



# Maryland College and Career Ready Standards for Reading Informational Text Clarifications

## Maryland College and Career Ready (MCCR) Standards for Reading Informational Text Clarifications – Standard 2

The English Language Arts Department at MSDE facilitated teams of educators from across the state to participate in writing Clarifications for the MCCR Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement these Standards. Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the MCCR Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the MCCR Standards toolkit.

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**R12 ANCHOR STANDARD: DETERMINE CENTRAL IDEAS OR THEMES OF A TEXT AND ANALYZE THEIR DEVELOPMENT; SUMMARIZE THE KEY SUPPORTING DETAILS AND IDEAS.**

**Prekindergarten - With modeling and support, recall one or more detail(s) related to the main topic from an informational text.**

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of informational texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts. In a teacher-directed venue, a student engages in active learning with these literary texts by listening to and talking about details related to the main topic in these texts.

It is essential that students learn early through teacher modeling that thinking about what one already knows about the subject of the text, previewing the text's title and illustrations or photographs, and making predictions about the text's content assist with understanding.

A student's ability to display age-appropriate attention while listening to a text being read is equally essential. When the teacher stops at intervals during reading and stops after reading is finished, a student should be able to recall one or more detail(s) related to a main topic in a variety of ways—oral response, drawing, dramatizing, etc.

**Kindergarten - With prompting and support, identify the main topic and retell key details of a text.**

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of informational texts representing diverse cultures, which may include but are not limited to explanatory and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts. In a teacher-directed venue, a student engages in active learning with these texts by listening to and identifying the main topic and retelling the key details in the texts.

With encouragement and support from the teacher, students engage in previously learned pre-reading strategies and continue applying previously learned during and post-reading strategies as the teacher continues to read. To meet the demands of this standard, with assistance, the kindergartener identifies the main topic and supports it with key details. In its very basic form, this interchange is a precursor for finding the main idea in a more complex text.

**Grade One - Identify the main topic and retell key details of a text.**

To show proficiency of the skills in this standard a student reads or has read to him/her a wide variety of informational texts representing diverse cultures, which may include but are not limited to expository and narrative structures and types such as trade books, magazine, multimedia resources, and functional texts. To meet the demands of this standard, whether a student is reading or being read to, the text must be age appropriate and sufficiently complex to serve as a source of information.

The more independent first grader understands that the main topic is the core of the entire text. They use reading strategies, pinpoint important details and use those details to identify the main topic. They are also capable of distinguishing between important information and information that is just interesting. First graders will retell the text using only the main topic and important details. Teacher modeling is a necessity until students grasp the process.

**Grade Two - Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.**

To show proficiency of the skills in this standard, a student reads age appropriate, sufficiently complex informational texts representing diverse cultures which may include but are not limited to expository and narrative structures and types such as trade books, magazine, multimedia resources, and functional texts. Students will relate one paragraph to another within a multi paragraph text to determine what the author is relaying about the subject when it is directly stated or implied through specific details.

The increasingly independent second grader expands upon previously learned reading strategies to find relationships among the details in a single paragraph and how the author combines them to inform the reader about a particular subject. For example, using a multi paragraph text on spiders, the reader will identify specific details to determine the topic of each paragraph. Next, the reader will coordinate each paragraph topic to conclude the overall subject of the text. The spider text may include one paragraph about how a spider constructs its web, one paragraph about how the spider uses the web to catch prey, and one paragraph about how long the spider lives in its web. A second grader identifies the main topic of these paragraphs as spiders' webs

**Grade Three - Determine the main idea of a text; recount the key details and explain how they support the main idea.**

To show proficiency of the skills in this standard, a student reads grade level, age-appropriate materials representing diverse cultures which may include but are not limited to expository and narrative structures and types such as trade books, magazine, multimedia resources, and functional texts. Students build upon their second-grade ability to identify the main topic of a multi-paragraph text as well as focus on specific paragraphs within the text. In third grade, students identify the main idea and supporting details within the text.

The main topic of a text is the main subject. The main idea of a text is the topic or subject of the text joined with the author's view of that topic. For example, if the topic of a text is exercise, then a main idea might be that exercise is valuable. Within a text, third graders locate the topic, determine the author's view of that topic, and then determine which details within the text which support that main idea.

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**Grade Four - Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex informational text representing diverse cultures which may include but are not limited to expository and narrative structures and types such as trade books, magazine, multimedia resources, and functional texts. A fourth grader continues the practice of determining the main idea and the supporting key details in an informational text.

A fourth grader can recount an informational text inclusive of its key ideas and details in the order in which they occurred. Relaying these important ideas in a student's own words allows a listener or reader to judge how well the student understands a text and simultaneously permits a student to cement his or her own comprehension. This combination of recounting the important ideas of an informational text in one's own words be they oral or written constitutes a summary of an informational text.

**Grade Five - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex informational text representing diverse cultures which may include but are not limited to expository and narrative structures and types such as trade books, magazine, multimedia resources, and functional texts. A fifth grader continues the practice of determining the main idea and the supporting key details in an informational text.

Because the informational texts read by fifth graders are incrementally more complex than those read by fourth graders, there is often more than a single main idea present within the text. Using the same practice from fourth grade, fifth graders will determine the number of main ideas within an informational text and locate the key supporting details associated with them.

Like the fourth grader, a fifth grader recounts an informational text inclusive of its key ideas and details. Relaying these important ideas in a student's own words allows a listener or reader to judge how well the student understands a text and simultaneously permits a student to cement his or her own comprehension. This combination of recounting the important ideas of an informational text in one's own words be they oral or written constitutes a summary of an informational text.

**Grade Six - 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.**

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction text representing diverse cultures which may include but are not limited to expository and narrative structures and types such as trade books, magazine, multimedia resources, and functional texts. A

sixth grader continues the practice of determining the main idea and the supporting key details in an informational text.

A sixth grader understands that a literary nonfiction text may contain more than a single main idea accompanied by supporting details. Now a sixth grader is capable of determining these multiple main ideas and synthesizing them to form a central idea of an informational text. Support for a central idea can be found through important information, repeated ideas, relationships among ideas, or the organization of these ideas within an informational text.

A sixth grader has previously summarized informational text in grades four and five by determining the most important ideas and supporting details and relaying them verbally or in written form. Building on this practice, the sixth-grade student now crafts a summary that focuses on these central ideas and significant supporting information that is free from his or her own ideas or evaluations about the text.

**Grade Seven - 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.**

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction text representing diverse cultures which may include but are not limited to expository and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

Continuing the practices established in grade six, the seventh grader will express an understanding of two or more of the key points or thoughts in the text, which are central ideas. Sometimes these ideas are directly stated in the text, but for a more complex text, these ideas are implied. Then a reader must synthesize ideas from across the text to determine that important idea. To synthesize ideas to determine an important idea, a reader notes important information, relationships among ideas, and the organization of those ideas and then considers how these parts of a text form the whole. Observing how these elements of the text are connected allows a reader to determine the literary nonfiction text's important idea.

A seventh grader has previously summarized informational and literary nonfiction text in grades four through six by determining the most important ideas in the text and relaying those events verbally or in written form. Continuing with this practice, the seventh-grade student now crafts a summary that focuses on these central ideas and significant supporting information that is free from his or her own ideas or evaluations about the text.

**Grade Eight - 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.**

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction text representing diverse cultures which may include but are not limited to expository and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

Following the practice of determining main ideas and central ideas begun in grade four, the eighth grader identifies relationships between and among ideas within an informational and literary nonfiction text by

comparing or contrasting text ideas, elements, or features. For example, when a reader discerns an organizational pattern within a text and determines how information is presented within that organizational pattern, that reader is identifying a relationship between ideas. Again, if an author makes an assertion about an idea and a reader notes how the text furthers that idea, a relationship between ideas is identified. Once these relationships are identified, a reader thinks more analytically and critically about these relationships which leads to a more complex level of understanding.

An eighth grader has previously summarized informational and literary nonfiction text in grades four through six by determining the most important ideas in the text and relaying those events verbally or in written form. Continuing with this practice, the eighth-grade student now crafts a summary that focuses on these essential plot actions that is free from his or her own ideas or evaluations about the text.

**Grades Nine and Ten - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction texts representing diverse cultures which may include but are not limited to expository and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts. From previous years' instruction and practice, a 9th or 10th grader can identify this central idea and track and analyze its development over the course of the text. Ninth and tenth grade students can trace ideas, issues, rhetorical devices, and information that govern how a central idea is presented either wholly or incrementally and is then formed and enhanced. Students judge and evaluate how these elements work together and state orally or in written form that process.

Ninth and tenth grade students continue and expand upon practices begun in elementary school to compose a summary of an ever increasingly complex literary nonfiction text that is free from comments or evaluations.

**Grades Eleven and Twelve - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.**

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction texts representing diverse cultures which may include but are not limited to expository and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts. From previous years' instruction and practice, an 11th or 12th grader can identify this central idea and track and analyze its development over the course of the text. Because of the increasingly complex texts read in the last two years of high school, these students, in addition, to determining a central idea determine multiple ideas within a text. These additional central ideas may serve as subsets of an "umbrella" central theme or may serve as one of multiple significant central ideas throughout a text. However, once multiple central ideas have been identified, eleventh and twelfth grade students analyze these them for their

relationships to each other to determine how they work together to yield sophisticated literary nonfiction texts with nuanced information and organizations. The multiple central ideas also offer a window to author's purpose and while creating the complexity within the text also assist a reader in clarifying understanding at a literal level as well as interpretive and analytic levels.

Eleventh and twelfth grade students continue and expand upon practices begun in elementary school to compose a summary of an ever increasingly complex literary nonfiction text that is free from comments or evaluations.