

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. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 1 at a Glance:

- **Grades 6–8:** Cite textual evidence to support analysis of explicit content and inferences.
- **Grades 9–12:** Cite strong and thorough textual evidence for explicit and implicit meaning.

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

Reading Informational Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
RI.7.1 Cite multiple pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1 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.9-10.1 Cite multiple pieces of evidence that most strongly and thoroughly support an analysis of what the text says explicitly as well as inferences drawn from the text

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
• Explain the central ideas. • Identify what is directly stated in the text. • Draw inferences. • Draw conclusions. • Verify or adjust predictions. • Make new predictions. • Paraphrasing and summarizing. • Determine and state multiple pieces of evidence that confirm the meaning of an informational text. • Identify multiple pieces of evidence to suggest logically what might be	• Explain the central ideas. • Identify what is directly stated in the text. • Draw inferences. • Draw conclusions. • Verify or adjust predictions. • Paraphrase and summarize. • Select, determine, and state the piece of evidence, among multiple sources that confirms the meaning of an informational text. • Among multiple pieces of evidence identify the piece of evidence that suggests logically what might be	• Explain the central ideas. • Identify what is directly stated in the text. • Draw inferences. • Draw conclusions. • Verify or adjust predictions. • Paraphrase and summarize. • Determine and state multiple pieces of evidence that confirm the meaning of an informational text. • Identify multiple pieces of evidence to suggest logically what might be

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
true about an author's purpose, opinion, important ideas, etc.	true about an author's purpose, opinion, important ideas, etc. • Use relationships between words for understanding. • Distinguish between connotations and denotations of words for understanding.	true about an author's purpose, opinion, important ideas, etc. • Analyze relevant denotative, connotative, and figurative language. • Evaluate available evidence for thoroughness, completeness, and relevance. • Explain and analyze complexities and ambiguities in informational text.

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 6–8:** Determine a central idea, analyze its development, and summarize.
- **Grades 9–12:** Determine two or more central ideas, analyze development, and summarize objectively.

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 Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
RI.7.2 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.8.2 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.9-10.2 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
- Track and examine significant pieces of information developed throughout a text. - Present findings/information in a focused, coherent manner. - Determine and examine the relationships between and among ideas throughout a text. - Synthesize relevant evidence to formulate a central idea. - Synthesize significant information developed through the text to formulate two or more central ideas.	- Determine and examine the relationships between and among ideas throughout a text. Present findings with sound, valid reasoning supported by relevant evidence in a focused, coherent manner. - Synthesize relevant evidence to formulate a central idea. - Paraphrase to state or compose an unbiased summary that includes a central idea and tracks its development throughout the text.	- Objectively summarize a text by including the appropriate key ideas, issues, and specific details. - Analyze ideas, issues, rhetorical devices, and specific details in a text that develop the central idea and/or claim. - Analyze how multiple topics, central ideas, and/or claims interact in a text and explain how they clarify and extend meaning.

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
• Paraphrase to state or compose an unbiased summary that includes central ideas and significant supporting information for those ideas from across the text. • Use a variety of transition words to convey relationships between and among ideas.	• Use a variety of transition words to convey relationships between and among ideas.	

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 6–8:** Students analyze how people, ideas, and events are developed and interconnected throughout a text using examples and reasoning.
- **Grades 9–12:** Analyze how complex ideas or events are unfolded and refined over the course of a text.

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, explain, analyze, synthesize, summarize, relationships, interactions, interconnectedness, cause and effect, compare, concepts, text structure, signal words, historical text, scientific text, technical text

Reading Informational Text Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
RI.7.3 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.8.3 Analyze how an author makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RI.9-10.3 Analyze how an author crafts/unfolds an analysis or a 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 them.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
- Determine the purpose of an individual, event, or idea within an informational text. - Determine the relationships between or among individuals, events or ideas within a text. - Draw conclusions about the relationships among individuals, events, or ideas within a text. - Examine the effect created by the relationships between or among individuals, events or ideas within a text. - Apply knowledge of organizational patterns by identification of	- Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational text. - Identify how the differences or likenesses between or among individuals, ideas, or events are revealed. - Draw conclusions about the effectiveness of the methods used to present the likenesses or differences between or among individuals, ideas, or events.	- Analyze and explain the structure of an informational text and how it contributes to meaning and/or purpose. - Analyze and explain the impact of events and individuals in informational texts. - Analyze, explain, and evaluate the author's development of ideas and concepts within informational texts. - Analyze and explain the interrelationships among ideas and concepts within informational texts.

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
strategies such as definition, classification, comparison/contrast and cause/effect.		

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 6–8:** Determine meaning of words, including figurative, connotative, and technical meanings.
- **Grades 9–12:** Interpret words/phrases and analyze their impact on meaning and tone.

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 7	Grade Level: Grade 8	Next Progression: Grade 9-10
RI.7.4 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.	RI.8.4 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts ; determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.9-10.4 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) ; determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
• Use evidence from an informational text to determine the effect of word choice on meaning and tone of the text. • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). • Determine the meaning of figures of speech in context. • Determine the suggested meaning of connotations of words that address the same technical meaning. • Examine word choice, relationships between words, and references to other texts as an aid to comprehension and a clue to tone. • Gather vocabulary knowledge when considering a word or phrase important to comprehension.	• Use evidence from an informational text to determine the effect of analogy and allusion to other texts on meaning of the text. • Determine the meaning of figures of speech in context. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). • Determine the suggested meaning of connotations of words that address the same technical meaning. • Examine word choice, relationships between words, and references to other texts as an aid to comprehension and a clue to tone. • Gather vocabulary knowledge when considering a word or phrase important to comprehension.	• Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary. • Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone. • Analyze and explain the cumulative impact of the author's manipulation of language (syntax, diction) on meaning and tone. • Compare and contrast the syntax and tone of informational texts written for differing audiences and purposes.

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 6–8:** Determine and analyze how the author’s point of view or purpose is conveyed.
- **Grades 9–12:** Analyze how an author’s use of rhetoric advances purpose or point of view.

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), structure types

Reading Informational Text Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
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.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.	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).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
- Determine the general organizational pattern of a grade-appropriate informational text, (e.g. transition words and phrases indicating chronological order, cause/effect, problem solution, etc. - Determine the relationship among certain sentences within the paragraph. - Identify the author's purpose for a grade appropriate informational text. - Examine how parts of the text support the identified purpose of the text.	- Determine the development of an identified paragraph i.e., main idea and supporting details, cause and effect, examples, description. - Determine the author's purpose for the identified paragraph. - Determine the relationship among certain sentences within the paragraph. - Draw conclusions about how the relationship among the sentences adds to the growth of an idea within the paragraph.	- Analyze the effect of structural characteristics on meaning and/or purpose in an informational text. - Describe the structure of an argument; identify its claims and evidence. - Analyze and explain how an author deliberately manipulates language and text structures to develop and refine ideas or claims.

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
Use evidence from informational texts to support analysis of text structure.	- Evaluate the effectiveness of the structure in presenting the information. - Use evidence from an informational text to support analysis of paragraph structure.	

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 6–8:** Determine and analyze how the author's point of view or purpose is conveyed.
- **Grades 9–12:** Analyze how an author's use of rhetoric advances purpose or point of view.

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/position, intent, perspective, persuasive strategies, illustrations, tone, bias

Reading Informational Text Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
RI.7.6 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.8.6 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.9-10.6 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
- Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas). - Determine the difference between an author's position and any opposing positions. - Examine the organization of the text to determine how the author's position is compared or contrasted to other positions.	- Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas). - Determine the difference between an author's position and any opposing positions. - Examine the organization of the text to determine the transitions among ideas that signal and address opposing viewpoints. - Use words, phrases, and clauses to clarify the relationships between claims, counterclaims, and reasons.	- Identify and explain an author's point of view or purpose in an informational text. - Demonstrate understanding of rhetorical appeals. - Analyze and explain the author's use of rhetoric and its contribution to meaning, point of view, and/or purpose of the text.

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
	• Use appropriate transitions to clarify the relationships among ideas.	

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 6–8:** Integrate information from visual, oral, and quantitative sources.
- **Grades 9–12:** Analyze multiple formats to develop understanding of a subject.

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), integrate, multimedia sources, quantitative data, audio/visual analysis

Reading Informational Text Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
RI.7.7 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.8.7 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.9-10.7 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
• Explain the likenesses and differences of a text versus an audio or visual version of the same text. • Draw conclusions about the positive and negative aspects of a text, audio, or visual version of the same text. • Determine how sound and sight affect the perception of words.	• Draw conclusions about the positive and negative aspects of a text, audio, or visual version as a means of presentation. • Determine how sound and sight affect the perception of words. • Assess the value of one medium versus another for presentation of a specific topic. • Use evidence from informational sources to support analysis and research.	• Analyze print, non-print, and digital text for relevant details that are emphasized in an informational text and that contribute to meaning. • Compare, contrast, draw conclusions, and connect significant details and ideas between two different mediums.

Reading Informational 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 6–8:** Compare how different authors present the same topic or event.
- **Grades 9–12:** Analyze how different authors address similar themes/concepts across seminal text.

Key Words/Terms: Trace, claims, points, evidence, evaluate, argument, validity, relevance, integrate

Reading Informational Text Standard 8 Desired Student Performance:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
RI.7.8 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.8.8 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.9-10.8 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
• Demonstrate knowledge of the organizational pattern of an argument. • Assess the value of the argument based upon supported claims. • Demonstrate knowledge of the organizational pattern of an argument. • Assess the value of the argument based upon supported claims. • Identify immaterial support. • Assess the credibility and accuracy of evidence.	• Demonstrate knowledge of the organizational pattern of an argument. • Assess the value of the argument based upon supported claims. • Identify immaterial support. • Assess the credibility and accuracy of evidence. • Use knowledge of words, phrases, and clauses to clarify the relationship among claims and support. • Delineate an argument and specific claims, evaluating the	• Analyze and evaluate connections among evidence, inferences, and claims in an argument. • Analyze an author's implicit and explicit assumptions and beliefs about a subject. • Identify and explain common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma). • Evaluate the credibility of an author's argument by analyzing the manipulation of language, as well as the range, sufficiency,

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
	credibility of reasoning and the relevance and adequacy of the evidence.	quality, relevance, and validity of the claims. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational 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 6–8:** Compare how different authors present the same topic or event.
- **Grades 9–12:** Analyze how different authors address similar themes/concepts across seminal text.

Key Words/Terms: Analyze, evaluate, compare, theme, topic, comparing approaches, synthesis, author comparison, interpretation, differences

Reading Informational Text Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
RI.7.9 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.8.9 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.9-10.9 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
• Compare and contrast important information about the same topic presented by one author versus others. • Explain how the focus on different information alters a reader's understanding of a topic • Explain how conclusions drawn about information alters a reader's understanding of a topic.	• Compare and contrast opposing information about the same topic from multiple texts. • Determine the credibility of each text. • Examine opposing portions of each text for bias. • Draw conclusions about the purpose of opposing facts or interpretation of the facts.	• Analyze and explain the historical, cultural, and literary significance of specific seminal U. S. documents. • Identify and explain themes and concepts common to specific time periods in American history.

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
• Draw conclusions about the purpose of opposing facts or interpretation of the facts • Use knowledge of point of view and bias.		

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 6–8:** Read and comprehend literary nonfiction at the high end of the grade band.
- **Grades 9–12:** Independently and proficiently comprehend complex literary nonfiction.

Key Words/Terms: Text complexity bands, collaborative conversations, complex text, literary, informational, independently, proficiently, variety of genres, within/beyond text comprehension, activate background knowledge, visualize, infer, ask questions, determine important ideas, synthesize

Reading Informational Text Standard 10 Desired Student Performance:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
RI.7.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, and literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.8.10 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.9-10.10 • By the end of grade 9, read and comprehend literary nonfiction at 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
• Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. • Comprehend literary nonfiction texts of steadily increasing	• Demonstrate understanding of a wide range of sufficiently complex literary nonfiction. • Comprehend texts of steadily increasing complexity, with scaffolding as needed.	• Demonstrate understanding of a wide range of sufficiently complex literary nonfiction. • Comprehend texts of steadily increasing complexity, with scaffolding as needed. • As an emerging adult reader, set personal reading goals to self-select and explore texts of different

Pre-Requisite Skills: Grade 7	Grade Level: Grade 8	Next Progression: Grade 9-10
complexity with scaffolding, as necessary. • Set personal goals and conference regularly with adults to improve reading.		disciplines and increasing complexity. • Participate actively and appropriately in discussions about informational text. •