

**Core Content Connectors by Common Core State Standards: English Language Arts,
Reading Standards for Informational Text Grades K-2.**

MCAA Instructional Resource Guide, Revised September 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and idea.
3. Analyze how and why individual, events, and ideas develop and interact over time the course of a text.

Kindergarten Reading Standards for Informational Text

1. With prompting and support, ask and answer questions about key details in a text.

K.RI.d1 With prompting and support, identify the main topic and retell key details of a text.

2. With prompting and support, identify the main topic and retell key details of a text.

K.HD.d3 Discuss key details and main topic of a preferred text.

K.RI.d2 With prompting and support identify the main topic.

K.RI.d3 With prompting and support, retell/identify key details in a text.

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.

Grade 1 Reading Standards for Informational Text

1. Ask and answer questions about key details in a text.

1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.

2. Identify the main topic and retell key details of a text.

1.HD.d5 Discuss key details and main topic of a preferred text.

1.RI.d2 Identify the main topic of an informational text.

1.RI.d3 Retell/identify key details in an informational text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.

Grade 2 Reading Standards for Informational Text

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.

2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

2.RI.d2 Identify the main topic of a multi-paragraph informational text.

2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.

3. Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text.

2.RI.f2 Identify the sequence of events in an informational text.

2.RI.f3 Identify the steps in a process in an informational text.

2.RI.f4 Identify the cause and effect relationships in an informational text.

Craft and Structure

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

Kindergarten Reading Standards for Informational Text

4. With prompting and support, ask and answer questions about unknown words in a text.

K.RWL.a1 Ask questions about unknown words in a text.
K.RWL.a2 Answer questions about unknown words in a text.

5. Identify the front cover, back cover, and title page of a book.

K.RI.b2 Distinguish front of book from back of book.
K.RI.b3 Identify the title of an informational text or the title page.
K.RL.b2 Distinguish front of book from back of book.
K.RL.b3 Identify the title of a story or poem or the title page.

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

K.RI.g1 Identify the author's purpose in an informational text.

Grade 1 Reading Standards for Informational Text

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.
1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.
1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.
1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.

5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

1.HD.e2 Identify text features to aid comprehension.
1.HD.e3 Use text features to aid comprehension.
2.HD.e1 Identify text features to aid comprehension.
2.HD.e2 Use text features to aid comprehension.
1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.

6. Distinguish between information provided by pictures or other illustrations by picture or other illustrations and information provided by the words in a text.

1.RI.f3 Distinguish between information provide by pictures or other illustrations and information provided by the words in a text.

Grade 2 Reading Standards for Informational Text

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently.

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as their relevance and sufficiency of the evidence.
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.

Kindergarten Reading Standards for Informational Text

7. 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).

K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.
K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

8. With prompting and support, identify the reasons an author gives to support points in a text.

K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.

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).

K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).

Grade 1 Reading Standards for Informational Text

7. Use the illustrations and details in a text to describe its key ideas.

1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.

8. Identify the reasons an author gives to support points in a text.

1.RI.g1 Identify the facts and details an author gives to support points in a text.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Grade 2 Reading Standards for Informational Text

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.

8. Describe how reasons support specific points the author makes in a text.

2.RI.g2 Identify the facts and details an author gives to support points in a text.

2.RI.g3 Describe how facts and details support specific points the author makes in a text.

9. Compare and contrast the most important points presented by two texts on the same topic.

2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

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

Kindergarten Reading Standards for Informational Text

10. Actively engage in group reading activities with purpose and understanding.

K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.

K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understands the world around them).

K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed.

1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.

Grade 1 Reading Standards for Informational Text

10. With prompting and support read informational texts appropriately complex for grade 1.

1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).

Grade 2 Reading Standards for Informational Text

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding.

2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.

2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).

2.HD.d4 Discuss key details and main topic of a preferred text.

**Core Content Connectors by Common Core State Standards: English Language Arts,
Reading Standards for Informational Text Grades 3-5.**

MCAA Instructional Resource Guide, Revised September 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 3 Reading Standards for Informational Text

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Determine the main idea of a text, recount the key details and explain how they support the main idea.

3.RI.i2 Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.n1 Identify facts that an author uses to support a specific point or opinion.

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

No CCCs at this grade level

Grade 4 Reading Standards for Informational Text

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly.
4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.i3 Determine the main idea of an informational text.
4.RI.i4 Identify supporting details of an informational text.

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

No CCCs at this grade level

Grade 5 Reading Standards for Informational Text

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.
5.RI.c3 Quote accurately from a text to support inferences.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.c4 Determine the main idea and identify key details to support the main idea.
5.RI.c5 Summarize the text or a portion of the text, read aloud, or presented in diverse media.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.
5.RI.d2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.RI.d3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.

Craft and Structure

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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.

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

Grade 3 Reading Standards for Informational Text

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.h1 Identify the purpose of a variety of text features.

3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question.

3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.

6. Distinguish their own point of view from that of the author of a text.

3.RI.k1 Identify the author's purpose in an informational text.

3.RI.k2 Identify own point of view about a topic.

3.RI.k3 Compare own point of view to that of the author.

Grade 4 Reading Standards for Informational Text

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).

4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI.k1 Determine if information in a text is firsthand or secondhand.

4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.

Grade 5 Reading Standards for Informational Text

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

5.RI.b1 Use signal words as a means of locating information (e.g., knowing that “because” or “as a result of” may help link a cause to a result).

5.RI.b2 Use signal words to identify common types of text structure.

5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view.

5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
9. Analyze how two or more text address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade 3 Reading Standards for Informational Text

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.RI.h4 Illustrations (e.g., maps, photographs) in informational texts to answer questions.
3.RI.i1 Identify information learned from illustrations and information learned from the words in an informational text.
3.RI.i2 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.i3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.
3.RI.j2 Describe the connection between sentences and paragraphs in a text.

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

3.HD.h2 Compare two or more texts on the same topic or by the same author.
3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.

Grade 4 Reading Standards for Informational Text

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.

4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) to answer questions.

4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.

4.RI.l1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and to explain how the information contributes to an understanding of the text in which it appears.

8. Explain how an author uses reasons and evidence to support particular points in a text.

4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.

4.RI.k5 Identify reasons that the author uses to support ideas in an informational text.

4.RI.n1 Identify facts that an author uses to support a specific point or opinion.

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.HD.h2 Report out about two or more texts on the same self-selected topic.

4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 5 Reading Standards for Informational Text

7. 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.

5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.

5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know)?

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.

5.RI.e3 Identify reasons and evidence that support an author's point(s) in a text.

5.RI.g1 Identify the author's stated thesis/claim/opinion.

5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?)

5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.

Range of Reading and Level of Text Complexity

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

Grade 3 Reading Standards for Informational Text

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.

Grade 4 Reading Standards for Informational Text

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.

Grade 5 Reading Standards for Informational Text

10. By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction, and nonfiction novels.

5.RI.a1 Use a variety of strategies (e.g., use context, affixes, and roots) to derive meaning from a variety of print/nonprint texts.

**Core Content Connectors by Common Core State Standards: English Language Arts,
Reading Standards for Informational Text Grades 6-8.**

MCAA Instructional Resource Guide, Revised September 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 6 Reading Standards for Informational Text

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.RI.d2 Use textual evidence to support inferences.

2. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

6.RI.c2 Provide a summary of the text distinct from a personal opinions or judgements.

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).

6.RI.g1 Identify key individuals, events, or ideas in a text.

6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.

6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.

6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.

Grade 7 Reading Standards for Informational Text

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

7.RI.j2 Determine the central idea of a text.

7.RI.j3 Analyze the development of the central ideas over the course of the text.

7.RI.j4 Provide/create an objective summary of the text.

3. Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).

7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Grade 8 Reading Standards for Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.

8.RI.j2 Determine which pieces(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.j3 Determine two or more central ideas in a text.

8.RI.j4 Analyze the development of the central ideas over the course of the text.

8.RI.j5 Provide/create an objective summary of a text.

3. Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies, or categories).

8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

7.RI.k6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Grade 8 Reading Standards for Informational Text

4. Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RWL.k4 Identify and interpret an analogy within a text.

8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

8.RWL.l1 Analyze how the use of figurative, connotative, or technical terms affects the meaning or tone of text.

5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.i1 Use signal words as a means of locating information.

8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details within a paragraph).

8.RI.k1 Determine the structure of a text.

8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.

6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

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

Grade 6 Reading Standards for Informational Text

7. 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.

6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words.

6.RI.b4 Summarize information gained from a variety of sources including media or texts.

6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.RI.g5 Identify an argument or claim that the author makes.

6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.

6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.

9. Compare and contrast one author's presentation of events with that of another (e.g., memoir written by and a biography on the same person).

6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Grade 7 Reading Standards for Informational Text

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

7.RI.I1 Compare/contrast how two or more authors write or present about the same topic.

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims.

7.RI.k3 Identify an argument or claim that the author makes.

7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.

7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.

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.

7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.

7.RI.I1 Compare/contrast how two or more authors write about the same topic.

7.RI.I2 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.

Grade 8 Reading Standards for Informational Text

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

NO CCCs at this grade level

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RI.k4 Identify an argument or claim that the author makes.

8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

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

Grade 6 Reading Standards for Informational Text

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

6.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry, fiction and nonfiction novels.

6.RI.a1 Use a variety of strategies (e.g., use context, affixes, and roots) to derive meaning from a variety of print/non-print texts.

Grade 7 Reading Standards for Informational Text

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.

7.RI.h1 Use a variety of strategies (e.g., use context, affixes, and roots, use reference materials) to derive meaning from a variety of print/non-print texts.

Grade 8 Reading Standards for Informational Text

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas, or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.

8.RI.h1 Use a variety of strategies (e.g., use context, affixes, and roots, use reference materials) to derive meaning from a variety of print/non-print texts.

**Core Content Connectors by Common Core State Standards: English Language Arts,
Reading Standards for Informational Text Grades 9-12.**

MCAA Instructional Resource Guide, Revised September 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grades 9-10 Reading Standards for Informational Text

1. Cite strong and thorough textual evidence to support analysis of what they text says explicitly as well as inferences drawn from the text.

910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries.

910.RI.b2 Determine which piece(s) of evidence proved the strongest support for inferences, conclusions, or summaries in a text.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

910.RI.b3 Determine the central idea of a text.

910.RI.b3 Determine how the central idea develops.

910.RI.b5 Determine how key details support the development of the central idea of a text.

910.RI.b6 Provide/create an objective summary of a text.

3. Analyze how the author unfolds an analysis or series of ideas, or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.

910.RI.c2 Identify connections between key points.

Grades 11-12 Reading Standards for Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.

1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

1112.RI.b3 Determine two or more central ideas of a text.

1112.RI.b4 Determine how the central ideas develop.

1112.RI.b5 Determine how key details support the development of the central idea of a text.

1112.RI.b6 Provide/create an objective summary of a text.

3. Analyze a complex set of ideas or sequences of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.

1112.RI.c2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.

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

Grades 9-10 Reading Standards for Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

910.RWL.d4 Analyze the use of figurative, connotative, or technical terms on the meaning or tone of text.

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

910.RI.c3 Analyze in detail how an author's ideas or claims are developed.

910.RI.c4 Identify key sentences or paragraphs that support claims.

6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

910.RI.c5 Determine the author's point of view or purpose in text.

910.RIL.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.

910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.

Grades 11-12 Reading Standards for Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument.
1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

1112.RI.d1 Determine the author's point of view or purpose in a text.
1112.RI.d2 Determine what arguments the author makes.
1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness, or beauty of the text.
1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.

Integration of Knowledge and Ideas

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

Grade 9-10 Reading Standard for Informational Text

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story and both print and multimedia), determining which details are emphasized in each account.

910.EI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

910.RI.d1 Identify claims and arguments made by the author.

910.RI.d2 Delineate/trace the authors argument and specific claims.

910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.

910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.

910.RI.f2 Assess the validity of the argument across texts on related topics.

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

910.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's—Letter from Birmingham Jail).

910.RI.e3 Analyze how Seminal U.S. documents of historical and literary significance Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's—letter from Birmingham jail, address similar central ideas.

Grade 11-12 Reading Standard for Informational Text

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

1112.RI.d4 Identify claims made by the author as being fact or opinion.

1112.RI.d5 Distinguish reliable sources from non-reliable.

1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.

1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.

1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.

9. Analyze seventeenth—, eighteenth—, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

1112.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's—Letter from Birmingham Jail).

1112.RI.e3 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's—Letter from Birmingham Jail), address similar central ideas.

Range of Reading and Level of Text Complexity

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

Grades 9-10 Reading Standards for Informational Text

10. By the end of grade 9, read and comprehend literary nonfiction in which the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of grades 9-10 text complexity band independently and proficiently.

910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.

910.HD.e1 Read challenging grade appropriate texts.

910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.

Grades 11-12 Reading Standards for Informational Text

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11— CCR text complexity band independently and proficiently.

1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.

1112.HD.e1 Independently read challenging grade appropriate texts.

1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.