 (RI.5.9) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Synthesize Information from Several Texts on the Same Topic	• Identify the topic (nouns) that the texts share (e.g., Hurricane Katrina, the storm). • Use sentence structures to integrate the information from several texts on the same topic (e.g., What I learned from these texts is ___; when I combined the information I learned that ___).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 6 (RI.6.9) Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and Contrast Texts in Different Forms or Genres	• Use words and phrases (nouns and associated pronouns) to identify the subject (e.g., Indians, he). • Identify words and phrases (adjectives) (e.g., rich, fabulous) to analyze how the two texts approach the same topic. • Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., conquest). • Use sentence structures to compare and contrast stories in the same genre (e.g. The stories develop the following themes ___ but differ in that ___; this author develops the story by ___, whereas the other one develops it by ___).
Grade 7 (RI.7.9) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.	Analyze Two Authors' Use of Evidence and Facts about the Same Topic	• Identify the evidence (facts) in the text (e.g., massacre at a Newtown, Conn., elementary school last month). • Identify how the authors shape their presentations (e.g., use of quotations). • Use sentence structures to compare and contrast how two authors emphasize different evidence (e.g., Both texts present evidence regarding ___, however, the ___; the evidence presented in these texts is different/similar in that ___; both texts make the point that ___).
Grade 8 (RI.8.9) Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.	Analyze Conflicting Texts on the Same Topic and Identify Disagreements in Facts or Interpretations	• Identify the evidence (facts) in the text (e.g., 49ers team that scored 17 straight points to make Super Bowl XLVII). • Use compare-and-contrast words (e.g. both, like, similar, although, even though, however, but) and sentence structures to analyze conflicting information on the same topic (e.g., Even though both texts present information on ___, they differ in that ___; the information ___ presented in Text 1 conflicts with the information ___ presented in Text 2).
Grade 9-10 (RI.9-10.9) Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four	Analyze Related Themes and Concepts in U.S. Documents of Historical and Literary Significance	• Identify/use words and phrases (including synonyms) to identify the subject (e.g., freedom, liberty). • Identify/use words and phrases (including antonyms) to identify related concepts (e.g., justice/injustice) • Use sentence structures to analyze the two texts (e.g., This text represents ____, whereas the other text focuses on ____; both texts/authors address issues of____ but differ in that ___).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Freedoms speech, King's Letter from Birmingham Jail), including how they address related themes and concepts. a. Read, annotate and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.		
Grade 11-12 (RI11-12.9) Analyze 17th, 18th and 19th 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. a. Read, annotate and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.	Analyze the Importance, Rhetoric and Related Themes from Varying Perspectives Addressed in 17th, 18th and 19th Century Foundational U.S. Documents of Historical and Literary Significance	• Identify/use words and phrases to identify the subject, including associated pronouns and words (e.g., Religious, it, God). • Identify/use words and phrases (nouns and associated pronouns) to identify how the authors in both texts address the audience (e.g., Friend, I, you). • Use words and phrases to identify how each text develops the information, including punctuation marks (e.g., commas) and transitional words (e.g., so, if, then). • Use sentence structures to analyze the two texts (e.g., This text represents ____, whereas the other text focuses on ____; both texts/authors address issues of ____ but differ in that ___; both authors agree on ____ but disagree on ____; the first text presents information on ____, instead, the second text presents ____).

Reading for Information Anchor Standard 10

Reading for Information Anchor Standard 10	***Main Academic Demand***
Read and comprehend complex literary and informational texts independently and proficiently.	*Build Comprehension of Grade Level Texts*

CCLS Grade Level Standard	**Grade Level Academic Demand**	**Building Background Knowledge**
Grades Pre-K-2 (RI.Pre-K-2.10) **Pre-K and K**—Actively engage in group reading activities with purpose and understanding. **Grade 1**—With prompting and support, read informational text appropriately complex for grade 1. **Grade 2**—By the end of the year, read and comprehend information 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.	*See grade level standard.*	The following are some strategies to build background knowledge: • One of the best ways to develop background knowledge in the early primary grades is through read aloud and accountable talk, in this way you are exposing children to the text and allowing them to exchange views with others. • Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class. • Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class. • Pairing fiction and nonfiction books that address the same topic.
Grades 3-5 (RI.3-5.10) ***Grade 3*—**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. ***Grade 4*—**By the end of year, read and comprehend informational texts, including	*See grade level standard.*	The following are some strategies to build background knowledge: • Pre-reading discussions to build background knowledge and open ended questions during read aloud can increase the students' reliance on the text and the information they are integrating. • Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class. • Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class. • Pairing fiction and nonfiction books that address the same topic.

CCLS Grade Level Standard	Grade Level Academic Demand	Building Background Knowledge
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. ***Grade 5—***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.		
Grades 6-8 (RI.6-8.10) ***Grade 6***— 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. ***Grade 7***— 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. ***Grade 8***— By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	*See grade level standard.*	The following are some strategies to build background knowledge: • Developing background knowledge in the middle school years can be achieved by reviewing or introducing concepts that form the baseline for understanding more complex ones. Conversations around topics that the student knows little about can be supported by carefully selected short video clips and illustrations that are connected to the background knowledge and content need to enrich reading comprehension. • Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class. • Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class. • Pairing fiction and nonfiction books that address the same topic.
Grades 9-12(RI.9-12.10) ***Grades 9-10***— By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with	*See grade level standard.*	The following are some strategies to build background knowledge: • Developing background knowledge in the high school years can be achieved by reviewing or introducing concepts that form the baseline for understanding more complex ones. Conversations around topics that the student knows little about can be supported by

CCLS Grade Level Standard	Grade Level Academic Demand	Building Background Knowledge
scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. ***Grade 11-12***— 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.		carefully selected short video clips and illustrations that are connected to the background knowledge and content need to enrich reading comprehension. • Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class. • Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class. • Pairing fiction and nonfiction books that address the same topic.