

ELA Standards Progressions Grades K–8

College and Career Readiness Anchor Standards for Reading (CCRA.R)

<u>CCRA.R.1</u>	2
Informational Text & Literature	2
<u>CCRA.R.2</u>	5
Literature	5
Informational Text	7
<u>CCRA.R.3</u>	10
Literature	10
Informational Text	12
<u>CCRA.R.4</u>	14
Literature	14
Informational Text	16
<u>CCRA.R.5</u>	18
Literature	18
Informational Text	20
<u>CCRA.R.6</u>	23
Literature	23
Informational Text	25
<u>CCRA.R.7</u>	28
Literature	28
Informational Text	30
<u>CCRA.R.8</u>	33
Informational Text	33
<u>CCRA.R.9</u>	35
Literature	35
Informational Text	37

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.

Reading: Informational Text & Reading: Literature

Standard	Progression Notes
RL.K.1/ RI.K.1	<p>In kindergarten, the focus is that when students answer questions, they are answering with details from the text, not from their personal experience.</p> <p>All of the Key Questions in Fishtank ELA are about key details in the text, so students interact with this standard daily. Prompting and support could include asking follow-up questions, rereading key moments in the text, directing students to particular images, or providing students with sentence frames.</p> <p>Students should be encouraged to be inquisitive consumers of texts, and should always be given opportunities to ask their own questions of the text. This standard is formatively assessed in all Fishtank ELA lessons and units.</p>
RL.1.1 /RI.1.1	<p>In first grade, students continue to ask and answer questions, but without support from the teacher. When listening to a text read aloud, students should be able to recall key details in the text without needing additional scaffolds. This means teachers may read multiple pages of text aloud, and then ask students to answer a question about a key detail.</p> <p>Students should be encouraged to be inquisitive consumers of texts, and should always be given opportunities to ask their own questions of the text. Students' questions should be more targeted than in kindergarten.</p> <p>This standard is formatively assessed in all Fishtank ELA lessons.</p>
RL.2.1, RI.2.1	<p>In second grade, students are asked to notice and think about particular details from the text. Students learn how to ask and answer questions that use different interrogatives. This helps students begin to distinguish the types of details they are getting from the text.</p> <p>This standard is formatively assessed in all Fishtank ELA lessons.</p>

RL.3.1, RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	This is a supporting standard in all Fishtank ELA lessons. In third grade, students are expected to reread and return to the text to support how they got their answer. If students are able to return to a section of text and provide specific details from that section of the text, they are referring explicitly to the text. The key for third grade is that students understand that when they are answering a question they need to reread and find examples from the text to support their answer. At this level, examples from the text means correct details and does not require quoting directly from the text.
RL.4.1, 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.	<p>This is a supporting standard in all Fishtank ELA lessons. In fourth grade, students build on what they learned in third grade, but they are expected to refer to multiple details and explain what those details mean. When answering questions students look for multiple details from the text in order to draw inferences. Then students articulate what the details mean. It is important that students can explain what the evidence means and how it supports a particular inference. It is no longer enough for students to just identify evidence.</p> <p>Students may begin to quote from the text, but it is not required until fifth grade. When students are referring to details in the text, they are most often paraphrasing details.</p>
RL.5.1, RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	This is a supporting standard in all Fishtank ELA lessons. In fifth grade, students are still expected to refer to multiple examples from the text, but they are now expected to quote accurately from the text. This means that students need to be able to find specific quotes to support an idea and then explain what the quotes mean. By the end of the year, students should have a solid understanding of how to find quotes that accurately support an answer, and shouldn't just be picking any quotation from the text.
RL.6.1, RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	This is a supporting standard in all Fishtank ELA lessons. In sixth grade, students should be supporting all analyses with evidence from the text. This draws on work done in fourth and fifth grade where they learn how to find evidence and quote accurately from the text. In sixth grade, students learn strategies for citing evidence and using evidence to support an analysis with more of an emphasis on students analyzing and explaining each piece of evidence.
RL.7.1, 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.	In seventh grade, students are required to cite and use several pieces of evidence from the text. Students need to be able to find multiple pieces of evidence to support an analysis and then explain how each piece of evidence supports the analysis or inference.

RL.8.1, RI.8.1	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	In eighth grade, students are still required to cite and use several pieces of evidence but the emphasis is now on ensuring that students are using the best evidence. Students are pushed to think about which evidence is the best and learn how to explain their evidence in a way that shows this level of analysis.
---------------------------	---	--

CCRA.R.2

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

Reading: Literature

	Standard	Notes about Progression
RL.K.2	With prompting and support, retell familiar stories, including key details.	The standards do not mention any of the traditional story elements (i.e. problem and solution) in the early grades. Students may notice that in the beginning of the story there is often a problem and then the character does something to solve that problem, but students do not need to use this vocabulary. Instead, students should focus on using sequence vocabulary (i.e. first, next, then, last) to retell what happens.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>In first grade, students are pushed further to think about the central message or lesson of the story. To do so, students think mainly about how character traits, feelings, and changes signal what the character learns. Students include details about characters and their actions in their retells. Students should understand that one of the main ways to determine the central message is to think about the character and what happens to the character in the story.</p> <p>Many of the folktales in first grade have a moral. Students are not required to determine the moral of a story until second grade, but students can begin to practice doing so in first grade.</p>
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p>In second grade, students switch from retelling to recounting, which is slightly more nuanced. When recounting, students include more details about characters, including their motivations and relationships, in order to determine the central message.</p> <p>In second grade, students do not explicitly need to explain how the central message, lesson, or moral is conveyed. However, when recounting a story, students are learning how to provide text evidence to support the central message, lesson, or moral. Students should always be able to explain what happened in the story in connection with determining the central message.</p>

RL.3.2	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.	In third grade, students begin to articulate how the central message, lesson, or moral is conveyed through the key details. Students build a deeper understanding of the different ways authors reveal the central message and learn how to explain particular messages, lessons, or morals.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>Fourth grade is the first time that students are introduced to the concept of a theme. Students explore what a theme is, and how they can use the central message of a story to determine the theme of a story.</p> <p>Fourth grade is also the first time that students are introduced to the concept of summarizing. Students take what they have learned about recounting to learn how to write summaries of a story.</p>
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<p>In fifth grade, students build on the work they did in fourth grade and learn how to explain how the theme is developed, particularly how characters respond to challenges. Characters' responses to challenges are one predictable way that authors reveal the theme of a story.</p> <p>Students also learn that when summarizing a story, the theme of the story should always be part of the summary.</p>
RL.6.2	Determine a theme or 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.	In sixth grade, students build on what they learned in fifth grade about determining a theme. Students learn different ways that a theme can be conveyed through details in a text, and learn how to articulate how they determined the theme. Details may come from the entire text, but students are not yet required to explain how the theme is developed over the course of the entire text. Students continue to work on summarizing, but now they are pushed to create objective summaries that do not include any personal opinions or judgments.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	In seventh grade, students analyze how a theme is developed over the course of an entire text. In previous grades, students have identified details from the entire text in order to determine a theme or central idea, but they haven't learned how to analyze its development over the course of the text. Students continue to work on summarizing the text, making sure not to include personal opinions or judgments. Student summaries should include the theme or central idea and a reference to how the theme was developed.

RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	In eighth grade, students grapple with how the theme is developed through the characters, setting, and plot. In previous grades, students have analyzed the development of the theme, but haven't articulated how the theme is connected to different aspects of the text. This challenges students to think about the different ways that authors may develop themes. Students continue to work on writing objective summaries of the text and using the summary as a way to show understanding of the theme and central idea.
---------------	---	---

Reading: Informational Text

Standard		Notes about progression
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	<p>In kindergarten, students focus on identifying the main topic of a text, which is most often a word or phrase that describes what the book is about. Students then work on determining details that align with the topic. Many of the informational books at this level state the topic in the title, and most of the details in the text tell more about the main topic.</p> <p>To prompt and support students, teachers may give students clues about the main topic, provide particular details, and reread sections of the text for students.</p>
RI.1.2	Identify the main topic and retell key details of a text.	In first grade, students continue to work on determining the main topic, which is often hinted at in the title of the text. Since the texts in first grade are slightly more complex than in kindergarten, students now need to distinguish between details that are important and connected to the main topic and details that are just interesting.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	In second grade, students begin to think about the main topic of the entire text and of specific paragraphs. This means that students may identify that an entire text is about dogs, the first paragraph is about what dogs eat, the second paragraph is about where dogs live, etc. Identifying the main topic of the text and of each paragraph helps students determine which details are important and which are just interesting. It is tempting to introduce the language of the main idea in second grade, but the focus is solely on determining the main topic.

RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	The language of the main idea is first introduced in third grade. The main topic of the text was a word or phrase that described what the text was about, but the main idea is a sentence that describes the central point that the reader should get from the text. To determine the main idea readers need to think about all of the key details and then think about what all of the details are trying to teach the reader.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	In fourth grade, students use summarizing as a tool for determining key details and main ideas. Students focus on determining what the most important points are in the text and then explaining how those points help determine the main idea. While students are only looking for one main idea, it is important that students understand that texts may have more than one main idea.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	In fifth grade, students are pushed even further to determine multiple main ideas. They learn that texts often have multiple main ideas and that different key details support different main ideas. Students use summarizing as a way of determining and explaining the main 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.	<p>In sixth grade, the terminology switches from “main idea” to “central idea” of a text. These terms are often used interchangeably. When looking for the central idea, students are making a summary statement of the most important ideas from the text. To do so, students think about the main points that are made throughout the text. This connects directly with RI.6.5 where students analyze how particular sentences contribute to the development of ideas and RI.6.8 where students trace the development of particular ideas.</p> <p>While the standard only calls for determining a central idea, if the text demands, students may be pushed to find multiple central ideas of the text. In sixth grade, students learn how to write a summary of the text that doesn’t include any personal opinions or judgments.</p>
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.	<p>In seventh grade, students progress to determining two or more central ideas and analyzing how they are developed over the course of the text. Students need to be able to explain how the author emphasizes or repeats particular key ideas to support a particular central idea. This connects directly with RI.7.5 where students have to analyze how different sections of the text contribute to the development of ideas and RI.7.8 where students need to trace and evaluate arguments and claims within a text. While the standard calls for students to determine two or more central ideas, not every text will have multiple central ideas.</p> <p>Students continue to work on creating objective summaries of the text. Student summaries should include the central ideas of the text.</p>

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.	In eighth grade, students continue to work on determining the central idea and analyzing its development over the course of the text. Because the texts students read in eighth grade are more complex than in previous grades, students work on explaining the relationship between supporting ideas in the text and the development of the central idea. This connects directly with standard RI.8.5 where students need to identify the role specific sentences play in developing and refining a concept and RI.8.8 where students evaluate different reasons and evidence that authors include in a text. Students continue to work on providing an objective summary.
---------------	---	---

CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Reading: Literature

Standard		Progression Notes
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<p>In kindergarten, students learn to identify characters, settings, and major events. Students do not need to know the language of problem and solution, but it is often a helpful solution to help students understand what major events are in the beginning, middle, and end of a story.</p> <p>The standards only require that students identify characters, but students begin to identify character feelings and actions as a way of understanding the key events and lessons in a story.</p>
RL.1.3	Describe characters, settings, and major events in a story, using key details.	<p>In kindergarten students learned how to identify characters, settings, and major events, and now students learn to describe each. To describe characters, students must notice a characters' actions, motivations, feelings, and traits. While the standards do not specifically use these words, in order to describe a character students need to notice each of these different aspects of character.</p> <p>In kindergarten students identified the setting, but now students should begin to think about how the setting influences a character's actions.</p>
RL.2.3	Describe how characters in a story respond to major events and challenges.	<p>The second-grade standard focuses primarily on describing how characters in a story respond to major events and challenges, but to do so students need to fully understand characters and how they act. This means that students need a strong understanding of character traits, feelings, relationships, motivations, etc. Without understanding these aspects of character, it is hard to describe why characters respond the way that they do to major events and challenges. Therefore, while traits, feelings, relationships, etc. are not explicitly named in the standard, they are essential for describing characters and stories at this level.</p>
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions	<p>Third grade is the first time the terms traits, motivations, and feelings show up in the standards, but students should enter third grade familiar with these ideas. In third grade, students review these concepts with more complex characters. Students then are</p>

	contribute to the sequence of events	pushed to think about how characters influence the sequence of events. This overlaps with determining the central message of the story (RL.3.2). Without a strong understanding of characters, what they learn, or how they change, students will not be able to understand the central message.
RL.4.3	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).	<p>In fourth grade, students are required to describe characters in depth. This means that students need to think about all aspects of a character beyond just describing their traits or feelings. Students also need to support their descriptions with multiple details from the text.</p> <p>In fourth grade, students also describe the setting in depth using details from the text. This means students must go beyond just identifying the setting in order to explain all aspects of a story's setting, including how it impacts the characters and the sequence of events.</p>
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p>In fifth grade, students use what they have learned about describing characters in-depth to compare and contrast multiple characters. To do so, readers must have a nuanced understanding of each character.</p> <p>Students are also pushed to compare and contrast settings. To do so, students need to be able to describe different settings and understand their purpose in the story.</p>
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.6.3 moves away from a focus on characters and setting to a focus on the plot and how characters' actions are impacted by the plot. In previous grades, students have learned how to develop a deep understanding of character and they've learned how to identify the basic aspects of the plot, although they haven't always been referred to as the plot. In sixth grade, students should be able to specifically name and describe the aspects of a story or drama's plot and explain how particular scenes and episodes are connected to a story's plot. Students review how characters respond or change over the course of the story.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.7.3 has students hone in on particular elements of a story or drama and how they interact. Students are challenged to think about how the setting shapes characters or the plot of the story. This requires a deep understanding of plot, characters, and setting, all of which students have built in previous years.

RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.8.3 has students analyze how particular lines of dialogue or moments in a story impact the plot. Students need to think about how particular moments propel the action, reveal an aspect of a character, or provoke a decision. Because students have been referring to text evidence and quoting directly from the text in previous grade levels, students have had some experience with this aspect of the standard already.
---------------	--	---

Reading: Informational Text

Standard		Progression Notes
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	This standard is the foundation for understanding cause and effect and sequence, although this is not explicitly named in the standards. At this level, students need to understand that details in a text are connected by answering “why” and “how” questions. To show a connection between details, students learn to use the conjunction “because” or the sequence words “first,” “next,” and “last.”
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	In first grade, students continue to explore cause and effect and sequence, although this is not explicitly named as such in the standards. In both informational texts and narrative nonfiction, students explore different ways of noticing the connection between ideas. To show a connection between details, students learn to use the conjunctions “because”, “if,” and “so,” or the sequence words “first,” “next,” and “last.”
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	In second grade, students are expected to show the connection between multiple events, scientific ideas or concepts, or steps in a technical procedure. In kindergarten and first grade, students just focused on connecting two events or ideas. Now students need to describe the larger connection between ideas. While the standard does not explicitly name cause and effect or sequence, students begin to use those terms in order to explain connections.
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.	Third grade is the first time that the language of cause and effect and sequence shows up in the standards. Students will be required to differentiate between the language they use for cause and effect, chronology, and sequence when describing how different events are connected. Students also begin to use text structure as a way of describing the relationship between events, ideas, and concepts.

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.	In fourth grade students are expected to use everything that they have learned about how events are connected to explain events, procedures, ideas, and concepts. To explain what happened and why, students need to refer to cause and effect, chronology, and sequence. Students have worked with these concepts since kindergarten, so now they should use clues from text structure to notice the connection between ideas and then use that to explain how and why things happen.
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.	In fifth grade, students continue to use cause and effect, sequence, and chronology to explain events, but now they also need to explain the relationships and interactions between two or more individuals, events, ideas, or concepts. To do so, students need a solid understanding of how to explain events prior to making connections between events.
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.6.3 briefly moves away from exploring connections between individuals, events, or ideas in order to teach students how to deeply analyze each of these text elements. Students should be pushed to think about how an individual, event, or idea is introduced: why is the author writing about this topic? Why is it presented in the way the author has chosen? They are also expected to analyze how an individual, event, or idea is illustrated or elaborated upon: does the author include their opinion? Is it positive, negative, or neutral? Do they use examples, anecdotes, statistics, or visuals to tell more? Mastering this analysis prepares students to tackle RI.7.3.
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).	In seventh grade, students are pushed to analyze the interactions between individuals, events, and ideas, building upon what they learned in sixth grade. Students make these connections by identifying details that show how they're related (e.g. using cause and effect language, transition words, or close placement in the text). Students also analyze how individuals, ideas, or events influence each other. Do they cause a reaction? Change the context? Make something possible or impossible?
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Eighth grade students are asked to extend the connections they made in seventh grade between individuals, events, or ideas by also making distinctions between each. How does the author show both the connections and distinctions between individuals, ideas, or events? Students must then notice the author's technique for showing this relationship; through comparisons, analogies, categories, transition words, or charts/visuals.

CCRA.R.4

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.

Reading: Literature

Standard		Progression Notes
RL.K.4	Ask and answer questions about unknown words in a text.	This is a supporting standard that is used every time that students interact with a text in Fishtank ELA. Key Questions in lesson plans prompt students to ask and answer questions about unknown words in a text. This standard is mainly assessed formatively and through the vocabulary section of the content assessment.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	In first grade, students continue to ask and answer questions about unknown words, but they are also required to pay attention to specific words that suggest feeling or are sensory words. Noticing these words helps a reader understand how a character is feeling. It also helps the reader better visualize what is happening in the story. This is students' first introduction to why authors use specific words.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	In second grade, students continue to ask and answer questions about unknown words. They also notice how some words and phrases supply rhythm and meaning in a story. This requires students to think about the descriptive language that authors use and how it helps the reader better visualize and understand what is happening in the story. While not explicitly named in the standards, students also begin to explore literal and nonliteral language based on the complexity of the core texts.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	In third grade, students begin to use context clues to determine the meaning of words and phrases in the text. Students also notice how authors use literal and nonliteral language and are able to determine the meaning of different nonliteral language. While the standard does not explicitly call for students to name similes and metaphors, they are referenced in the language standards, so students interact with the terms when unpacking the meaning of nonliteral language.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	In fourth grade, students continue to use context clues to determine the meaning of words and phrases in the text. In some units, students use context to determine the meaning of words and phrases that allude to characters in mythology and other historical or societal references. While not explicitly named in the standards, students continue to interact with literal and nonliteral language based on the demands of the text.

RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	This is a supporting standard in all Fishtank ELA units. Whenever students interact with a text they are using context clues to determine the meaning of words and phrases as they are used in the text. Students were introduced to metaphors and similes in earlier grades, so in fifth-grade students review determining the meaning of metaphors and similes as they read and interact with complex text.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	In sixth grade, students use what they learned in previous grades to determine the meaning of words in context to now think about the figurative, connotative, and technical meanings of words. While close reading a text, students also begin to analyze how specific words and phrases impact the meaning and tone of a passage. This standard is a supporting standard in all Fishtank ELA units and the extent to which students interact with the standard depends on the language demands of the text.
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	In seventh grade, students continue to work on determining the meaning of words and phrases in a text, including figurative and connotative meanings, and analyzing the impact of specific words on the meaning and tone of a text. Students also analyze the use of word choice in poems, noticing the different ways that authors play with language and how it impacts the meaning of the poem. This standard is a supporting standard in all Fishtank ELA units, and the extent to which students interact with the standard depends on the language demands of the text.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	In eighth grade, students continue to work on determining the meaning of words and phrases in a text, including figurative and connotative meanings and analyzing the impact of specific word choices on meaning and tone. Additionally, when applicable, students analyze analogies and allusions to other texts. This standard is a supporting standard in all Fishtank ELA units and the extent to which students interact with the standard depends on the language demands of the text.

Reading: Informational Text

Standard		Progression Notes
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	When reading informational texts, students are presented with many words that they may not know. In kindergarten, students begin to learn strategies for how to determine the meaning of unknown words and how to use those words when writing and speaking about a topic.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	In first grade, students continue to ask and answer questions about unknown words. They also learn how to use a glossary as a way of determining the meaning of an unknown word. This helps readers build a deeper understanding of an idea or topic.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	This is a supporting standard in all Fishtank ELA lessons. Everytime students interact with a text they are using context clues and strategies to determine the meaning of words and phrases in a text. The complexity of the text and task will guide the strategies students learn and use.
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.	This is a supporting standard in all Fishtank ELA lessons. Everytime students interact with a text they are using context clues and strategies to determine the meaning of words and phrases in a text. The complexity of the text and task will guide the strategies students learn and use.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	This is a supporting standard in all Fishtank ELA lessons. Everytime students interact with a text they are using context clues and strategies to determine the meaning of words and phrases in a text. The complexity of the text and task will guide the strategies students learn and use.
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.	This is a supporting standard in all Fishtank ELA lessons. Everytime students interact with a text they are using context clues and strategies to determine the meaning of words and phrases in a text. The complexity of the text and task will guide the strategies students learn and use.

RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	In sixth grade, students use what they learned in previous grades to determine the meaning of words in context to now think about the figurative, connotative, and technical meanings of words. Though not explicitly stated in the standards until seventh grade, while close reading a text, students also begin to analyze how specific words and phrases impact the meaning and tone of a passage. This standard is a supporting standard in all Fishtank ELA units and the extent to which students interact with the standard depends on the language demands of the text.
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 impact of a specific word choice on meaning and tone.	In seventh grade, students continue to work on determining the meaning of words and phrases in a text, including figurative, connotative and technical meanings and analyzing the impact of specific words on the meaning and tone of a text. This standard is a supporting standard in all Fishtank ELA units and the extent to which students interact with the standard depends on the language demands of the text.
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.	In eighth grade, students continue to work on determining the meaning of words and phrases in a text, including figurative, connotative, and technical meanings and analyzing the impact of specific word choices on meaning and tone. Additionally, when applicable, students analyze analogies and allusions to other texts. This standard is a supporting standard in all Fishtank ELA units and the extent to which students interact with the standard depends on the language demands of the text.

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.

Reading: Literature

	Standard	Progression Notes
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	This standard is taught over the entire course. Every time that students interact with a text, they are learning to recognize different types of texts. Students will interact with a variety of different types of texts by the end of the year and will be able to recognize and articulate the difference between the texts. This standard is formatively assessed through daily interactions with a variety of texts.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	This standard is addressed in both Literature and Science and Social Studies units. Every time that students read a text, they are thinking about the type of text they are reading and the type of information that it provides. After participating in a few Literature and Science and Social Studies units, students should easily be able to describe the differences between books that tell stories and books that give information. Because the standard calls for students to “draw on a wide reading of a range of text types,” this standard is formatively assessed as students interact with a variety of different text types.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>This standard pushes students to think about how stories are structured, including what happens in particular parts of a story. The standard does not explicitly refer to all aspects of plot (problem, rising action, solution), but teachers can include these terms as a support for students. Because texts have different structures, it is important that students do not think that every text follows the simple story arc. Instead, students need to think about how different parts of the story are connected and notice patterns in the structure of stories. By reading stories with a variety of structures, students will have a solid understanding of the different ways stories can unfold.</p> <p>It is important to note that this standard does not explicitly use the word “plot” even though it is talking about the overall structure of the story. The word “plot” is used in RL.2.7, so if teachers wish to introduce the word plot to students as a way of understanding structure, they may.</p>

RL.3.5	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.	This standard builds on work done in second grade. In second grade, students learned that stories have predictable structures, while in third grade students will learn about additional structures found in stories, dramas, and poems that help the reader understand the text. Readers also begin to describe how each part of a story, drama or poem builds. While not explicitly stated in the standards, students use their understanding of story structure and plot to explain how events are connected.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	In fourth grade, students continue to notice how story structure and plot unfold in each text. However, fourth grade is the first time that students analyze the differences between different genres. Students have read dramas and poems in previous grades, but this is the first time students think about the major differences between the different genres.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	In fifth grade, students put everything they have learned about the structure of stories, dramas and poems together to describe how different parts are connected. While not explicitly stated in the standards, students use their understanding of story elements to explain how different parts of the text are connected. The word plot does not appear in the standards until sixth grade, but students in fifth grade may begin to use the term to explain how events are connected.
RL.6.5	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.	In sixth grade, students need to think about how particular sentences, chapters, scenes, or stanzas fit into the overall structure of the text and contribute to the development of theme, setting, or plot. This connects directly with RL.6.2 and RL.6.3 because in order to analyze how a particular aspect of the text contributes to the development of theme, setting, or plot, readers need to be able to identify each of these components.
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	In seventh grade, students focus on the structure of a drama or poem and how the structure contributes to the text's overall meaning. This builds onto the work done in sixth grade when students analyzed how particular stanzas in a poem contribute to the development of the theme. This standard sets students up for success in eighth grade, where they need to be able to compare and contrast the structure of multiple texts.

RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	In eighth grade, students put together what they learned in sixth and seventh grade to compare and contrast the structure of two or more texts and analyze how the differing structures contribute to each text’s meaning and style.
---------------	--	--

Reading: Informational Text

	Standard	Progression Notes
RI.K.5	Identify the front cover, back cover, and title page of a book.	This is a supporting standard in all Fishtank ELA lessons. Every time that students interact with an informational text, they use the front cover, back cover and title page of the book to preview the text. While the standard only requires students to identify each aspect, students are pushed to use each feature as they make predictions about what the text will be about. This standard is formatively assessed over the course of the year.
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.	In first grade, students begin to explore using text features to locate key facts or information. Students also begin to use text features in their own writing as a way of showing they understand the purpose behind particular text features.
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.	<p>The texts in second grade are slightly more complex than those that students interacted with in first grade, so students are introduced to additional text features. Students learn how to use the text features to locate key facts and to learn additional information about a topic. The standard only states that students use text features to locate information, but students also need to understand that some text features provide additional information (captions, glossaries etc.).</p> <p>The standards call for students to use text features in order to locate key facts “efficiently.” Instead of reading a text from cover to cover, students often use text features to navigate to certain sections of a text in order to find the information they need. This aspect of the standard is assessed formatively during research writing projects.</p>
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	In third grade, students build on what they learned in first and second grade to use text features to locate information efficiently. The standards still only require students to use text features to locate information, but students will also use text features to learn new information (e.g., captions, fact boxes, etc.). In lessons and

		<p>on assessments, students will be required to use information found in the text features as evidence to support particular ideas and points. When looking for evidence to support an idea, students will use the text features as a guide for finding the evidence.</p> <p>The standard also calls for students to use search tools to locate information efficiently. Students primarily interact with this aspect of the standard when conducting research. Students learn how to determine which keywords to use when conducting a search and how to determine which results will give them the best information. This aspect of the standard is assessed formatively during informational writing projects.</p>
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.	<p>In fourth grade, this standard switches from a focus on text features to a focus on text structure. Students learn about how authors use different text structures to best communicate their ideas at the paragraph and text level.</p> <p>In order to understand text structure, students need to have a solid understanding of chronology, cause/effect, and sequence from RI.3.3 and RI.4.3. Therefore, this standard is very closely connected with RI.4.3. The structure authors use is also directly connected with the type of information and facts they include, therefore this standard is also closely connected with RI.4.8.</p>
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.	<p>In fifth grade, students continue to explore how authors structure a text. Now, however, students need to compare and contrast the structure of events, ideas, concepts or information in two or more texts. This requires students to be able to identify the structure of a text and then explain why the author would use a particular structure. Doing so requires students to also have a strong understanding of RI.5.3 and RI.5.8. All work with RI.5.9 in this grade level also requires students to compare and contrast the structure of a text. Therefore, this standard is often assessed in connection with other core standards.</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.	<p>In sixth grade, students think about how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. Building on what students learned in fifth grade, students continue to identify the different structures that authors use (e.g., chronology, comparison, cause/effect, problem/solution), but are now challenged to analyze how particular evidence from the text fits or supports a particular structure. This standard directly connects with RI.6.2 and RI.6.3.</p>

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.	In seventh grade, students are expected to understand the different ways that authors structure texts and are pushed to analyze how sections of a text contribute to the whole and to the development of ideas. This standard directly connects with RI.7.2 because in order to analyze the structure of a text and how it contributes to development of ideas, students need to be able to determine the central ideas of a text and how they are developed.
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.	In eight grade students return to analyzing particular paragraphs in a text. Students analyze the paragraph to think about how particular sentences develop and refine a key concept. This is directly connected with standard RI.8.2 because understanding the role of particular paragraphs and sentences in a text requires a deeper understanding of the central idea of the text.

CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Reading: Literature

Standard		Progression Notes
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	This is a supporting standard in all Fishtank ELA units. Every time that students read a text they are thinking about the author and illustrator of the story. Students should be able to articulate that both the author and illustrator have important roles.
RL.1.6	Identify who is telling the story at various points in a text.	<p>This is a supporting standard in many Fishtank ELA units. The standard requires students to identify who is telling the story at various points in a text. Most stories at this level are told from one point of view which does not change over the course of the story. Students are most often able to identify who is telling the story from the first few pages of the story. This standard is assessed formatively over the course of the year.</p> <p>While not required by the standards, students do begin to explore how who is telling the story influences what they know in a text. For example, if the story is told by a character in the story they learn a lot about how that character feels. Or if a narrator is telling the story, they know a lot about the different characters. Students at this level, however, do not need to name first- and third-person point of view.</p>
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	In the second grade standard, point of view references a particular character's attitude or way of experiencing events. This is different from first grade when students were thinking about who was telling the story. When interacting with this standard in second grade, students need to think about how a character is feeling and responding to events. This will help the readers understand a character's point of view and how it may be different from other characters. Additionally the standard requires students to speak in a different voice for each character. This requires students to notice when dialogue switches and to use what they know about each character to read with a dialogue that matches the character. It is important that students do not think that dialogue means the point of view is switching.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	This is a supporting standard in all Fishtank ELA Literature units. This standard requires students to determine the narrator's or a character's point of view, and then determine if they have a similar point of view. In this case, the standard is referring to point of view as a character's attitude or way of considering a matter. This is different from fourth grade when students analyze the point of view from which a story is told (i.e.

		first- and third-person). This standard is primarily assessed formatively because it relies on students identifying their own point of view and opinion of a topic.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	In fourth grade, students return to exploring point of view as who is telling the story, often referred to as the literary point of view. Students explore the differences in first- and third-person point of view and how point of view influences what a reader “sees” and “hears.”
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	This is a supporting standard in nearly all Fishtank ELA units. In fourth grade, students learned how to identify the point of view from which a story is told; in fifth grade, students are challenged to think about how the point of view influences how events are described. With each text students read, they analyze how the point of view impacts what they know and how events are described.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	In sixth grade, the focus is primarily on understanding the narrator’s perspective and point of view, and how the author develops the point of view. Students analyze the way that different characters see the world and how that impacts what type of information readers get. There is less of an emphasis on the literary point of view, although this is referenced if the literary point of view has an impact on the way the story is told.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	In seventh grade, students continue to explore how the author develops and contrasts the point of view of different characters or narrators in a text. Students analyze the role that different characters play in a text and why different characters might have different points of view.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	In eighth grade, students learn about dramatic irony and explore how differences in the point of view of the characters and the audience or reader create suspense, humor, or another mood. They also learn how differing points of view propel the story and make the reader want to keep reading.

Reading: Informational Text

Standard		Progression Notes
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.	In kindergarten, students learn the role that authors and illustrators play in presenting information in a text. To extend the standard, students are pushed to think about what specific information authors and illustrators share in a text. Instead of saying “the author writes the words,” students learn to share what specific facts the author teaches in a particular text and what details the illustrator teaches. This standard is assessed formatively over the course of the year.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	In first grade, students understand that pictures and illustrations provide additional information that may not be included in the words. Students learn how to “read” illustrations as a way of learning additional facts. When stating where students got their information, they should be able to name that the information either came from a picture or from the text. This is directly connected to standard RI.1.1. In order to prepare for RI.2.6, students are also pushed to think about why the author or illustrator may include specific details or images.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	In second grade, this standard switches to focusing on the author's purpose. Students think about how to determine the author's purpose and what the author wants to answer, explain, or describe to the reader. This standard is directly connected with RI.2.2 and RI.2.8. To determine the author’s purpose, readers need to understand the main topic of the text and the type of reasons and details the author includes.
RI.3.6	Distinguish their own point of view from that of the author of a text.	<p>This is a supporting standard in Fishtank ELA. In order to distinguish their own point of view from that of the author of the text, students need to read and engage with texts that aim to persuade readers of a particular point. The majority of the texts at this level, and in the sequence, aim to answer, explain, or describe historical or scientific events and concepts in an objective manner. There are some texts in the unit that aim to persuade the reader, and in those instances students are asked to distinguish their own point of view from that of the author. In these cases, the standard is assessed formatively.</p> <p>There are also many texts, particularly in Rediscovering Thanksgiving, where students are asked to challenge the accuracy of the text and if they agree with the author’s point of view on historical events. In this unit, students use facts that they have learned over the course of the unit to create their own understanding of what happened at the first thanksgiving. Doing so requires students to use facts from the entire unit to develop their own point of view and understanding. In this unit, the standard is assessed through students being able to explain an event in history after reading, studying multiple points of view and determining their own point of view.</p>

		Throughout all units, students continue to work on RI.2.6 as a way of identifying the author’s purpose and how that influences the type of details they include in the text (RI.3.8). When students identify the author’s purpose as trying to persuade the reader of something, that is when they are pushed to share their own opinions.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	In fourth grade, students return to thinking about the author's point of view and how it influences the type of information included in the text. Students learn about the difference between a firsthand and secondhand account of a topic and think about how the author’s purpose influences the type of information they give. Due to the complexity of most firsthand historical accounts, students primarily interact with informational texts that include quotations from or references to firsthand accounts. Due to the availability of texts at this level, students are primarily pushed to compare and contrast different secondhand accounts of the same event or topic, thinking about how each version includes different points of views. This is the work of standard RI.5.6. In fifth grade, where firsthand accounts are available for the topics of study, students do a deep dive into this standard. Additionally, when reading different texts about the same topic, students continue to build on what they learned in second grade about why authors write a particular text and analyze the different reasons author’s include to support particular points (RI.4.8).
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	In fifth grade, students dive into the power of point of view. By reading multiple accounts of the same event or topic, students are able to see how the point of view from which a text is told influences the type of information the reader receives. This standard is directly connected to RI.5.8 where students analyze the types of reasons an author includes depending on the author’s purpose. Students also dive deep into RI.4.6 in fifth grade. At this level students are able to access the complexity of the firsthand accounts. Therefore, when thinking about multiple accounts of the same event or topic, they are often reading texts that are both firsthand and secondhand accounts of the same topic.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	In sixth grade, students determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. The author’s purpose refers to the author’s intent when writing and the author’s point of view refers to the author’s opinions or beliefs regarding an issue. Students have interacted with both terms in previous grades, but this is the first time the standard asks students to think about both together. This standard connects directly with RI.6.8 and RI.6.9.

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.	In seventh grade, students begin to think about how the author distinguishes his or her position from that of others. This connects directly with RI.7.8 and RI.7.9. Students should notice how the author uses transition phrases (e.g. “on the other hand,”), juxtaposition choices (opposing pieces of evidence), and amount of detail when presenting one position.
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.	In eighth grade, students continue to think about the author’s point of view or purpose, but also analyze texts to determine how the author acknowledges and responds to conflicting evidence or viewpoints. This connects directly with RI.8.8 and RI.8.9.

CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Reading: Literature

Standard	Progression Notes
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	In kindergarten, students understand that the illustrations add more details to the story. Students should be able to “read” the illustrations and articulate what additional information they learn about the events, setting, and key details from the illustrations.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	In first grade, students use the illustrations to describe characters, setting, and events. Students know that the illustrations provide important evidence and clues about the story and that the evidence in the illustrations may not always be the same as what is in the text. This standard is used in conjunction with standard RL.1.1, RL.1.2, and RL.1.3 and is often assessed at the same time.
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>In second grade, students continue to use information from the illustrations and words to demonstrate understanding of its characters, setting, or plot. As texts at this level begin to include fewer illustrations, students are challenged to think about why the illustration is included and what additional information they get from the illustration. When applicable, students use the illustrations to support a particular understanding about a character, setting, or plot. This standard works in conjunction with RL.1.1, RL.1.2, and RL.1.3 and is often assessed at the same time.</p> <p>This is the only place in the second grade standards where the word “plot” is mentioned. In standard RL.2.5, which refers to the structure of the story, the word “plot” is not used.</p>
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	This is a supporting standard in all Fishtank ELA units. Texts at this level have fewer illustrations than in previous grades, therefore students only interact with this standard when an illustration is present. When there are illustrations in a text, students think about why the author included the illustration and what it adds to the text.

RL.4.7	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 the text.	In fourth grade, students think about how visual and oral presentations of a text connect with and match specific descriptions and directions in a text. This standard directly connects with the genre work that students do with standard RL.4.5. When analyzing the differences between prose and drama, students are noticing the different ways that different genres capture specific moments in the text. Due to the very specific nature of this standard, and the fact that there are very few drama and visual presentations of texts at this level, students only interact with this standard in Unit 4.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	In fifth grade, students think about how different visual elements add to and enhance a text. In particular, students analyze how the graphic novel version of a text is different from the novel version. When available, students analyze other multimedia versions of the stories in the sequence. At this level, however, many texts do not contain multimedia elements or renditions. Multimedia options can often be paired with core texts, but they are not often high quality and worthy of deep analysis. Therefore students mainly interact with this standard in Unit 5.
RL.6.7	Compare and 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.	When applicable, students compare and contrast the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version of the text. Students compare and contrast what they "see" and "hear" when reading a text versus what they "see" and "hear" when they listen or watch. This standard appears in units where there are audio or video versions of a text. Students also continue to compare visual elements of graphic novels and text versions of the text, building on work done in RL.5.7. Due to the nature of this standard, this standard is mainly assessed with formative assessments.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	In seventh grade, students focus on comparing a story, drama, or poem to its filmed or multimedia version. Students think about how different techniques filmmakers use impacts how they experience the text. Due to the nature of this standard, this standard is assessed with formative assessments.
RL.8.7	Analyze the extent to which a filmed or live	In eighth grade, students begin to analyze the choices that directors and actors make, noticing where filmed or live versions of a drama stay

	production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	faithful to the text or script. This builds on students’ understanding from RL.7.7 about techniques that directors use. It also directly connects with RL.8.3 where students analyze how particular lines of dialogue or incidents in a story connect to the overall plot. Students will be challenged to think about if particular moments are missing or changed if the overall meaning of the story is the same or different.
--	---	--

Reading: Informational Text

	Standard	Progression Notes
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).	In kindergarten, students learn to read the illustrations and use the illustrations to locate specific facts and details in the text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	In first grade, students learn that both illustrations and details in a text support the key details. Students learn to “read” illustrations to learn more about a particular idea or topic. This standard is directly connected with RI.1.3 and RI.1.8 and is often assessed at the same time.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	In second grade, students explore how specific images, particularly graphics, contribute to or clarify a text. Informational texts at this level often include graphics as a way of explaining more complex concepts. This standard is often used in conjunction with RI.2.3 because students rely on the diagrams in a text to explain the connection between details. It is often used in conjunction with RI.2.5 as well because text features, like captions and fact boxes, often accompany images and diagrams in informational texts. Therefore, RI.2.7 is often assessed in conjunction with RI.2.3 and RI.2.5.
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).	In third grade, students use illustrations and words to support key ideas in the text. Students also focus on how particular graphic features and text features help the reader better understand a topic. This standard is directly connected to RI.3.1, RI.3.3, RI.3.5 and RI.3.8 and is often assessed in conjunction with those standards.

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.	In fourth grade, students continue to notice how different graphic features in a text help explain information and contribute to a reader's understanding of the text. Depending on the demands of the text, students learn how to use more complex visual and quantitative features such as charts, graphs, diagrams, timelines etc. that may not have been present in previous grade levels. This standard is used in conjunction with standard RI.4.1, RI.4.3, and RI.4.8 and is often assessed at the same time.
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.	This standard is a supporting standard within all Fishtank ELA units. In previous grades, students learned how to use both graphic features and text features to locate information in a text. Now students are required to use that information to locate information across multiple sources. Students interact with this standard when conducting research and when integrating information across the various texts in a unit. This standard is assessed formatively in all tasks that require students to gather information from multiple sources.
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.	This standard is a supporting standard in all Fishtank ELA units. Over the course of the year, students learn how to integrate information presented in different media formats and words in order to develop a coherent understanding of a topic or issue. All Fishtank ELA units include multiple texts, many with different media formats, therefore every time that students are speaking or writing about multiple texts they use this standard. Due to the nature of the standard, this standard is primarily assessed with formative assessments.
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).	In seventh grade, students focus on comparing and contrasting the text version of the story to an audio, video, or multimedia version of the text. Students analyze how each medium portrays particular aspects of the text and the impact that specific decisions have. Due to the nature of the standard, this standard is primarily assessed with formative assessments.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text,	By eighth grade, students have a solid understanding of the different types of mediums authors use when presenting information and are pushed to evaluate the advantages and disadvantages of different mediums. This standard has a direct connection with RI.8.2, RI.8.8 and RI.8.9.

	video, multimedia) to present a particular topic or idea.	
--	---	--

CCRA.R.8

Delimitate 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.

Reading: Informational Text

Standard	Progression Notes	
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	In kindergarten, students learn that authors include specific reasons and illustrations to support particular points in a text. As support, teachers may identify the point that an author is trying to make and have students identify the details that support that particular point.
RI.1.8	Identify the reasons an author gives to support points in a text.	In first grade, students continue to work on identifying the reasons an author gives to support points in a text. Students identify the main topic of the text and the author's purpose or reason for writing the text. Then they determine which details the author gives to support that particular point. This standard works in conjunction with RI.1.1, RI.1.2, and RI.1.7 and is often assessed at the same time.
RI.2.8	Describe how reasons support specific points the author makes in a text.	In second grade, students continue to think about the different reasons authors include to support particular points. This is directly connected with RI.2.6 where students determine the author's purpose of a text. Once students have determined the purpose of the text, they can think about the different reasons the author includes and why the author includes them. This standard also works in conjunction with RI.2.1 and RI.2.7 because students need to be able to identify and describe details from the text and illustrations when describing how reasons support specific points.
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).	<p>In third grade, students think about the way that author's structure particular paragraphs. This supports work students do with RI.3.3 in describing the connection between ideas. To determine the connection between ideas, students need to look at the paragraph level to notice the different sentence and paragraph structures the author uses. This prepares students for RI.4.5 where they begin to think about the overall structure of an entire text.</p> <p>This is a slight shift in the progression where students have been learning about how authors use reasons and evidence to support particular points. Within Fishtank units, students continue to work on determining how authors use reasons, building on what they did in second grade to prepare students for fourth grade.</p>
RI.4.8	Explain how an author uses reasons and	In fourth grade, students return to noticing and explaining how authors use reasons and evidence to support particular points.

	evidence to support particular points in a text.	Students begin to think about how an author’s point of view directly influences the type of evidence and reasons they use to support particular points in a text. This standard builds on work from RI.4.6 and RI.4.7 and is often assessed at the same time.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	In fifth grade, students continue to work on explaining how authors use reasons and evidence to support particular points, but are pushed to explain which reasons support which points in a text. This sets students up for success in sixth grade when they need to determine which claims are supported by reasons and evidence and which are not.
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.	By sixth grade, students have a solid understanding that authors use reasons and evidence to support particular points in a text and are able to identify and explain reasons to support particular points. In sixth grade students focus on tracing and evaluating arguments and claims within a text. Students notice which claims the author makes are supported by reasons and evidence, and which are not. This directly connects with standard RI.6.2 and RI.6.6.
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.	In seventh grade, students focus on tracing and evaluating the claims and arguments authors make. Students analyze which claims are supported by sound and relevant evidence, and which are not supported by sufficient evidence. This standard is directly connected with RI.7.2, RI.7.6, and RI.7.9,
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.	In eighth grade, students are pushed even further to analyze and evaluate the evidence that authors use to support specific claims in a text. Students assess if authors have provided sound reasoning, or if they have included irrelevant or weak evidence. This standard is directly connected with RI.8.2, RI.8.6, and RI.8.9.

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.

Reading: Literature

	Standard	Progression Notes
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	This is a spiraling standard in all Fishtank ELA units. Students are constantly being asked to compare and contrast the adventures and experiences of characters in stories. Within units students are prompted to think about what is the same about the stories they read and what is different. This standard is assessed formatively.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	In first grade, students dive deeper into comparing and contrasting stories. Students notice what is similar and different about the character, setting, key events, and central message.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	In second grade, students focus on comparing and contrasting two or more versions of the same story. This allows students to notice how the setting of a story impacts the sequence of events and what the characters say and do.
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	In third grade, this is a supporting standard in all Fishtank ELA units. Students are constantly comparing and contrasting stories and thinking about how the setting, characters, and central message are similar and different. This standard is the only time “theme” is mentioned in the third grade sequence. RL.3.2 requires students to identify the central message and “theme” is not introduced until RL.4.2. To align with the work that students do in RL.3.2, students are not required to compare and contrast themes, but are required to compare and contrast the central message of the texts in the unit.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	In fourth grade, students focus on comparing and contrasting how themes and topics are treated in stories, myths, and traditional literature. As students learn about themes and how themes are developed in RL.4.2, they also begin to explore how the same theme is developed and presented in different stories and myths.

RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	In fifth grade, students compare and contrast stories in the same genre and think about how they approach similar themes and topics. This requires students to think about how stories are structured and the similarities and differences between the plot and themes in stories of the same genre.
RL.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.	In sixth grade, students compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. This builds directly on work done in fifth grade where students compared and contrasted texts in the same genre. In order to compare and contrast the way texts approach particular themes, students need to have a solid understanding of the way theme is developed in a text, which relies on standard RL.6.2, RL.6.3 and RL.6.5.
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	In seventh grade, students focus on comparing a fictional portrayal of a time, place, or character with a historical account of the time period. This allows students to analyze how authors alter history when writing historical fiction. This standard works in conjunction with RL.7.3 where students analyze how the setting shapes the character or plot, and RI.7.1 and RI.7.3 where students read informational texts about a particular time period.
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	In eighth grade, students focus on analyzing how modern works of fiction draw on themes, patterns of events, or characters from myths, traditional stories, or religious works. This is a slight shift from comparing and contrasting two different works, to comparing modern work to traditional and historical work. This requires students to have a strong understanding of different types of texts (e.g. myths, traditional stories, religious works, etc.) in order to analyze how modern fiction adapts the work.

Reading: Informational Text

Standard		Progression Notes
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	In kindergarten, students begin to identify how texts on the same topic can be similar and different.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	In first grade, students move beyond just identifying basic similarities between two texts on the same topic to think more about how the information in two texts is similar and different. Students think about how the illustrations or descriptions in one text may provide additional information that may not be included in another text. Students may also think about how the use of particular text features (RI.1.5) provides additional information that may not be included in a text without text features.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	In second grade, students use what they learn from standards RL.2.2, RL.2.7, and RL.2.8 to compare and contrast the most important details in a text. To compare and contrast, students need to be able to identify the main topic, the details that support the topic, and then compare what is the same and what is different.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	In third grade, students continue to compare and contrast the most important points and key details. This requires a strong understanding of standards RI.3.2, RI.3.7, and RI.3.8.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	This is a supporting standard in almost all Fishtank ELA units. Because all units require students to read multiple texts on the same topic in order to build knowledge, students are constantly being asked to integrate information from two texts on the same topic. This standard is assessed formatively during all writing projects.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	This is a supporting standard in almost all Fishtank ELA units. Because all units require students to read multiple texts on the same topic in order to build knowledge, students are constantly being asked to integrate information from several texts on the same topic. This standard is assessed formatively with all writing projects.

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).	In sixth grade, the standard moves away from integrating information from multiple texts to comparing and contrasting information from multiple texts. Students compare and contrast how multiple authors present the same events. To do so, students need a solid understanding of RI.6.6 and RI.6.8 in order to compare the reasons why authors may present things differently.
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.	In seventh grade, students build on what they learned in sixth grade about comparing and contrasting the author's presentation of events to analyzing how two or more authors write about the same topic. Students are challenged to think about how authors shape their presentations, what information they include, and how they interpret different facts or ideas. This builds on standard RI.7.6 and RI.7.8 where students determine an author's point of view and evaluate the claims they make.
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.	In eighth grade, students analyze how two or more texts provide conflicting information. This builds on work done in seventh grade where students learned that authors can write about the same topic, but include different interpretations or evidence. Now students see that authors may have different interpretations or provide different facts. This helps students understand that it is important as readers to not always believe everything they read as fact. This standard builds on standards RI.8.6 and RI.8.8 where students determine an author's point of view and evaluate the claims they make.

CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.