



Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: 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.
<p>R.CCR.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.</p>	<p><u>Questions to Focus Learning</u></p> <p>How can particular sentences develop and refine concepts? How do these sentences form the structure of a specific text?</p> <p>Authors deliberately structure a text to convey the meaning they intend for readers.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know the various structures for informational text (e.g. chronology, comparison, cause/effect, problem/solution). I know the structural components of various texts (e.g. transitions that signal causal, sequential, and comparative relationships). I know text structure contributes to the development of events, ideas, concepts, and information within a text.</p> <p><i>Reasoning Targets</i></p> <p>I can identify and describe key concepts in an informational text. I can identify words/sentences that indicate a particular structure used to develop ideas. I can describe the role of particular sentences in developing and refining key concepts.</p> <p><u>Vocabulary</u></p> <p>causal refining structures</p>

Teacher Tips

[Text Dependent Questions](#) - A guide to creating text dependent questions for close analytic reading.

[Expository Profundity](#) - Steps to a deeper understanding of expository text.

[Every punctuation mark matters: A mini-lesson on semicolons](#) - Martin Luther King, Jr.'s "Letter from Birmingham Jail" demonstrates that even the smallest punctuation mark signals a stylistic decision, distinguishing one writer from another and enabling an author to move an audience.

Vertical Progression

RI.K.5 - Identify the front cover, back cover, and title page of a book.

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.

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.

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.

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.

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.

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.

RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.8.5](#)