



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

## Maryland College and Career Ready (MCCR) Standards for Reading Informational Text Clarifications – Standard 7

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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**R17 ANCHOR STANDARD: INTEGRATE AND EVALUATE CONTENT PRESENTED IN DIVERSE FORMATS AND MEDIA, INCLUDING VISUALLY AND QUANTITATIVELY, AS WELL AS IN WORDS.**

**Prekindergarten - With modeling and support, tell how the illustrations support the 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 expository and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts.

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

Equally essential is that students display age-appropriate attention while being read to. As the teacher stops at various intervals during reading and after reading is complete students tell how illustrations support the text. Students may respond orally or by drawing.

**Kindergarten - 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 and illustration depicts.)**

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 expository and narrative structures and types such as trade books, magazines, multimedia resources, and functional 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 "reads the pictures" and points out what was read aloud from the text that matches what is shown in the accompanying picture. In a basic form, this procedure is a precursor for early comprehension strategies.

**Grade One - Use illustrations and details in a text to describe its key ideas.**

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, magazines, multimedia resources, and functional texts.

The more independent first grader uses their background knowledge of visual literacy, which is noting details in an illustration, and the relationship to the words and language in the text to explain key ideas. For example, a first grader might say that in an illustration a dinosaur is shown eating the leaves of a plant. The teacher helps a student connect the words in an informational text that state that this particular dinosaur is a plant eater or an herbivore. The student comes to realize the relationship between illustration and words in a text.

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**Grade Two - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify 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, magazines, multimedia resources, and functional texts.

Illustrations or images extend a student’s understanding of a text by providing a visual connection to that text that adds another layer of detail. For example, as suggested in the standard a diagram showing how a machine works references a portion of text where the machine is described, explained, etc. The marriage of text and image clarifies ideas or processes a student needs to fully comprehend a text. By observing the image/diagram, a second grader better understands the concepts of gears, levers, etc. In this particular instance, knowing what something looks like, having some idea about how it moves or works, and realizing its purpose aid comprehension.

**Grade Three - 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).**

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, magazines, multimedia resources, and functional texts.

Building upon previous years’ experiences, third graders explain how illustrations contribute to an understanding of an informational text. For example, in a history-based text, there might be two photographs—one of a current setting and another of that same setting fifty years previous. If the intent of this text is to explain changing building structures, changing modes of transportation, etc. these photographs provide concrete evidence of the nature of change. A third grader’s understanding of the intent of the text would be strengthened by the inclusion of those photographs. In essence, a third grader understands that illustrations within an informational text serve practical purposes.

**Grade Four - 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.**

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, magazines, multimedia resources, and functional texts.

A fourth grader expands upon the relationship between words and illustrations to include an oral presentation of a text. Oral presentations may simply be reading aloud or a more complex dramatization of an informational text on a website. In addition, interactive elements on a website offer additional sources of information that aid comprehension.

The underpinning of this standard is the same as it has been in several previous grades; a fourth-grade student understands that charts, graphs, diagrams, time lines, animation or any of the features available on a website are practical and serve the purpose of increasing understanding of an accompanying informational text. A fourth grader reads a chart or graph, follows the lines of a diagram or time line, and views interactive elements so that he/she may explain what information is provided from these features and how these features help understanding. For example, a fourth grader reading a history text looks at a time line and might be able to see and then explain that when the Civil War was taking place in America, other events of equal note were occurring in other countries.

**Grade Five - 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.**

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, magazines, multimedia resources, and functional texts.

Depending upon the depth to which a lesson addressing this standard goes, a fifth grader may require knowledge of domain-specific vocabulary relating to visual and multimedia elements.

To meet the demands of this standard, a fifth grader understands the use of search engines, specific resources within a text like glossary, index, table of content, etc., text organization, text features, and the source of the text, which relays to an understanding of point of view and its effect upon the delivery of information.

For example, if a fifth grader is searching for information that will fully and accurately address a question, he/she understands that a single source from which to secure an answer is not sufficient. A student seeks further verification of that source from other reliable sources both print and digital. Continuing practice with this skill ultimately leads to a quick and competent conclusion.

**Grade Six - 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.)**

To show proficiency of the skills in this standard, a student reads or has read to him/her a wide variety of 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.

Relying on skills learned in previous grades, a sixth grader in seeking to fully understanding an issue related to grade six topics understands that information is available in a variety of formats and media. Information is available in print text and within those print texts are features that will add to a student's knowledge. Among those features are sidebars, graphs, diagrams, time lines, charts, etc....Information is also available in digital text, on approved websites, in film, and in certain instances in animation. A sixth grader peruses many different sources of information, probably takes notes, compares the information among the sources, selects

that information which proves most reliable, and synthesizes all information into an understandable response.

**Grade Seven - 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.)**

To show proficiency of the skills in this standard, a student reads or has read to him/her a wide variety of 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.

The sixth grader learns how to compare the experiences of reading in contrast to viewing or listening to a version of a literary nonfiction text. The seventh grader compares the actual written version of a speech or oral interpretation of any literary nonfiction text to its audio, staged, or video version. In this comparison, the receptor shifts from the visual to a combination of visual and aural. Grasping the meaning of a literary nonfiction text through reading is captured in previous standards within this strand. Grasping meaning of a literary nonfiction text through viewing and listening requires a student to be a critical and thoughtful viewer and listener. That literate viewer understands the significance of visual messages and images and nonverbal interactions and displays. The literate viewer also evaluates media for credibility and understands how words, images, and sounds influence how meaning is conveyed. This practice of reading a text and then viewing a representation of a text gives rise to a fuller appreciation of a text. A seventh grader comes to understand that some texts become more powerful when brought to the screen or audio version or the reverse that some texts are diminished when brought to the screen or audio version. Just as a seventh grader is taught to be a critical reader, a seventh grader becomes a critical viewer and can verbalize the differences.

**Grade Eight - Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.**

To show proficiency of the skills in this standard, a student reads or has read to him/her a wide variety of 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.

Having had experience with comparing a text and multiple media formats based on a particular subject, as well as analyzing effects of techniques unique to each medium, an eighth grader evaluates the positive and negative aspects of using different mediums to present this particular subject. In order to determine which medium proves the most appropriate for a particular idea, a student first analyzes and records those positive and negative aspects of each medium's presentation. A student also analyzes the effect of sound and sight upon the subject. Finally, after analysis is complete, a student assesses the value of one medium over another as a final presentation of a subject.

An analysis of such changes leads to a discussion, examination, etc. not only of the changes but of the effects of those changes upon the meaning of a text. For example, a critical reader/viewer may suggest and support from text that changes made in a filmed version of a text actually improved upon the original written version. A student may also use this process as a determination of his/her own method if preparing a presentation for an audience.

**Grades Nine and Ten - Analyze various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia) determining which details are emphasized in each account.**

To show proficiency of the skills in this standard, a student reads or has read to him/her a wide variety of 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.

Relying upon practices established in previous years’ study, ninth and tenth graders read and view accounts of an individual’s life, notable events from the past or present, or topics related to literary nonfiction in the nine-ten grade band. The purpose is to analyze the comparisons and contrasts that exist between multiple versions regarding the same person, event, or idea. For example, a student may read a biography of Ernest Hemmingway. That biography may focus on the development of his writing. In contrast, a documentary film about Hemmingway may focus on his risk-taking personality. In further contrast, a filmed interview with Hemmingway may concentrate on his later years. While each of these representations may contain some of the same elements, the emphasis within each is completely different. A student wishing to have a fuller vision of the life of this writer ideally reads/views/listens to each of them.

**Grades Eleven and Twelve - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**

To show proficiency of the skills in this standard, a student reads or has read to him/her a wide variety of 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.

Following practices established in previous years and particularly during ninth and tenth grade, an eleventh or twelfth grader knows that reading, viewing, or listening to literary nonfiction sources to answer a question or solve a problem allows a student to establish a more complete accumulation of information. As in the previous clarification of this standard for grades nine and ten, a student soon realizes that often some of the same information is available in a variety of sources, which is a means of judging the reliability of that information. But, at the same time, a student finds that given the focus or emphasis of a particular source, different information is recorded. An eleventh or twelfth grader accumulates this information, evaluates it, and synthesizes it into a well-researched, well considered answer to a question or solution to a problem.