

Sample Progression for the ELA CCSS

<p>GRADE 6: INFORMATIONAL TEXT (KEY IDEAS AND DETAILS-R16.2) 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>
<p>Student develops the skills to:</p> <ul style="list-style-type: none"> ▪ use text structure and text features to signal central idea of a text ▪ identify the specific details within the text that convey the central idea ▪ distinguish fact from opinion in text ▪ write a summary of in student’s own works without personal opinion or judgments conveying the central idea of the text
<p>Student develops understanding that:</p> <ul style="list-style-type: none"> ▪ extended text can have a central idea (chapters, entire book) ▪ particular details of the text convey the central idea ▪ text structure and text features can assist readers to identify the central idea ▪ summarizing main ideas requires readers to stand back from what they read and view the text objectively ▪ personal opinions and judgments are different from objective statements
<p>GRADE 5: INFORMATIONAL TEXT (KEY IDEAS AND DETAILS-R15.2) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p>Student develops the skills to:</p> <ul style="list-style-type: none"> ▪ identify the main idea of each paragraph (several paragraphs) ▪ distinguish between important and less important details in the text related to each main idea ▪ write a brief statement in student’s own words integrating multiple main ideas to identify the significance of the ideas as a whole
<p>Student develops understanding that:</p> <ul style="list-style-type: none"> ▪ a text can contain more than one main idea ▪ multiple ideas in a text can be integrated ▪ integrating multiple ideas can show the significance of the ideas as a whole
<p>GRADE 4: INFORMATIONAL TEXT (KEY IDEAS AND DETAILS-R14.2) Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<p>Student develops the skills to:</p> <ul style="list-style-type: none"> ▪ identify how the author implies the main idea (message) in text (1-2 paragraphs) ▪ distinguish between important and less important details in the text related to the author’s message ▪ explain why some details are more important to the main idea than others ▪ tell or write a brief statement in student’s own words that explains what the paragraph (s) is about
<p>Student develops understanding that:</p> <ul style="list-style-type: none"> ▪ the main idea is not always stated directly and can be implied in the text ▪ implied ideas can be drawn from facts, reasons or examples that give hints about the main idea ▪ a summary is a brief statement that condenses the information contained in a larger chunk of information ▪ good readers can summarize text as they read

GRADE 3: INFORMATIONAL TEXT (KEY IDEAS AND DETAILS-R13.2) Determine the main idea of a text; recount the key details and explain How they support the main ideas.
Student develops the skills to: <ul style="list-style-type: none"> ▪ locate where the author directly expresses the main idea (message) in text ▪ locate important details in the text related to the author’s message (not just what the student found interesting) ▪ explain how the important details describe the main idea
Student develops understanding that: <ul style="list-style-type: none"> ▪ the main idea is the author’s message about a topic, minus all the details ▪ the main idea can be directly expressed in the text ▪ the details are little pieces of information that tell more about the main idea ▪ the main idea covers all of the details ▪ good readers can identify the main idea in text
Student develops understanding that: <ul style="list-style-type: none"> ▪ the main idea is not always stated directly and can be implied in the text ▪ implied ideas can be drawn from facts, reasons or examples that give hints about the main idea ▪ a summary is a brief statement that condenses the information contained in a larger chunk of information ▪ good readers can summarize text as they read
GRADE 2: INFORMATIONAL TEXT Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.
Student develops the skills to: <ul style="list-style-type: none"> ▪ say the topic that all the paragraphs address ▪ explain the specific focus of all the individual paragraphs ▪ explain how the individual paragraphs relate to the main topic
Student develops understanding that: <ul style="list-style-type: none"> ▪ all the paragraphs in a text are about the main topic ▪ that within paragraphs there is information that goes together that is related to the main topic ▪ that within paragraphs the author has a particular focus that is related to the main topic ▪ good readers can identify the topic of several paragraphs
GRADE 1: INFORMATIONAL TEXT (KEY IDEAS AND DETAILS-RI1.2) Identify the main topic and retell key details of a text.
Student develops the skills to: <ul style="list-style-type: none"> ▪ independently, say what the topic of the text is ▪ independently, identify the most important details that help the author convey information about the topic without prompting
Student develops understanding that: <ul style="list-style-type: none"> ▪ the author writes about something in particular ▪ there are little pieces of information (details) in the text that provide information about the topic ▪ good readers can identify the main topic and the key details in a text

GRADE K: INFORMATIONAL TEXT (KEY IDEAS AND DETAILS-RIK.2)

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

Student develops the skills to:

- with prompting, say what the topic of the text is
- with prompting, identify the most important details that help the author convey information about the topic

Student develops understanding that:

- the author writes about something in particular
- there are little pieces of information (details) in the text that provide information about the topic
- good readers know what the author is writing about