

6-8 College and Career Readiness Anchor Standard	Sixth		Seventh		Eighth	
Reading for Informational Text	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

Key Ideas and Details							
<b>CCRA.R.1 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.</b>	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Sixth grade students will read and analyze informational texts. They develop the ability to closely examine the text's content. They also learn how to look for and identify deeper meanings within the text by drawing inferences. In order to do this work, teachers can demonstrate and model how to refer back to a text for support. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice.  The teacher may also guide students through the process of moving from analysis to synthesis. During this process, students carefully examine a segment of text. Students take the text's content and add prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way students can learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars.	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.	Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the informational texts they read. They need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do so, students at this level need practice locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text.  At this level, seventh grade students must be able to locate and describe the central ideas presented in a text. They understand how the central ideas are related to the details and examples that support them. Students pay attention to how the central ideas are developed throughout the text and they observe how the details and examples work together to uphold the central idea. Students in seventh grade should be able to summarize what	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Eighth grade students will analyze a text for a central idea or understanding and support their analysis with strong textual evidence. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark up the text as they read in order to guide their thinking. For example, using text features such as headings, bold words, and graphs, students may take note of repeated ideas or images. Based upon their analysis, students may then determine the author's purpose and overall message of the text along with which details best support this meaning. Work like this may involve students sorting textual evidence, including direct quotes and examples, and using only the strongest segments; specifically,	
	CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		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.		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.		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.
	CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		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).		RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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		<p>When engaged in these seminars, students are prompted by their peers to provide support from the text for their comments during a class discussion. In this way, students begin the practice of referring to the text for support.</p> <p>Students in the sixth grade will learn how to summarize texts by evaluating key details. They develop the ability to determine the supporting details from the extraneous details. Teachers may guide students (as they use organizers and other tools) and lead them to analyze how individual events or ideas are introduced and elaborated upon in a text. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.</p>		<p>they have read, free from their own opinions and bias.</p> <p>Students in seventh grade need to be able to read closely to analyze relationships between individuals, events, and ideas in a text. For example, in an informational history book, they may reflect on how historical figures influenced ideas or events of the time period and vice versa. In order to do so, students will need wide and deep exposure to informational texts. They may also need tools for recording the relationships they observe, such as a graphic organizer or structured note-taking.</p>		<p>those which directly connect with and uphold the central idea. Once students are able to distinguish between the varying levels of textual strength, they move toward mastering the standard independently. Repeated modeling through think-alouds and guided practice will aid students in this process.</p> <p>Students will first determine the central idea or focus of a text. This involves becoming aware of and recording repeated understandings or messages as they read. Students are encouraged to actively read and take note of how recurring examples, images, and conclusions drawn by the writer support and build the central idea of the text. Once students begin to realize the central idea, they should reflect upon how the writer used repetition to slowly reveal it to the reader. Therefore, summaries should reveal the ways the central ideas develops. For example, analysis may include examining a writer's choice of structure, features, and</p>
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						<p>support. Eighth grade students will analyze a writer's style and presentation in order to determine the relationship between individuals, ideas, or events. To achieve this, students will first understand how different text structures present and link information. For instance, using graphic organizers, students could read brief pieces that present information using a variety of structures, including through comparison, analogies, and categories. Students could then reflect upon how the writer's choice of structure relates to his/her overall central idea or purpose. To further explore this concept, students could generalize how specific genres of informational texts tend to rely on particular structures in order to determine relationships between individuals, ideas, or events.</p>
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Craft and Structure						
<b>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative</b>	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	As students read informational texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words. In order to do this	RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the	Students in seventh grade strengthen their ability to understand the meaning of words. Because words have multiple meanings, students must work to	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	To interpret a writer's style and word choice, eighth grade students will work to gain insight into how the writer uses figurative language, how he builds

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<p><b>meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p><b>CCRA.R.5 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.</b></p> <p><b>CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</b></p>		work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Mini-lessons on figurative language may assist sixth graders as they apply this skill during independent reading.	impact of a specific word choice on meaning and tone.	<p>understand how the multiple and varied meanings influence the text. Instruction in this area can address how students may use their knowledge of word parts to determine the meaning of an unknown word or provide strategies for using context clues. Furthermore, students notice that some words and phrases have deeper meanings, requiring further investigation. To do this work, students may keep a running list of figurative language found in a text along with inferences regarding outlining their meaning. They may also list what comes to mind when they hear a particular word to investigate its varying connotations. Students will observe how word choice affects meaning and tone within a text. This may require repeated teacher modeling through think-alouds and guided practice.</p> <p>Students in seventh grade pay attention to writing structures. They observe how a composition is built of many sections that must cohesively link together to deliver a writer's broader</p>	impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<p>the background knowledge of the reader, and why he refers to alternate texts. To achieve this, students will learn to identify words and phrases that create a variety of tones within literary nonfiction texts and correspond to the writer's overall purpose. Once students can see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via analogies or allusions, are present. With partners, small groups, or whole class discussions, students should then debate the why of that inclusion. Essential questions for this discussion may be: why does the writer relate his or her text to another through analogy or allusion; what purpose does making this text-to-text connection serve. Finally, students should demonstrate their mastery of this standard by independently analyzing how a writer chooses words with intent to affect tone and meaning. Students will understand how writers go about crafting paragraphs in order to build meaning.</p>
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Students in sixth grade are expected to determine how individual elements of informational texts (sentence, chapter, section, etc.) contribute to a text's overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may also use graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships. As students hone this skill, they see with greater clarity how individual elements of a text contribute to its main concept and development of ideas.	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.		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.	
	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Students are able to	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.		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.	

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		<p>understand how the author develops the point-of-view of the speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain portions within a text and imagine how their content/ style would change if the author's point-of-view shifted to an alternate purpose/point-of-view. For example, teachers may prompt students with questions like: "If the author's purpose shifted from informing his/her audience about facts and details to persuading them to take action, how would the tone and style of the this text change?"</p>		<p>point. To further this understanding, students need exposure to a wide range of informational texts with a variety of organizational structures. They might work with a partner or a group with one particular text to explain the relationship between the sections and how the sections connect to cover a whole topic.</p> <p>Seventh grade students continue to investigate the author's point of view and purpose for writing. They notice how the author makes their point of view unique from the opinions of others. This work might require students to read several pieces of text around a particular topic, noting how authors each approach the topic differently.</p>		<p>They will recognize how topic sentences, support, and elaboration work together to develop a concept for the reader. Work like this may include separating sentences of well-constructed paragraphs and asking students to place the manipulatives in the order that best builds meaning for them as a reader. Following this activity, students may reflect, using their own language and impressions, on the role each sentence served in the paragraph. Additional exposure across a variety of texts will aid students in recognizing paragraph patterns and structures.</p> <p>Students will recognize how an author's perspective presents itself within a text. This process may involve examining a text for overall purpose, personal bias, and opposing viewpoints. Students will examine argumentative/evaluative texts such as editorials and persuasive speeches. Students may outline the perspective presented by the writer including key ideas, supporting details,</p>
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						and counterarguments. Students may then consider how someone of an opposing viewpoint may respond to the examples, data, or support offered in the original text. Students' analysis may also focus on examining the author's tone, word choice, and use of persuasive language.
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**Integration of Knowledge and Ideas**

<b>CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Sixth grade students will compare and contrast texts across various genres on the same theme or topic. For example, students may read several news articles on a particular issue and also watch a documentary on the same issue to gain a well-rounded perspective of what the issue entails. Students gather information from all media to assess and better understand how each is presented. To do this work, students may practice highlighting information from articles and note-taking from live media to gain insight into the overall scope of an issue. Students are expected to evaluate data, arguments and claims in a text in order to distinguish those supported by evidence from those which are not.	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).	Students in seventh grade build an understanding of how content differs depending on the medium in which it is presented. In order to do this work, students need to be able to interact with a particular segment of text and analyze how it is expressed in more than one format or medium. Students will observe how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats. Students will develop the ability to identify techniques present in each format or compare/contrast two or more formats. For example, students may compare and contrast how a segment from a presidential speech comes across one way, in written format, than in another	RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Students will understand how the use of varying mediums may reinforce or distract readers" from the central ideas presented in a text. In essence, students will evaluate how messages can most effectively be delivered to one's intended audience. Work like this may include examining multiple mediums of text focused around the same key concept. For each text, students will use language and message to identify the intended audience. Then, through partner, small group, or written reflection, they will reflect upon how effective that medium expresses the message and reaches the intended audience.
<b>CCRA.R.8 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.</b>	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.		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.		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.	
<b>CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		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.		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.	Eighth grade students will dissect the argument presented in a text and

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		<p>Students also evaluate if there is enough evidence to support a particular claim within an informational text. Students at this level compare and contrast two author's presentations of similar events. For example, students may read a person's memoir in conjunction with the same person's biography. In this way, students are able to view the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed. By doing this, students are able to make text-to-text connections across different authors' perspectives and explore these implications.</p>		<p>way, via a live viewing. Seventh graders will then reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text.</p> <p>Seventh grade students understand that arguments need to be supported with evidence. They read the text closely in order to determine which textual segments most strongly support to the author's argument. Students need practice to evaluate this evidence accurately and decide whether or not this evidence supports the author's claim. Students also need instruction on how to sort the evidence. They may wonder: Is the evidence relevant and strong or pointless and weak? Has the author provided enough evidence to support their claim?</p> <p>Students in seventh grade become more familiar with how information can take several shapes. They investigate how one topic may be presented in different ways. While reading two or more texts on the same topic,</p>		<p>analyze the support presented. One way to approach this is through analyzing a number of debates. For example, as students read closely, they could track claims, facts, and evidence presented as support. They could then use their notes to determine how direct the link between the speaker's overall topic is to that piece of evidence. As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having explained the original study or speakers use weaker evidence to discredit oppositions.</p> <p>Eighth grade students will understand how two or more texts may present the same topic from differing viewpoints. Specifically, students should be able to cite instances of disagreement and analyze the basis for these discrepancies. Work like this may include examining argumentative/evaluative</p>
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				students pay particular attention to how the authors use the same information, but produce different texts because they interpret the information differently. To begin thinking this way themselves, students may need teacher modeling through think-aloud to point out how the authors' use of the same information differs.		texts, including editorials and political campaign documents. As students read each text, they should note the support established by each writer and how those details relate to the writer's overall message. For instance, students may consider whether the details serve to sensationalize the issue, address the counterargument, or inform the reader. In addition, students should consider the source of these supporting details and their overall credibility in regard to the given topic. Evidence of this standard may include seminars and debates as well as reflections.
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Range of reading and Level of text Complexity						
<b>CCRA.R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.</b>	RI.6.10 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.	Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, some biographies, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.	RI.7.10 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.	Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.	RI.8.10 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.	Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.



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		<p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>“Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections</p>		<p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>		<p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>
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		<p>among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>				
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