

Reading Informational (RI) Anchor Standard 1:

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.

The Reading Informational Standard 1 emphasizes reading closely, making inferences, and citing textual evidence. The Reading Informational Standard 1 emphasizes reading closely, making inferences, and citing textual evidence. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 1 at a Glance:

- **Grades K–2:** Students begin independently asking and answering who, what, where, when, why, and how questions to demonstrate understanding of key text details.
- **Grades 3–5:** Students use evidence from the text to answer questions and make inferences, referring directly to words or phrases from the text to support their understanding text.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, cite, inference

Reading Informational Text Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RI.1.1 Ask and answer questions about key details in a text.	RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
- Listen to or read a wide variety of increasingly complex informational texts (e.g., trade books, magazines, multimedia resources, recipes and labels related to personal interests and reflecting a wide variety of cultures). - Set a purpose for reading and identify the type of text. - Use prior knowledge and experiences to make connections to informational text. - Make predictions and/or ask questions about the text by examining the title, cover,	- Engage in conversations to retell details in the text. - Describe what is directly stated in the text. - Confirm predictions using details from the text. - Identify what did not make sense. - Distinguish between key details and irrelevant information in a text. - Answer questions orally and in writing using key details in the text.	- Determine main ideas of portions of the text. - Periodically restate, retell, paraphrase, summarize, and/or synthesize information. - Connect ideas within the text. - Make, confirm, and/or modify questions, inferences, and predictions. - Determine and explain main ideas (explicit or inferred) of the text. - Summarize the text.

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
illustrations/photographs and/or text, text features, graphic aides. • Confirm predictions using details from the text. • Engage in conversations to retell the text. • Engage in conversations to ask and answer text-based questions. • Describe what is directly stated in the text. • Identify what did not make sense. • Distinguish between key details and irrelevant information in a text. • Answer simple questions orally and in writing using key details in the text.		• Explain what is directly stated in the text by citing specific details and examples from the text. • Explain inferences, conclusions, and generalizations by citing.

Reading Informational (RI) Anchor Standard 2:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

The Reading Informational Standard 2 emphasizes reading closely, focusing on asking and answering questions to show understanding of informational text. Asking and answering questions requires students to make inferences and cite textual evidence. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 2 at a Glance:

- **Grades K–2:** Students identify the main topic and retell details, progressing to understanding how specific details support the main idea.
- **Grades 3–5:** Students determine the main idea of a text, explain how supporting details develop that idea, and summarize without personal opinion.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, making inferences, citing textual evidence, main idea, text structure, retell, text support, main topic, theme

Reading Informational Text Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RI.1.2 Identify the main topic and retell key details of a text.	RI.2.2 Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs or sections within the text.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
• Listen to or read a wide variety of complex informational texts. • Use text and graphic features as sources to identify the main topic. • Participate in discussion about the main topic in order to recall detail(s) from the text and to respond to questions about the topic and details. • Determine the key details from the text. • Connect the key details to determine the main topic of a text. • Retell the main topic and key details.	• Determine the key details from the text. • Connect the key details to determine the main topic of a text. • Retell the main topic and key details. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• Differentiate between a topic and an idea (e.g., exercise versus the value of exercise). • Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas. • Connect explicitly stated or inferred ideas from across the text to determine a main idea. • Differentiate key details in an informational text from minor details. • Paraphrase key details or information.

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		- Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text. - Explain how key details, including those found in text features, support the main idea.

Reading Informational (RI) Anchor Standard 3:

Analyze how and why individuals, events, and ideas develop and interact over the course of text.

The Reading Informational Standard 3 emphasizes understanding main topics and ideas supported by key text details to understand relationships among historical events, ideas, and concepts. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 3 at a Glance:

- **Grades K–2:** Students describe relationships among ideas or events using language like “because”, “first,” “next”, or “then”.
- **Grades 3–5:** Students explain how individuals, events, or concepts relate, using text-based evidence to describe cause/effect, sequence, or comparison.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, making inferences, and citing textual evidence, main idea, text structure, retell, text support

Reading Informational Text Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.3.3 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
• Retell two events, ideas, or pieces of information, or identify two individuals in a text. • Explain the relationship between two individuals, events, ideas, or pieces of information (e.g., s compare/ contrast, cause/effect). • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Use words and phrases acquired through conversations, reading	• Identify and explain relationships between a series of events, ideas, or steps, (e.g., cause/effect, sequence, chronology). • Recognize signal words and transition words that connect ideas. • Recount or describe key ideas or details from a text read aloud or information presented orally or through or information presented orally or through other media. • Use words and phrases acquired through conversations, reading	• Connect and explain types of relationships. • Apply content knowledge to determine relationships in an informational text. • Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
and being read to, and responding to texts	and being read to, and responding to texts.	

Reading Informational (RI) Anchor Standard 4:

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.

The Reading Informational Standard 4 emphasizes vocabulary development and word-meaning strategies. Students learn to understand words and phrases in context- whether technical, figurative, or everyday language. Students learn how word choices shape meaning or tone in a text, and begin to notice how language adds meaning or emotion to writing. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 4 at a Glance:

- **Grades K–2:** Students use context clues and background knowledge to determine the meaning of unfamiliar words and phrases, especially in academic and domain-specific contexts.
- **Grades 3–5:** Students determine word meanings using context, affixes, and word parts, and begin to analyze how vocabulary choices shape meaning.

Key Words/Terms: Context, academic vocabulary, morphology, root word, affixes, figurative language, determine meaning, clarify, context clues, vocabulary in context

Reading Informational Text Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area .	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area .

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
- Identify unfamiliar words and phrases. - Activate prior knowledge and experiences to determine the meaning of unknown words. - Use text, illustrations, graphic aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words. - Ask and answer questions to support learning of new words.	- Identify unfamiliar words and phrases. - Use a known root word as a clue the meaning of an unknown word. - Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text. - Determine and clarify meaning of words and phrases, choosing flexibly from an array of strategies. - Determine the meaning of the new word formed when a known prefix is added to a known word.	- Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). - Use glossaries or beginning dictionaries, both print and digital,

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
	• Use text features to determine and clarify meaning of words and phrases in informational text. • Use sentence level context. • Use glossaries and beginning dictionaries, both print and digital to determine or clarify meaning of words and phrases.	to determine or clarify the precise meaning of key words and phrases. • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Informational (RI) Anchor Standard 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.

The Reading Informational Standard 5 emphasizes how texts are organized and how parts of a text (like sentences, paragraphs, or sections) work together to support understanding. They also learn to use text features (like bold words, headings, or links) to find and understand information efficiently. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 5 at a Glance:

- **Grades K–2:** Students explain how an author uses organizational structures (like chronology, comparison, or cause-effect) to present ideas clearly.
- **Grades 3–5:** Students analyze how paragraphs, sections, or chapters contribute to the development of ideas or arguments.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), Informational aids (sidebars, glossaries), digital features (hyperlinks, menus)

Reading Informational Text Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
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.	R.I.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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
- Identify different types of text features in informational text. - Determine the purpose of various text features. - Identify strategies (keywords, text features) to find information within a specific source. - Select and use the appropriate text feature for a given task or information need.	- Distinguish between types of text features (e.g., print features, graphic aids, organizational aids, informational aids). - Identify the purpose of text features used in informational texts - Explain which text features are used to find information within a specific source. - Select and use the appropriate text feature for a given task or information need. - Use text features appropriately for a given task or information need.	- Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding. - Explain how text features clarify the information in the text.

Reading Informational (RI) Anchor Standard 6:

Assess how point of view or purpose shapes the content and style of a text.

The Reading Informational Standard 6 blends author's purpose, point of view, visual literacy, and comprehension skills. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 6 at a Glance:

- **Grades K–2:** Students identify the author's purpose (to inform, explain, entertain, etc.) and distinguish their own opinions from those expressed in the text.
- **Grades 3–5:** Students determine and explain the author's point of view and how it is conveyed through tone, vocabulary, and content choices.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), Informational aids (sidebars, glossaries), and digital features (hyperlinks, menus), distinguish, main purpose, point of view, author's purpose, perspective, illustrations

Reading Informational Text Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.2.6 Identify the main purpose of a text , including what the author wants to answer, explain, or describe.	RI.3.6 Distinguish their own point of view from that of the author of a text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
- Identify different types of text features in informational text. - Describe the pictures and other illustrations in a text and explain how they contribute to the meaning. - Identify the source of important details from the text. - Ask and answer questions about key details provided by the pictures or other illustrations and key details provided by the words. - Compare and contrast information provided by pictures or other	- Examine the organizational pattern of informational texts to identify the author's purpose (e.g., to offer opinion, to describe, to inform). - Identify the intended audience for a text. - Explain how someone might use the text. - Identify the main ideas/ messages of texts. - Draw conclusions and generalizations from text to form new understanding.	- Identify the author's implied or directly stated point of view about the topic of the text (e.g., by looking at specific language, punctuation choices, etc.). - Express a personal point of view about the topic of a text. - Compare and contrast their opinion with that of the author.

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
illustrations and the words in a text.		

Reading Informational (RI) Anchor Standard 7:

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

The Reading Informational Standard 7 emphasizes integrating information across formats - especially visual, quantitative, and verbal. The Standard emphasizes comprehension, vocabulary development and text feature analysis. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 7 at a Glance:

- **Grades K–2:** Students use illustrations, diagrams, and other visuals to deepen understanding of text content.
- **Grades 3–5:** Students interpret information from visuals and multimedia sources and explain how they contribute to clarity and comprehension.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), Informational aids (sidebars, glossaries), digital features (hyperlinks, menus)

Reading Informational Text Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.3.7 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).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
- Examine and describe the illustrations/photographs in a text. - Identify the relationship between text and illustrations; explain how they support each other and contribute to understanding the text. - Cross-check understanding from details provided by the illustrator/photographer compared to information provided by the author. - Ask and answer questions about key details provided by the pictures or other illustrations and key details provided by the words.	- Identify and describe graphic aids used to facilitate understanding of informational text. - Identify commonalities between text and text features; explain how they support each other. - Describe key ideas and details including text features from reading an informational text, and/or a text read aloud or presented orally or through other media. - Use words and phrases acquired through conversations, and reading to respond to texts.	Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
Distinguish between key details and supporting details in a text.	Draw conclusions and generalizations from text to form new understanding.	

Reading Informational (RI) Anchor Standard 8:

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.

The Reading Informational Standard 8 emphasizes logical reasoning, text structure analysis, and comprehension. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 8 at a Glance:

- **Grades K–2:** Students identify the reasons an author provides to support key points, noting how the author tries to inform or persuade.
- **Grades 3–5:** Students explain how an author uses reasons and evidence to support particular points or claims in a text.

Key Words/Terms: Delineate, text structure analysis, key details, persuade, reasons, evidence

Reading Informational Text Standard 8 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RI.1.8 Identify the reasons an author gives to support points in a text.	RI.2.8 Describe how reasons support specific points the author makes in a text.	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
- Recall details from a text. - Identify a key point(s) made by the author. - Identify specific reasons the author provides that support the point(s). - Answer questions about details and how they support the author's point(s) in a text. - Distinguish between key ideas and supporting details in a text.	- Identify the key points an author makes in a text. - Identify details that support a specific point the author makes in a text. - Explain how the reasons support a point the author makes (basic relationships). - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	- Explain basic relationships, including comparison, cause/effect, and sequence. - Explain the relationships between the ideas and information in sentences and/or paragraphs. - Identify and explain how connections between and among sentences and/or paragraphs determine the organization of a text.

Reading Informational (RI) Anchor Standard 9:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The Reading Informational Standard 9 emphasizes analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. The Standard emphasizes comparative analysis, synthesis, and media comprehension. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 9 at a Glance:

- **Grades K–2:** Students compare and contrast key points and details in two texts on the same topic.
- **Grades 3–5:** Students integrate information from several texts to speak or write knowledgeably about a subject.

Key Words/Terms: Analyze, theme, topic, audience

Reading Informational Text Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.2.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
• Listen to or read and discuss a variety of texts. • Identify the topic of a text. • Recognize texts that have the same topic. • Compare and contrast the similarities and differences between two texts on the same topic. • Compare and contrast different people, places, things, and events using illustrations and text.	• Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media. • Recognize texts that have the same topic. • Identify key points of a text. • Compare and contrast the key points in two texts on the same topic. • Ask and answer questions about key details in a text read aloud or presented orally or through other media.	• Differentiate the main points from less important points in two texts on the same topic. • Differentiate the key details from less important details in two texts on the same topic. • Explain the similarities and differences between the main points and key details in two texts on the same topic.

Reading Informational (RI) Anchor Standard 10:

Read and comprehend complex literary and informational texts independently and proficiently.

The Reading Informational Standard 10 sets guidelines for general grade-level reading expectations found in Appendix A of the College and Career Readiness Standards. It addresses the types of books students should be exposed to, as well as how text complexity increases as students move through the grade level bands. This Standard is paired with:

- Reading Informational Standards
- Speaking and Listening Standards

Reading Informational Standard 10 at a Glance:

- **Grades K–2:** Students read and comprehend informational texts appropriate to grade level, with scaffolding as needed.
- **Grades 3–5:** Students read and understand increasingly complex informational texts independently and proficiently across a range of subjects.

Key Words/Terms: Text complexity bands, collaborative conversations, text features

Reading Informational Text Standard 10 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
RI.1.10 With prompting, modeling, and support, read informational text of appropriate complexity for grade 1.	RI.2.10 By the end of the 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.3.10 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 .

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 2
- Listen to or read a variety of informational texts representing diverse cultures, perspectives, ethnicities, and time periods. - Read and comprehend text of steadily increasing complexity. - Use a variety of strategies to determine and clarify the meaning of frequently used words, new words from informational text, and multiple meaning words and phrases as they appear in text. - Participate in collaborative conversations (e.g., “think, pair,	- Read a variety of self-selected and assigned informational texts. - Read and comprehend text of steadily increasing complexity. - Use self-selected literary texts to explore personal interests and learn about themselves as readers. - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	- Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc. - Demonstrate understanding of assigned informational texts of steadily increasing complexity.

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 2
share” and small group discussions) about informational Grade 1 texts with peers and adults.		