

**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 3-5:** Students conduct close readings, analyze ambiguity, and provide thorough, evidence-based analysis of text.
- **Grades 6-8:** Cite textual evidence to support analysis of explicit content and inferences.

**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 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.1 Cite accurately</b> from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.6.1</b> Cite textual evidence <b>to support analysis</b> of what the text says explicitly as well as inferences drawn from the text.	<b>RI.7.1 Cite multiple pieces of textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Determine and explain main ideas (explicit or inferred) of the text</li><li>• Summarize the text.</li><li>• Explain what is directly stated in the text by citing specific details and examples from the text.</li><li>• Explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text.</li><li>• Synthesize information and ideas.</li><li>• Confirm, refute, and/or make predictions about the text.</li><li>• Apply a questioning schema to generate and respond either orally or in writing to text-specific questions.</li><li>• Justify the selection of textual evidence when responding either</li></ul>	<ul style="list-style-type: none"><li>• Explain the central ideas.</li><li>• Identify what is directly stated in the text.</li><li>• Draw inferences.</li><li>• Draw conclusions.</li><li>• Verify or adjust predictions.</li><li>• Make new predictions.</li><li>• Use significant pieces of information as clues to a main idea.</li><li>• Synthesize main ideas to determine a central idea.</li><li>• Distinguish between subjective and objective summaries.</li><li>• Paraphrase significant information from an informational text.</li><li>• Determine and state evidence that confirms the meaning of an informational text.</li></ul>	<ul style="list-style-type: none"><li>• Explain the central ideas.</li><li>• Identify what is directly stated in the text.</li><li>• Draw inferences.</li><li>• Draw conclusions.</li><li>• Verify or adjust predictions.</li><li>• Make new predictions.</li><li>• Paraphrasing and summarize.</li><li>• Determine and state multiple pieces of evidence that confirm the meaning of an informational text.</li><li>• Identify multiple pieces of evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.</li></ul>

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<p>orally or in writing to text-specific questions.</p> <ul style="list-style-type: none"> <li>• Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.</li> </ul>	

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**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 3-5:** Students determine the main idea of a text, explain how supporting details develop that idea, and summarize without personal opinion.
- **Grades 6-8:** Students determine and analyze central ideas and how they are introduced, developed, and refined throughout a text.

**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 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>RI.6.2</b> Determine a <b>central idea of a text and how it is conveyed through particular textual details</b> ; provide a summary of the text <b>distinct from personal opinions or judgments</b> .	<b>RI.7.2</b> Determine <b>two or more central ideas in a text and analyze their development over the course of the text</b> ; <b>provide an objective summary</b> of the text.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas.</li><li>• Paraphrase key details or information.</li><li>• Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.</li><li>• Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.</li><li>• Participate actively and appropriately in discussions about informational texts.</li></ul>	<ul style="list-style-type: none"><li>• Use significant pieces of information as clues to a main idea.</li><li>• Synthesize main ideas to determine a central idea.</li><li>• Distinguish between subjective and objective summaries.</li><li>• Paraphrase significant information from an informational text. Review key ideas expressed through paraphrasing.</li><li>• State or compose a summary that includes a central idea and significant supporting information from across the text.</li><li>• Use a variety of transition words to convey relationships between and among ideas.</li></ul>	<ul style="list-style-type: none"><li>• Track and examine significant pieces of information developed throughout a text.</li><li>• Present findings/information in a focused, coherent manner.</li><li>• Determine and examine the relationships between and among ideas throughout a text.</li><li>• Synthesize relevant evidence to formulate a central idea.</li><li>• Synthesize significant information developed through the text to formulate two or more central ideas.</li><li>• Paraphrase to state or compose an unbiased summary that includes central ideas and significant supporting information for those ideas from across the text.</li></ul>

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
		<ul style="list-style-type: none"><li>• Use a variety of transition words to convey relationships between and among ideas.</li></ul>

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**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 3–5:** Students explain how individuals, events, or concepts relate, using text-based evidence to describe cause/effect, sequence, or comparison.
- **Grades 6–8:** Students analyze how people, ideas, and events are developed and interconnected throughout a text using examples and reasoning.

**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 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text</b> based on specific information in the text.	<b>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</b>	<b>RI.7.3 Analyze the interactions</b> between individuals, events, and ideas in a text <b>(e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</b>

### Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Connect and explain types of relationships.</li><li>• Apply content knowledge to determine relationships in an informational text.</li><li>• Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.</li></ul>	<ul style="list-style-type: none"><li>• Identify important persons, events or ideas in an informational text.</li><li>• Determine the variety of ways that a person, event, or idea may be described or explained to a reader.</li><li>• Examine the specific ways an important person, event, or idea in the text is presented to a reader.</li><li>• Identify the effect the presentation of an important person, event, or idea in the text has upon a reader.</li><li>• Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect.</li></ul>	<ul style="list-style-type: none"><li>• Determine the purpose of an individual, event, or idea within an informational text.</li><li>• Determine the relationships between or among individuals, events or ideas within a text.</li><li>• Draw conclusions about the relationships among individuals, events, or ideas within a text.</li><li>• Examine the effect created by the relationships between or among individuals, events or ideas within a text.</li><li>• Apply knowledge of organizational patterns by identification of strategies such as definition,</li></ul>



Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
		classification, comparison/contrast and cause/effect.

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**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 3-5:** Students determine word meanings using context, affixes, and word parts, and begin to analyze how vocabulary choices shape meaning.
- **Grades 6-8:** Students analyze how word choices including figurative language, connotation, and technical terms impact the tone and meaning of the text.

**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 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <b>grade 5 topic or subject area</b> .	<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, <b>including figurative, connotative, and technical meanings</b> .	<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>Analyze the impact of a specific word choice on meaning and tone.</b>

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li><li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li><li>• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li><li>• Interpret figurative language, including similes and metaphors, in context.</li></ul>	<ul style="list-style-type: none"><li>• Use evidence from an informational text to determine the meaning of a word or phrase.</li><li>• Use context as a clue to the meaning of a word or phrase.</li><li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li><li>• Determine the meaning of figures of speech in context.</li><li>• Determine the suggested meaning of connotations of words that address the same technical meaning.</li><li>• Verify an inferred meaning of a word or phrase in reference materials.</li></ul>	<ul style="list-style-type: none"><li>• Use evidence from an informational text to determine the effect of word choice on meaning and tone of the text.</li><li>• Use context as a clue to the meaning of a word or phrase.</li><li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li><li>• Determine the meaning of figures of speech in context.</li><li>• Determine the suggested meaning of connotations of words that address the same technical meaning.</li></ul>

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• Explain the difference between the denotation and the connotation of a specific word.</li> <li>• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>		<ul style="list-style-type: none"> <li>• Examine word choice, relationships between words, and references to other texts as an aid to comprehension and a clue to tone.</li> <li>• Gather vocabulary knowledge when considering a word or phrase important to comprehension.</li> </ul>

**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 3–5:** Students explain how an author uses organizational structures (like chronology, comparison, or cause-effect) to present ideas clearly.
- **Grades 6–8:** 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), and digital features (hyperlinks, menus), structure types

**Reading Informational Text Standard 5 Desired Student Performance:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.5 Compare and contrast</b> the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information <b>in two or more texts.</b>	<b>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</b>	<b>RI.7.5</b> Analyze the structure an author uses to organize a text, <b>including how the major sections contribute to the whole</b> and to the development of the ideas.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to compare and contrast the structures of two or more texts.</li><li>• Determine and explain how a text is organized, noting points where the organization changes.</li><li>• Compare and contrast the predominant organizational structures in two or more texts.</li></ul>	<ul style="list-style-type: none"><li>• 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.)</li><li>• Identify the author's purpose for a grade appropriate informational text.</li><li>• Examine how parts of the text support the identified purpose of the text.</li><li>• Use evidence from informational texts to support analysis of text structure.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Determine the relationship among certain sentences within the paragraph.</li><li>• Identify the author's purpose for a grade appropriate informational text.</li><li>• Examine how parts of the text support the identified purpose of the text.</li><li>• Use evidence from informational texts to support analysis of text</li></ul>

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
		structure.

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**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 3–5:** Students explain how an author uses organizational structures (like chronology, comparison, or cause-effect) to present ideas clearly.
- **Grades 6–8:** Students analyze how paragraphs, sections, or chapters contribute to the development of ideas or arguments. 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), 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 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, <b>noting important similarities and differences in the point of view they represent.</b>	<b>RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</b>	<b>RI.7.6</b> Determine an author's point of view or purpose in a text and <b>analyze how the author distinguishes his or her position from that of others.</b>

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.</li><li>• Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic.</li><li>• Draw conclusions about the effect of different types of accounts on the same event or topic.</li></ul>	<ul style="list-style-type: none"><li>• Determine the difference between author's point of view and author's purpose.</li><li>• Determine author's point of view through attention to word choice, punctuation, and emphasis on ideas.</li><li>• Determine author's purpose through attention to format, text features, and key ideas.</li></ul>	<ul style="list-style-type: none"><li>• <b>Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas).</b></li><li>• <b>Determine the difference between an author's position and any opposing positions.</b></li><li>• <b>Examine the organization of the text to determine how the author's position is compared or contrasted to other positions.</b></li></ul>

**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 3–5:** Students interpret information from visuals and multimedia sources and explain how they contribute to clarity and comprehension.
- **Grades 6–8:** Students integrate and analyze information from multiple media formats to understand complex topics or clarify textual understanding.

**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 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b>RI.7.7</b> 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).

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.</li><li>• Apply an understanding of text features to navigate efficiently between and among texts.</li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast information received through different formats.</li><li>• Organize information from different formats to develop a logical understanding of a topic or issue.</li><li>• Support ideas with relevant evidence.</li></ul>	<ul style="list-style-type: none"><li>• Explain the likenesses and differences of a text versus an audio or visual version of the same text.</li><li>• Draw conclusions about the positive and negative aspects of a text, audio, or visual version of the same text.</li><li>• Determine how sound and sight affect the perception of words.</li></ul>

**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 3–5:** Students explain how an author uses reasons and evidence to support particular points or claims in a text.
- **Grades 6–8:** Students trace and evaluate arguments and claims, distinguishing those that are well-supported from those based on insufficient or irrelevant evidence.

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

**Reading Informational Text Standard 8 Desired Student Performance:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, <b>identifying which reasons and evidence support which point(s).</b>	<b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, <b>distinguishing claims that are supported by reasons and evidence from claims that are not.</b>	<b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, <b>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</b>

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.</li><li>• Connect specific pieces of evidence to the corresponding point supported by the evidence.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate knowledge of the organizational pattern of an argument.</li><li>• Identify claims in the text.</li><li>• Identify supported claims versus unsupported claims in the text.</li><li>• Assess the value of the argument based upon supported claims.</li><li>• Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support.</li><li>• Delineate an argument and specific claims, showing the difference between claims that are supported and those that are not.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate knowledge of the organizational pattern of an argument.</li><li>• Assess the value of the argument based upon supported claims.</li><li>• Demonstrate knowledge of the organizational pattern of an argument.</li><li>• Assess the value of the argument based upon supported claims.</li><li>• Identify immaterial support.</li><li>• Assess the credibility and accuracy of evidence.</li></ul>

**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 3–5:** Students integrate information from several texts to speak or write knowledgeably about a subject.
- **Grades 6–8:** Students analyze how two or more authors present the same topic or event, noting similarities and differences in emphasis and interpretation.

**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 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.9</b> Integrate information from <b>several texts</b> on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.6.9 Compare and contrast one author's presentation of events with that of another</b> (e.g., a memoir written by and a biography on the same person).	<b>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.</b>

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Synthesize the main points and key details in several texts on the same topic.</li><li>• Draw evidence from informational text to support analysis, reflection, and research.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate knowledge of primary and secondary sources.</li><li>• Explain the likenesses and differences between the main ideas or information from one author versus another.</li><li>• Support ideas with relevant evidence.</li><li>• Present findings using pertinent evidence.</li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast important information about the same topic presented by one author versus others.</li><li>• Explain how the focus on different information alters a reader's understanding of a topic</li><li>• Explain how conclusions drawn about information alters a reader's understanding of a topic.</li><li>• Draw conclusions about the purpose of opposing facts or interpretation of the facts</li><li>• Use knowledge of point of view and bias.</li></ul>

**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 3–5:** Students read and understand increasingly complex informational texts independently and proficiently across a range of subjects.
- **Grades 6–8:** Students read and comprehend literary nonfiction in the grade band's complexity level, preparing for more advanced reading tasks.

**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 5	Grade Level: Grade 6	Next Progression: Grade 7
<b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the <b>high end of the grades 4–5 text complexity band</b> independently and proficiently.	<b>RI.6.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, <b>literary nonfiction in the grades 6–8 text complexity band</b> proficiently, with scaffolding as needed at the high end of the range.	<b>RI.7.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, and <b>literary nonfiction in the grades 6–8 text complexity band</b> proficiently, with scaffolding as needed at the high end of the range.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none"><li>• Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.</li><li>• Demonstrate understanding of assigned informational texts of steadily increasing complexity.</li><li>• Use self-selected informational texts both to explore personal interests and challenge themselves as readers.</li><li>• Set personal goals and conference regularly with adults to improve reading</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary.</li><li>• Set personal goals and conference regularly with adults to improve reading.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary.</li><li>• Set personal goals and conference regularly with adults to improve reading.</li></ul>

How is it assessed? **Coming Soon!**

**State Assessment:**

DRAFT