Maryland College and Career Ready Standards Framework English Language Arts/Literacy

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.14.01 *Reading and English Language Arts Instructional Programs for Grades Prekindergarten – 12* states that, "each local education agency shall provide in public schools an instructional program in English language arts/literacy each year for all students in grades prekindergarten – 5; provide in public schools an instructional program in English language arts/literacy each year for all students in grades 6—8; offer an English language arts/literacy program in grades 9 – 12 which enables students to meet graduation requirements and to select English language arts/literacy electives including English Language Arts/Literacy Transition Courses."

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in English Language Arts/Literacy. State Frameworks are defined as supporting documents and provide guidance for implementing Maryland College and Career Readiness Standards in English Language Arts/Literacy which are reviewed and adopted by the Maryland State Board of Education. State Frameworks also provide consistency in learning expectations for students in English Language Arts/Literacy programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in English Language Arts/Literacy in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in English Language Arts/Literacy, Prekindergarten – Grade 12 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Maryland College and Career Ready English Language Arts/Literacy Frameworks were released in June of 2012.

Maryland College and Career Ready Standards Framework Reading Informational Text Grades K-2

In June 2010, the Maryland State Board of Education adopted the Maryland College and Career Ready Standards (MCCRS). These Frameworks are the result of a year-long effort by Maryland educators to unpack the MCCR standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the MCCR standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

The MCCRS Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, references such as See MCCR Standard 6 SL4 ("See MCCR Standards, Grade 6, Speaking & Listening, Standard 4") are provided.

The following list shows the abbreviations used when referencing standards from the MCCRS:

- RL – Reading Literature
- RI – Reading Informational Text
- RF – Reading Foundational Skills
- W – Writing
- L – Language
- SL – Speaking and Listening

The MCCRS Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 _____ ("Maryland School Library Media, grades 6-8, Standard, Indicator, objective") and TL ("Technology Literacy Standards" followed by Standard, Indicator, objective).

Standards for Reading Informational Text (RI)
Cluster: Key Ideas and Details
RI1 MCCR 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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI1 With prompting and support, ask and answer questions about key details in a text.	RI1 Ask and answer questions about key details in a text.	RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.
Essential Skills and Knowledge With prompting and support, apply appropriate strategies **before reading, viewing, or listening** to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures):	Essential Skills and Knowledge Apply appropriate strategies **before reading, viewing, or listening** to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): • access prior knowledge and experiences.	Essential Skills and Knowledge Apply appropriate strategies **before reading, viewing, or listening** to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): • access prior knowledge and experiences

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI1 With prompting and support, ask and answer questions about key details in a text.	RI1 Ask and answer questions about key details in a text.	RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.
- access prior knowledge and hands on experiences (augmented by those provided in class). - examine the title, cover, illustrations/photographs/text. - make predictions or ask questions. - set a purpose for reading and identify type of text.	- examine the title, cover, illustrations/photographs/text. - make predictions or ask questions. - set a purpose for reading and identify type of text.	- examine the title, cover, illustrations/photographs/text - make predictions or ask questions - set a purpose for reading and identify type of text

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI1 With prompting and support, ask and answer questions about key details in a text.	RI1 Ask and answer questions about key details in a text.	RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.
With prompting and support, apply appropriate strategies to monitor understanding **during reading**, **viewing**, **or listening** to informational text: • use text features and graphic aids to facilitate understanding. • recall and discuss what is understood. identify and question what did not make sense. • make, confirm and/or modify predictions. • make connections. • visualize.	Apply appropriate strategies to monitor understanding **during reading, viewing, or listening** to informational text: • use text features and graphic aids to facilitate understanding. • recall and discuss what is understood. • identify and question what did not make sense. • make, confirm and/or modify predictions. • reread difficult parts and restate in own words. • make connections. • visualize.	Apply appropriate strategies to monitor understanding **during reading, viewing, or listening** to informational text: • use text features and graphic aids to facilitate understanding. • recall and discuss what is understood. (See CCSS SL.2.1b.) • Identify and question what did not make sense. • make, confirm and/or modify predictions. • periodically paraphrase and summarize. • make connections. • visualize

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI1 With prompting and support, ask and answer questions about key details in a text.	RI1 Ask and answer questions about key details in a text.	RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.

• With prompting and support, demonstrate understanding orally or in developmentally appropriate writing after reading, viewing, or listening to a text:
  o engage in conversations to retell details in the text. (See CCSS SL.K.1.)
  o describe what is directly stated in the text.
  o confirm predictions using details from the text.
  o identify what did not make sense.
  o make connections.
• See SLM I.A, V.A; DL 3 and 5.
	• Demonstrate understanding orally or in writing after reading, viewing, or listening to a text:
	  o engage in conversations to retell details in the text. (See CCSS SL.1.1.)
	  o describe what is directly stated in the text.
	  o confirm predictions using details from the text.
	  o identify what did not make sense.
	  o make connections.
	  o Distinguish between key details and irrelevant information in a text.
	• Generate simple questions about key details in the text. (See CCSS L.1.1f; MD SLM PK-1 3B1.a.)
	• Answer simple questions orally and in writing using key details in the text. (See CCSS SL.1.2; CCSS W.1.8.)
		• Demonstrate understanding orally or in writing after reading, viewing, or listening to a text:
		  o engage in conversations about details in the text. (See CCSS SL.2.1.)
		  o describe what is directly stated in the text.
		  o draw inferences and conclusions from the text.
		  o confirm predictions using details from the text.
		  o summarize the text.
		  o identify what did not make sense.
		  o make connections.
		• Generate appropriate questions to meet the information need. (See MD SLM 2-3 3B1.a.)
		• Participate actively and appropriately in discussions about informational text. (See CCSS SL.2.1, 2, 3.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI1 With prompting and support, ask and answer questions about key details in a text.	RI1 Ask and answer questions about key details in a text.	RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.
	• Participate actively and appropriately in discussions about informational text. (See CCSS SL.1.1, 2, 3.) • Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS L.1.1,2.) • See SLM I.A, V.A; DL 3 and 5.	• Respond orally and in written form to specific questions using key details in the text. (See CCSS SL.2.3; CCSS W.2.8) • Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS L.2.1,2) • See SLM I.A, V.A; DL 3 and 5.

Standards for Reading Informational Text (RI)
Cluster: Key Ideas and Details
RI2 MCCR Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI2 With prompting and support, identify the main topic and retell key details of a text.	RI2 Identify the main topic and retell key details of a text.	RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Essential Skills and Knowledge
 	
• With prompting and support,
  o listen to a wide variety of complex informational texts
  o use text and graphic features as sources to identify the main topic
  o determine the key details from the text
  o connect the key details to determine the main topic of a text
  o retell the main topic and key details
	Essential Skills and Knowledge
	
	• 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. (See CCSS 1 SL4.)
	• Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS L.1.1, 2.)
		Essential Skills and Knowledge
		
		• Identify the key details in each paragraph of a multi-paragraph text.
		• Connect key details to determine the topic of a paragraph within a multi-paragraph text.
		• Connect ideas to determine main topic of a text.
		• Demonstrate command of the conventions of standard English when speaking or writing. (See CCSS L.2.1, 2.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI2 With prompting and support, identify the main topic and retell key details of a text.	RI2 Identify the main topic and retell key details of a text.	RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
○ participate in discussion about the main topic in order to recall one or more detail(s) from the text and to respond to questions about the topic and details • Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS L.K.1, 2.)		

Standards for Reading Informational Text (RI)
Cluster: Key Ideas and Details
RI3 MCCR Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Essential Skills and Knowledge With prompting and support: • 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. • demonstrate an understanding of sequential order. • retell two events, ideas, or pieces of information, or identify two individuals in a text.	Essential Skills and Knowledge • 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. (See CCSS 1 SL4.)	Essential Skills and Knowledge • 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 other media. (CCSS SL.2.2)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
o explain the relationship between two individuals, events, ideas, or pieces of information (e.g., compare/ contrast, cause/effect). o explain how someone might use the text. o demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.K.1, 2.)	• Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS 1 L6.) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2.)	• Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS L.2.6) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2)

Standards for Reading Informational Text (RI)
Cluster: Craft and Structure
RI4 MCCR 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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI4 With prompting and support, ask and answer questions about unknown words in a text.	RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	RI4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Essential Skills and Knowledge With prompting and support: • 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.	Essential Skills and Knowledge • Identify unfamiliar words and phrases. • Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text. • Produce simple interrogative sentences about the text. (See CCSS L.1.1j.) • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS SL.1.2.)	Essential Skills and Knowledge • Identify unfamiliar words and phrases. • 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: • use sentence level context. (See CCSS L.2.4a.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI4 With prompting and support, ask and answer questions about unknown words in a text.	RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	RI4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
• demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.K.1, 2.)	• Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS L.1.6.) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2.)	• determine the meaning of the new word formed when a known prefix is added to a known word. (See CCSS L.2.4b.) • use a known root word as a clue the meaning of an unknown word. (See CCSS L.2.4c.) • Use text features to determine and clarify meaning of words and phrases in informational text. • Use glossaries and beginning dictionaries, both print and digital to determine or clarify meaning of words and phrases. (See CCSS L.2.4e.)

Standards for Reading Informational Text (RI)
Cluster: Craft and Structure
RI5 MCCR Anchor Standard: 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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI5 Identify the front cover, back cover, and title page of a book.	RI5 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.	RI5 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.
Essential Skills and Knowledge • With prompting and support, identify information appropriate for the front cover, back cover, and title page.	Essential Skills and Knowledge • 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.	Essential Skills and Knowledge • 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 the appropriate text feature for a given task or information need.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI5 Identify the front cover, back cover, and title page of a book.	RI5 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.	RI5 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.
	• 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.

Standards for Reading Informational Text (RI)
Cluster: Craft and Structure
RI6 MCCR Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe
Essential Skills and Knowledge With prompting and support, name the author and illustrator/photographer and describe the roles of and use the terms for authors and illustrators/photographers.	Essential Skills and Knowledge • Describe the pictures and other illustrations in a text and explain how they contribute to the meaning. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS SL.1.3.) • Identify the source of important details from the text.	Essential Skills and Knowledge • 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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe
	• Compare and contrast information provided by pictures or other illustrations and the words in a text.	• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2.)

Standards for Reading Informational Text (RI)
Cluster: Integration of Knowledge and Ideas
RI7 MCCR Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI7 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).	RI7 Use the illustrations and details in a text to describe its key ideas.	RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text
Essential Skills and Knowledge With prompting and support: • describe the illustrations in a text. • identify commonalities between text and illustrations/photographs or text features; explain how they support each other. • explain how illustrations/photographs contribute to understanding of the text.	Essential Skills and Knowledge • Identify the relationship between text and illustrations; explain how they support each other. • Distinguish between key details and supporting details in a text. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS SL.1.4.)	Essential Skills and Knowledge • Identify and describe graphic aids used to facilitate understanding of informational text. • Describe key ideas and details including text features from a text read aloud or presented orally or through other media. (See CCSS.2.SL.2.) • Identify commonalities between text and text features; explain how they support each other.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI7 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).	RI7 Use the illustrations and details in a text to describe its key ideas.	RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a 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. - participate in discussions about how these details contribute to the understanding of informational text. - demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.K.1, 2.)	- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS L.1.6.) - Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2.)	- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS L.2.6.) - Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2.)

Standards for Reading Informational Text (RI)
Cluster: Integration of Knowledge and Ideas
RI8 MCCR 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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI8 With prompting and support, identify the reasons an author gives to support points in a text.	RI8 Identify the reasons an author gives to support points in a text.	RI8 Describe how reasons support specific points the author makes in a text.
Essential Skills and Knowledge With prompting and support: • recall details from a text. • identify a key point(s) in the text such as specific details. • identify specific details that support the point(s.) • answer questions about details and how they support the point(s) in a text.	Essential Skills and Knowledge • Recall details from a text. • Distinguish between key ideas and supporting details in a text. • Identify details that support a specific point in a text. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS SL.1.2.)	Essential Skills and Knowledge • 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. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS SL.2.2.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI8 With prompting and support, identify the reasons an author gives to support points in a text.	RI8 Identify the reasons an author gives to support points in a text.	RI8 Describe how reasons support specific points the author makes in a text.
	• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2.)	• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2.)

Standards for Reading Informational Text (RI)
Cluster: Integration of Knowledge and Ideas
RI9 MCCR 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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI9 Compare and contrast the most important points presented by two texts on the same topic.
Essential Skills and Knowledge With prompting and support: • listen to and discuss a variety of texts. • identify the topic of a text. • recognize texts that have the same topic. • describe people, places, things, and events with relevant details, expressing ideas clearly. (See CCSS SL.K.4.)	Essential Skills and Knowledge • Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media. (See CCSS SL.1.2.) • Identify the topic of a text. • Recognize texts that have the same topic. • Compare and contrast two texts on the same topic.	Essential Skills and Knowledge • Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media. (See CCSS SL.2.2.) • 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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI9 Compare and contrast the most important points presented by two texts on the same topic.
• participate in discussions to identify the similarities and differences between 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. (See CCSS SL.K.2.) • demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.K.1, 2.)	• Ask and answer questions about key details in a text read aloud or presented orally or through other media. (See CCSS SL.1.2.) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2.)	• Ask and answer questions about key details in a text read aloud or presented orally or through other media. (See CCSS SL.2.2.) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2.)

Standards for Reading Informational Text (RI)
Cluster: Range of Reading and Level of Text Complexity
RI10 MCCR Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI10 Actively engage in group reading activities with purpose and understanding.	RI10 With prompting and support, read informational texts appropriately complex for grade 1.	RI10 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.
Essential Skills and Knowledge • With prompting and support, ○ develop comprehension skills by listening to a variety of appropriate increasingly complex informational texts (self-selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (expository and narrative: trade books, magazines, multimedia resources,	Essential Skills and Knowledge • With prompting and support, read a variety of self-selected and assigned informational texts representing diverse cultures, perspectives, ethnicities, and time periods. • With prompting and support, read and comprehend text of steadily increasing complexity.	Essential Skills and Knowledge • With prompting and support, read a variety of self-selected and assigned informational texts representing diverse cultures, perspectives, ethnicities, and time periods. • With prompting and support, read and comprehend text of steadily increasing complexity.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RI10 Actively engage in group reading activities with purpose and understanding.	RI10 With prompting and support, read informational texts appropriately complex for grade 1.	RI10 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.
o functional texts such as recipes and labels, etc.) o use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases o use text features, graphic aids, and organizational structures to facilitate understanding o apply before, during and after reading strategies for a variety of informational texts o participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (See CCSS SL.K.1.) • See MD SLM III.D, V.A; DL 4 and 7.	• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (See CCSS SL.1.1.) • See MD SLM III.D, V.A; DL 4 and 7.	• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (See CCSS SL.2.1.) • See MD SLM III.D, V.A; DL 4 and 7.