RI.1	**Reading Standards for Informational Text (RI): Standard 1** **Anchor Standard:** 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.	=
RI.1.11-12 Grade 11-12 students	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	+
RI.1.9-10 Grade 9-10 students	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	+
RI.1.8 Grade 8 students	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	+
RI.1.7 Grade 7 students	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	+
RI.1.6 Grade 6 students	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	+
RI.1.5 Grade 5 students	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	+
RI.1.4 Grade 4 students	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	+
RI.1.3 Grade 3 students	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	+
RI.1.2 Grade 2 students	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	+
RI.1.1 Grade 1 students	Ask and answer questions about key details in a text.	+
RI.1.K Kindergarten students	With prompting and support, ask and answer questions about key details in a text.	+

RI.2	**Reading Standards for Informational Texts (RI): Standard 2** **Anchor Standard:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	=
RI.2.11-12 Grade 11-12 students	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.	+
RI.2.9-10 Grade 9-10 students	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.	+
RI.2.8 Grade 8 students	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.	+
RI.2.7 Grade 7 students	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.	+
RI.2.6 Grade 6 students	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.	+
RI.2.5 Grade 5 students	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	+
RI.2.4 Grade 4 students	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	+
RI.2.3 Grade 3 students	Determine the main idea of a text; recount the key details and explain how they support the main idea.	+
RI.2.2 Grade 2 students	Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	+
RI.2.1 Grade 1 students	Identify the main topic and retell key details of a text.	+
RI.2.K Kindergarten students	With prompting and support, identify the main topic and retell key details of a text.	+

RI.3	**Reading Standards for Informational Text (RI): Standard 3** **Anchor Standard:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	=
RI.3.11-12 Grade 11-12 students	Analyze a complex set of ideas or sequence of events and explain how the specific individuals, ideas, or events interact and develop over the course of the text.	+
RI.3.9-10 Grade 9-10 students	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between.	+
RI.3.8 Grade 8 students	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	+
RI.3.7 Grade 7 students	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).	+
RI.3.6 Grade 6 students	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.3.5 Grade 5 students	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.	+
RI.3.4 Grade 4 students	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.	+
RI.3.3 Grade 3 students	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.	+
RI.3.2 Grade 2 students	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	+
RI.3.1 Grade 1 students	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	+
RI.3.K Kindergarten students	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	+

RI.4	**Reading Standards for Informational Text (RI): Standard 4** **Anchor Standard**: 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.	=
RI.4.11-12 Grade 11-12 students	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). **(See grade 11/12 Language standards 4-6 on page 46 for additional expectations.)**	+
RI.4.9-10 Grade 9-10 students	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **(See grade 9/10 Language standards 4-6 for additional expectations.)**	+
RI.4.8 Grade 8 students	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. **(See grade 8 Language standards 4-6 for additional expectations.)**	+
RI.4.7 Grade 7 students	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. **(See grade 7 Language standards 4-6 for additional expectations.)**	+
RI.4.6 Grade 6 students	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4-6 for additional expectations.)**	+
RI.4.5 Grade 5 students	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *a grade 5 topic or subject area*. **(See grade 5 Language standards 4-6 for additional expectations.)**	+
RI.4.4 Grade 4 students	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to *a grade 4 topic or subject area*. **(See grade 4 Language standards 4-6 for additional expectations.)**	+
RI.4.3 Grade 3 students	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *a grade 3 topic or subject area*. **(See grade 3 Language standards 4-6 for additional expectations.)**	+
RI.4.2 Grade 2 students	Determine the meaning of words and phrases in a text relevant to *a grade 2 topic or subject area*. **(See grade 2 Language standards 4-6 for additional expectations.)**	+
RI.4.1 Grade 1 students	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4-6 for additional expectations.)**	+
RI.4.K Kindergarten students	With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4-6 for additional expectations.)**	+

RI.5	**Reading Standards for Informational Text (RI): Standard 5** **Anchor Standard:** Analyze the structure of texts, including how specific sentences, paragraphs, and large portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.	=
RI.5.11-12 Grade 11-12 students	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. a. **Analyze the use of text features (e.g., graphics, headers, captions) in public documents.**	+
RI.5.9-10 Grade 9-10 students	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). a. **Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.**	+
RI.5.8 Grade 8 students	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. a. **Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.**	+
RI.5.7 Grade 7 students	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. a. **Analyze the use of text features (e.g., graphics, headers, captions) in public documents.**	+
RI.5.6 Grade 6 students	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. a. **Analyze the use of text features (e.g., graphics, headers, captions) in popular media.**	+
RI.5.5 Grade 5 students	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.5.4 Grade 4 students	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.5.3 Grade 3 students	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	+
RI.5.2 Grade 2 students	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.5.1 Grade 1 students	Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	+
RI.5.K Kindergarten students	Identify the front cover, back cover, and title page of a book.	+

RI.6	Reading Standards for Informational Text (RI): Standard 6 **Anchor Standard:** Assess how point of view or purpose shapes the content and style of a text.	=
RI.6.11-12 Grade 11-12 students	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	+
RI.6.9-10 Grade 9-10 students	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	+
RI.6.8 Grade 8 students	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.	+
RI.6.7 Grade 7 students	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.	+
RI.6.6 Grade 6 students	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	+
RI.6.5 Grade 5 students	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	+
RI.6.4 Grade 4 students	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	+
RI.6.3 Grade 3 students	Distinguish their own point of view from that of the author of a text.	+
RI.6.2 Grade 2 students	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	+
RI.6.1 Grade 1 students	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	+
RI.6.K Kindergarten students	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	+

RI.7	**Reading Standards for Informational Text (RI): Standard 7** **Anchor Standard:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	=
RI.7.11-12 Grade 11-12 students	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.	+
RI.7.9-10 Grade 9-10 students	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.	+
RI.7.8 Grade 8 students	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	+
RI.7.7 Grade 7 students	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).	+
RI.7.6 Grade 6 students	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.	+
RI.7.5 **Grade 5 students**	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.	+
RI.7.4 Grade 4 students	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.	+
RI.7.3 Grade 3 students	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).	+
RI.7.2 Grade 2 students	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	+
RI.7.1 Grade 1 students	Use the illustrations and details in a text to describe its key ideas.	+
RI.7.K Kindergarten students	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).	+

RI.8	Reading Standards for Informational Text (RI): Standard 8 **Anchor Standard**: Delineate 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.	=
RI.8.11-12 Grade 11-12 students	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).	+
RI.8.9-10 Grade 9-10 students	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	+
RI.8.8 Grade 8 students	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.	+
RI.8.7 Grade 7 students	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.	+
RI.8.6 Grade 6 students	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.	+
RI.8.5 Grade 5 students	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	+
RI.8.4 Grade 4 students	Explain how an author uses reasons and evidence to support particular points in a text.	+
RI.8.3 Grade 3 students	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	+
RI.8.2 Grade 2 students	Describe how reasons support specific points the author makes in a text.	+
RI.8.1 Grade 1 students	Identify the reasons an author gives to support points in a text.	+
RI.8.K Kindergarten students	With prompting and support, identify the reasons an author gives to support points in a text.	+

	Reading Standards for Informational Text (RI): Standard 9	
RI.9	**Anchor Standard:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	=
RI.9.11-12 Grade 11-12 students	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	+
RI.9.9-10 Grade 9-10 students	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	+
RI.9.8 Grade 8 students	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.	+
RI.9.7 Grade 7 students	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.	+
RI.9.6 Grade 6 students	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).	+
RI.9.5 Grade 5 students	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	+
RI.9.4 Grade 4 students	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	+
RI.9.3 Grade 3 students	Compare and contrast the most important points and key details presented in two texts on the same topic.	+
RI.9.2 Grade 2 students	Compare and contrast the most important points presented by two texts on the same topic.	+
RI.9.1 Grade 1 students	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	+
RI.9.K Kindergarten students	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	+

RI.10	**Reading Standards for Informational Text (RI): Standard 10** **Anchor Standard:** Read and comprehend complex literary and informational texts independently and proficiently.	=
RI.10.11-12 Grade 11-12 students	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	+
RI.10.9-10 Grade 9-10 students	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	+
RI.10.8 Grade 8 students	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	+
RI.10.7 Grade 7 students	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	+
RI.10.6 Grade 6 students	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	+
RI.10.5 Grade 5 students	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	+
RI.10.4 Grade 4 students	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	+
RI.10.3 Grade 3 students	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	+
RI.10.2 Grade 2 students	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	+

RI.10.1
Grade 1 students
	With prompting and support, read informational texts appropriately complex for grade 1.
	    a. **Activate prior knowledge related to the information and events in a text.**
	    b. **Confirm predictions about what will happen next in a text.**
		+

RI.10.K
Kindergarten students
	Actively engage in group reading activities with purpose and understanding.
	    a. **Activate prior knowledge related to the information and events in texts.**
	    b. **Use illustrations and context to make predictions about text.**
		+