

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.

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:

- **Pre-kindergarten:** Students answer questions about details in an informational text.
- **Grades K–2:** Students begin independently asking and answering who, what, where, when, why, and how questions to demonstrate understanding of key text details.

Reading Informational Text Standard 1 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.1 With modeling, prompting, and support, answer questions about details in an informational text.	RI.K.1 With modeling, prompting and support, ask and answer questions about key details in an informational text.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Listen to 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). • Examine the title, cover, illustrations/photographs/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, illustrations/photographs and/or text, text features, graphic aides. • During Interactive Read Alouds of informational text listen, ask and answer questions as appropriate. • Engage in conversations to facilitate recall of details in order to answer questions. • After reading, respond to text through discussions, dramatizing, drawing and/or developmentally appropriate writing including the use of technology.	• Listen to 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 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, illustrations/photographs and/or text, text features, graphic aides. • Confirm predictions using details from the text. • Use text features and graphic aids to facilitate understanding. • Recall and discuss what is understood about the content of the text. Identify and question what did not make sense. • Engage in conversations to retell details in the text. • Engage in conversations to ask and answer text-based questions. • After reading, respond to text through discussions, dramatizing, drawing and/or developmentally appropriate writing including the use of technology.

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.

Reading Informational Standard 2 emphasizes identifying and analyzing main ideas, central messages, and key details of informational text. Over time, students learn to summarize the text and explain how the key details contribute to the development of the main ideas or central messages. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 2 at a Glance:

- **Pre-kindergarten:** Students recall details related to the main topic of informational text.
- **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.

Reading Informational Text Standard 2 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.2 With modeling and support, recall detail(s) related to the main topic from an informational text.	RI.K.2 With modeling, prompting and support, identify the main topic and retell key details of an informational text.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Listen to 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. • Retell details and concepts in familiar text (journaling, dramatization, arts).	• Listen to 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.

Reading Informational (RI) Anchor Standard 3:

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

Reading Informational Standard 3 emphasizes understanding main topics and ideas supported by key text details to explain and analyze 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:

- **Pre-kindergarten:** Students connect individuals, events, and pieces of information in informational text to their life experiences.
- **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.

Reading Informational Text Standard 3 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	RI.K.3 With modeling, prompting and support, describe the connection between two individuals, events, ideas , or pieces of information in a text.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Access prior knowledge and personal experiences in order to identify, describe, and discuss how events and individuals in their own lives are similar and different from the text. • Begin to demonstrate an understanding of sequential order ('first' and 'last') in the text. • Retell details and concepts in familiar text (journaling, dramatization, arts). • Explain how someone might use the text.	• Access prior knowledge and experiences in order to identify and discuss how personal experiences, events and individuals in their own lives are similar and different from the text. • 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., compare/contrast, cause/effect). • Demonstrate an understanding of sequential order in order to make connections between ideas or events.

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.

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 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:

- **Pre-kindergarten:** Students answer questions about unknown words in a text.
- **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.

Reading Informational Text Standard 4 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.4 With modeling and support, answer questions about unknown words in a text.	RI.K.4 With modeling, prompting and support, ask and answer questions about unknown words in a text.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• 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. • Answer questions to support learning of new words.	• Identify unfamiliar words. • 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.

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.

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:

- **Pre-kindergarten:** Students identify the front and back cover of a book.
- **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.

Reading Informational Text Standard 5 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.5 Identify the front cover and back cover of a book.	RI.K.5 Identify the front cover, back cover, and title page of a book.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With modeling, prompting, and support: • Identify information appropriate for the front cover and back cover of a book. • Demonstrate understanding of the structure of books and the proper handling of them.	With modeling, prompting, and support: • Explain information appropriate for the front cover and back cover of a book. • Explain the purpose of the title page.

Reading Informational (RI) Anchor Standard 6:

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

Reading Informational Standard 6 emphasizes identifying the author's purpose and point of view in informational text and analyzing how the author promotes their ideas. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 6 at a Glance:

- **Pre-kindergarten:** Students define the role of the author and illustrator/photographer in presenting the ideas or information in a text.
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- **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 words and details presented in the text. They compare and contrast different texts about the same event or topic and explain similarities and differences in the authors' purpose and points of view.

Reading Informational Text Standard 6 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.6 With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With modeling, prompting, and support: • Name the author and illustrator/photographer. • Explain the role of the author and illustrator/photographer.	• Name the author and illustrator/photographer, correctly using those terms. • Explain the role of the author and illustrator/photographer. • Explain how the illustrations/photographs support the author in sharing the information.

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.

Reading Informational Standard 7 emphasizes integrating and evaluating information presented in various formats (such as text, images, and multimedia). Students analyze how visual elements or other media complement and enhance the text's meaning. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 7 at a Glance:

- **Pre-kindergarten:** Students tell how the illustrations/photographs support the text.
- **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.

Reading Informational Text Standard 7 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.7 With modeling and support, tell how the illustrations/photographs support the text.	RI.K.7 With modeling, 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).

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Examine and describe the illustrations/photographs in an informational text. • Participate in discussions about the information derived from details in the illustrations/photographs in an informational text • Participate in discussions about how these details contribute to the understanding of informational text.	• Examine and describe the illustrations/photographs in a text. • Identify commonalities between text and illustrations/photographs or text features; explain how they support each other. • Explain how illustrations and photographs contribute to understanding the text. • Cross-check understanding from details provided by the illustrator/photographer compared to information provided by the author. • Participate in discussions about the information derived from details in the illustrations/photographs in an informational text.

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.

Reading Informational Standard 8 emphasizes identifying an argument or claim presented in a text and evaluating the reasoning used to support it. Students determine if the reasoning presented is valid and relevant to support the author's argument or claim. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 8 at a Glance:

- **Pre-kindergarten:** Students identify and answer questions about the key details an author gives to support points in a text.
- **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.

Reading Informational Text Standard 8 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.8 With modeling and support identify the key details an author gives to support points in a text.	RI.K.8 With modeling, prompting and support, identify the reasons an author gives to support points in a text.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With modeling, prompting, and support: • Recall details from a text. • List details that support an idea or event in the text. • While listening to a text, answer open-ended questions about important details in the text.	With modeling, prompting, and support: • 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.

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.

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 9 at a Glance:

- **Pre-kindergarten:** Students share ideas or answer questions about two texts that address similar topics.
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- **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.

Reading Informational Text Standard 9 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.9 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With prompting, modeling, and support: • Listen to and discuss a variety of texts. • Identify the topic of a text. • Recognize texts that have the same topic. • Participate in discussions to identify the similarities and differences between two texts on the same topic. • Explore/discuss people, places, things, and events in informational text. • Compare different people, places, things, and events using illustrations and text.	With prompting, modeling, and support: • Listen to and discuss a variety of texts. • Identify the topic of text. • Recognize texts that have the same topic. • Participate in discussions to identify the similarities and differences between two texts on the same topic. • Explore/discuss people, places, things, and events in informational text. • Compare and contrast different people, places, things, and events using illustrations and text.

Reading Informational (RI) Anchor Standard 10:

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

Reading Informational Standard 10 sets guidelines for general grade-level reading expectations. 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:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 10 at a Glance:

- **Pre-kindergarten:** Students engage in group reading activities with purpose and understanding.
- **Grades K–2:** Students read and comprehend informational texts appropriate to grade level, with scaffolding as needed to increase independence and proficiency.
- **Grades 3–5:** Students read and understand increasingly complex informational texts independently and proficiently across a range of subjects.

Reading Informational Text Standard 10 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RI.PK.10 Actively engage in group reading activities with purpose and understanding.	RI.K.10 Actively engage in group reading activities with purpose and understanding.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Develop comprehension skills by listening to a variety of appropriate, increasingly complex informational texts representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (trade books, magazines, multimedia resources, functional texts such as recipes and labels, etc.) • 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. • Apply before, during, and after reading strategies for a variety of informational texts. • Participate in collaborative conversations (e.g., “think, pair, share” and small group discussions) about Pre-Kindergarten informational texts with peers and adults.	• Develop comprehension skills by listening to a variety of appropriate increasingly complex informational texts representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (trade books, magazines, multimedia resources, functional texts such as recipes and labels. • 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. • Use text features, graphic aids, and organizational structures to facilitate understanding. • Apply before, during and after reading strategies for a variety of information texts. • Participate in collaborative conversations (e.g., “think, pair, share” and small group discussions) about kindergarten informational texts with peers and adults.