

# Ohio

## English Language Arts Vertical Alignment

READING INFORMATIONAL STRAND

2017

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### Introduction

Ohio's English Language Arts Learning Standards in the vertical format show the college and career readiness anchor standards (CCRA), organized by strand, with their corresponding grade-level standards. We call these *Vertical Alignments*. These vertical alignments allow you to see what the students should be learning in their grade level, but also in the grade level or levels above and below the student's grade level.

Vertical alignments can be helpful for instructional planning. For example, CCRA 2 in the Reading Literature and Informational strand asks the student to use the central ideas or themes in a text to provide a complex, thorough account of the text. This is the one of the expectations for students graduating from high school to show college or career readiness. To build to that level, the standards ask the student in grades K-5 to retell or summarize the text. In Grade 6 and beyond, students should be able to narrow that summary of the text to include only key components of the text to create a more complex summary. If a student struggles to do this, a teacher may go back in the vertical alignment to see if the student has mastered the standards for the previous grade levels. Students would need to master the basic summarizing skills before they would be able to master the skill of producing a more complex account or thorough analysis of the story or text. The teacher can then differentiate, or tailor the lessons and supports to the students' needs, to help students reach the skills in the standard at their grade level.

The vertical alignments are also helpful for parents who want to follow the skills and concepts that their children should be mastering from one grade level to the next.

**Informational Text: Key Ideas and Details**

**College and Career Readiness (CCR) Anchor Standard 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>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	With prompting and support, ask and answer questions about key details in a text.
<b>Grade 1</b>	Ask and answer questions about key details in a text.
<b>Grade 2</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<b>Grade 3</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Grade 4</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Grade 5</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Grade 6</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Grade 7</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Grade 8</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Grades 9-10</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Grades 11-12</b>	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.

**Informational Text: Key Ideas and Details**

**CCR Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>Grade 1</b>	Analyze informational text development. a. Identify the main topic. b. Retell key details of a text.
<b>Grade 2</b>	Analyze informational text development. a. Identify the main topic of a multi-paragraph text. b. Identify the focus of specific paragraphs within the text.
<b>Grade 3</b>	Analyze informational text development. a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea.
<b>Grade 4</b>	Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information.
<b>Grade 5</b>	Analyze informational text development. a. Determine two or more main ideas of a text and explain how they are supported by key details. b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.
<b>Grade 6</b>	Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central ideas and relevant details.
<b>Grade 7</b>	Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.
<b>Grade 8</b>	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.

<b>Grade 9-10</b>	Analyze informational text development. a. 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. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
<b>Grades 11-12</b>	Analyze informational text development. a. 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. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

<b>Informational Text: Key Ideas and Details</b>	
<b>CCR Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>Grade 1</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>Grade 2</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Grade 3</b>	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.
<b>Grade 4</b>	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.
<b>Grade 5</b>	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.
<b>Grade 6</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>Grade 7</b>	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).
<b>Grade 8</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>Grades 9-10</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>Grades 11-12</b>	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.

<b>Informational Text: Craft and Structure</b>	
<b>CCR Anchor Standard 4:</b> 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.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>Grade 1</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>Grade 2</b>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<b>Grade 3</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
<b>Grade 4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>Grade 5</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<b>Grade 6</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>Grade 7</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>Grade 8</b>	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.
<b>Grades 9-10</b>	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).
<b>Grades 11-12</b>	Determine the meaning 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 meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).

<b>Informational Text: Craft and Structure</b>	
<b>CCR Anchor Standard 5:</b> 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>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	Identify the front cover, back cover, and title page of a book.
<b>Grade 1</b>	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.
<b>Grade 2</b>	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.
<b>Grade 3</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>Grade 4</b>	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.
<b>Grade 5</b>	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.
<b>Grade 6</b>	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.
<b>Grade 7</b>	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.
<b>Grade 8</b>	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.
<b>Grades 9-10</b>	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).
<b>Grades 11-12</b>	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.



<b>Informational Text: Craft and Structure</b>	
<b>CCR Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<b>Grade 1</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>Grade 2</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Grade 3</b>	Distinguish their own perspective from that of the author of a text.
<b>Grade 4</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.
<b>Grade 5</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.
<b>Grade 6</b>	Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.
<b>Grade 7</b>	Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<b>Grade 8</b>	Determine an author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>Grades 9-10</b>	Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.
<b>Grades 11-12</b>	Determine an author’s perspective 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.

<b>Informational Text: Integration of Knowledge and Ideas</b>	
<b>CCR Anchor Standard 7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	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).
<b>Grade 1</b>	Use the illustrations and details in a text to describe its key ideas.
<b>Grade 2</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>Grade 3</b>	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).
<b>Grade 4</b>	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.
<b>Grade 5</b>	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.
<b>Grade 6</b>	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.
<b>Grade 7</b>	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).
<b>Grade 8</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>Grades 9-10</b>	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<b>Grades 11-12</b>	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.

**Informational Text: Integration of Knowledge and Ideas**

**CCR Anchor Standard 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>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	With prompting and support, identify the reasons an author gives to support points in a text.
<b>Grade 1</b>	Identify the reasons an author gives to support points in a text.
<b>Grade 2</b>	Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
<b>Grade 3</b>	Describe the relationships between the evidence and points an author uses throughout a text.
<b>Grade 4</b>	Explain how an author uses evidence to support particular points in a text.
<b>Grade 5</b>	Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.
<b>Grade 6</b>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.
<b>Grade 7</b>	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.
<b>Grade 8</b>	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>Grades 9-10</b>	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.
<b>Grades 11-12</b>	Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).

<b>Informational Text: Integration of Knowledge and Ideas</b>	
<b>CCR Anchor Standard 9:</b> 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>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>Grade 1</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>Grade 2</b>	Compare and contrast the most important points presented by two texts on the same topic.
<b>Grade 3</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>Grade 4</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Grade 5</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Grade 6</b>	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).
<b>Grade 7</b>	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.
<b>Grade 8</b>	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.
<b>Grades 9-10</b>	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
<b>Grades 11-12</b>	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Informational Text: Range of Reading and Level of Text Complexity**

**CCR Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	Actively engage in group reading activities with purpose and understanding.
<b>Grade 1</b>	With prompting and support, read informational texts appropriately complex for grade 1.
<b>Grade 2</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Grade 3</b>	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.
<b>Grade 4</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Grade 5</b>	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.
<b>Grade 6</b>	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.
<b>Grade 7</b>	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.
<b>Grade 8</b>	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.
<b>Grades 9-10</b>	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

<b>Grades 11-12</b>	<p>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.</p> <p>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.</p>
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