

**MS-CCR Reading Standards
2nd-6th Vertical Progressions**

Underlined and bold-faced portions of standards are NEW to the specific grade level

Grade Level	Reading Standard 1	
CCR	RL/RI	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.
6	RL/RI	<u>Cite textual evidence to support analysis of</u> what the text says explicitly <u>as well as</u> inferences drawn from the text.
5	RL/RI	<u>Quote accurately</u> from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	RL/RI	Refer to <u>details and examples</u> in a text <u>when explaining</u> what the text says explicitly and <u>when drawing inferences from the text.</u>
3	RL/RI	Ask and answer questions to demonstrate understanding of a text, <u>referring explicitly to the text as the basis for the answers.</u>
2	RL/RI	Ask and answer questions <u>such as who, what, where, when, why and how to demonstrate understanding</u> of key details in a text.

Grade Level	Reading Standard 2	
CCR	RL/RI	
6	RL	Determine a theme <u>or central idea</u> of a text and <u>how it is conveyed through particular</u> details; <u>provide</u> a summary of the text <u>based upon this determination.</u>
	RI	Determine <u>a central</u> idea of a text and <u>how it is conveyed through particular</u> details; <u>provide</u> a summary of the text <u>distinct from personal opinions or judgments.</u>
5	RL	Determine a theme of a story, drama, or poem from details in the text, <u>including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;</u> summarize the text.
	RI	Determine <u>two or more</u> main ideas of a text and explain how <u>they are</u> supported by key details; summarize the text.
4	RL	Determine <u>a theme of a story, drama, or poem from details in the text; summarize the text.</u>
	RI	Determine the main idea of a text <u>and explain how it is supported by key details; summarize the text.</u>

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3	RL	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	RI	Determine the main idea of a text; recount the key details and explain how they support the main idea.
2	RL	Recount stories, including fables and folktales from diverse cultures , and determine their central message, lesson, or moral.
	RI	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Grade	Reading Standard 3	
CCR	RL/RI	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
6	RL	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	RI	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
5	RL	Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	RI	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.
4	RL	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	RI	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.
3	RL	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	RI	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.
2	RL	Describe how characters in a story respond to major events and challenges.
	RI	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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Grade Level	Reading Standard 4	
CCR	RL/ RI	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 and tone.
6	RL	..., including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	RI	..., including figurative, connotative, and technical meanings.
5	RL	... including figurative language such as similes and metaphors.
	RI	Determine the meaning of general academic and domain-specific words and phrases in a relevant grade 5 topic/subject.
4	RL	... including those that allude to significant characters found in mythology (e.g., Herculean).
	RI	Grade 4 topic/subject
3	RL	Determine the meaning of words/phrases as they are used in text, distinguishing literal from nonliteral language.
	RI	...of general academic/domain-specific words/phrases in text ... grade 3 topic/subject
2	RL	Describe how words/phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
	RI	Grade 2 topic/subject area

Grade Level	Reading Standard 5	
CCR	RL/RI	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (section, chapter, scene, or stanza) relate to each other and the whole.
6	RL	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	RI	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.
5	RL	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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	RI	<u>Compare/Contrast</u> the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts .
4	RL	<u>Explain the major differences between</u> poems, drama, and prose , and refer to the structural elements of poems (verse, rhythm, meter) and drama (casts of char, setting, descriptions, dialogue, stage directions) when writing or speaking about a text.
	RI	<u>Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u>
3	RL	<u>Refer to parts of stories, dramas, and poems, when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</u>
	RI	Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
2	RL	<u>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</u>
	RI	Know and use various text features (captions, bold print, subheadings , glossaries, indexes , electronic menus, icons) to locate key facts or information in a text efficiently .

Grade Level	Reading Standard 6	
CCR	RL/RI	Assess how point of view or purpose shapes the content and style of a text.
6	RL	<u>Explain</u> how an author develops the point of view of the narrator or speaker in a text .
	RI	<u>Determine an author's</u> point of view or purpose in a text and explain how it is conveyed in the text .
5	RL	<u>Describe how a narrator's or speaker's</u> point of view influences how events are described .
	RI	<u>Analyze multiple</u> accounts of the same event or topic, noting important similarities and differences in the pov they represent .
4	RL	<u>Compare/Contrast the</u> pov from which different stories are narrated, including the difference between 1st and 3rd person narrations .
	RI	<u>Compare/Contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u>
3	RL	<u>Distinguish their own</u> pov from that of the narrator or those of the characters.
	RI	<u>Distinguish their own pov from that of</u> the author of a text.

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2	RL	<u>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</u>
	RI	<u>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</u>

Grade Level	Reading Standard 7	
CCR	RL/RI	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as words.
6	RL	<u>Compare/Contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</u>
	RI	<u>Integrate information presented in different media or formats (visually, quantitatively) as well as words to develop a coherent understanding of a topic or issue.</u>
5	RL	<u>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (graphic novel, multimedia presentation of fiction, folktale, myth, poem).</u>
	RI	<u>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.</u>
4	RL	<u>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in a the text.</u>
	RI	<u>Interpret information presented visually, orally, or quantitatively (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.</u>
3	RL	<u>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting).</u>
	RI	<u>Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occur).</u>
2	RL	Use <u>information gained from the</u> illustrations <u>and words in a print or digital text to demonstrate understanding of</u> its characters, setting, or <u>plot.</u>
	RI	<u>Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.</u>

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Grade Level	Reading Standard 8	
CCR	RI	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.
6	RI	<u>Trace and evaluate the argument and specific claims</u> in a text, <u>distinguishing claims that are</u> supported by reasons and evidence <u>from claims that are not.</u>
5	RI	Explain how an author uses reasons and evidence to support particular points in a text, <u>identifying which reasons and evidence support which point(s).</u>
4	RI	<u>Explain how an author uses reasons and evidence to support particular points</u> in a text.
3	RI	Describe <u>the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence).</u>
2	RI	<u>Describe how</u> reasons support <u>specific</u> points <u>the</u> author <u>makes</u> in a text.

Grade Level	Reading Standard 9	
CCR	RL/RI	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
6	RL	Compare/Contrast <u>texts in different forms or genres (stories and poems; historical novels and fantasy stories) in terms of</u> their approaches to similar themes and topics.
	RI	<u>Compare/Contrast one author's presentation of events with that of another (a memoir written by and a biography on the same person).</u>
5	RL	Compare/Contrast stories <u>in the same genre (mysteries and adventure stories) on their approaches</u> to similar themes and topics.
	RI	Integrate information from <u>several</u> texts on the same topic in order to write or speak about the subject knowledgeably.
4	RL	Compare/Contrast the <u>treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature form different cultures.</u>
	RI	<u>Integrate information from</u> two texts on the same topic <u>in order to write or speak about the subject</u>

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		<u>knowledgeably.</u>
3	RL	Compare/Contrast <u>the themes, setting, and plots of</u> stories <u>written by the same author about the same of similar characters (in books from a series).</u>
	RI	Compare/Contrast the most important points <u>and key details</u> presented in two texts on the same topic.
2	RL	Compare/Contrast <u>two or more versions of the same story (Cinderella stories) by different authors or from different cultures.</u>
	RI	<u>Compare/Contrast the most important points presented by</u> two texts on the same topic.