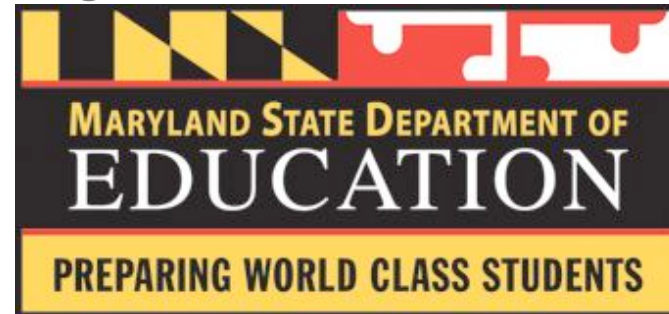


**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK  
ENGLISH LANGUAGE ARTS**

*Maryland College and Career  
Ready Curriculum Framework*

□ *Reading Informational  
Text  
Grades Kindergarten  
through 2*

**August 2014**



## Maryland College and Career Ready Curriculum Framework English Language Arts

In June, 2010, the Maryland State Board of Education adopted the Common Core State Standards. During the summer and fall of 2010, Maryland educators examined the Common Core State Standards and the existing State Curriculum to determine which skills and content matched the Common Core State Standards. Based on this analysis, development of the new curriculum began. These Frameworks are the result of a yearlong effort by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the Common Core State 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.

### Key:

**Black print** – Common Core State Standards

**Red print** – The Essential Skills and Knowledge identified by Maryland Educators. These statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard.

**Purple print** – The Common Core State Standard was judged as an excellent match with the existing State Curriculum during the gap analysis, such as SC, 6 (read “State Curriculum, Grade 6)

The Maryland College and Career Ready Curriculum Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, you will see references such as See CCSS 6 SL4 (read “See Common Core State Standards, Grade 6, Speaking & Listening, Standard 4”). The following list shows the abbreviations used when referencing standards from the ELA Common Core State Standards:

RL – Reading Literature

W - Writing

RI – Reading Informational Text

SL – Speaking and Listening

RF – Reading Foundational Skills

L – Language

The Maryland College and Career Ready Curriculum 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 \_\_\_\_\_ (read “Maryland School Library Media, grades 6-8, Standard, Indicator, Objective”) and TL (read “Technology Literacy Standards” followed by Standard, Indicator, Objective).

**Maryland College and Career Ready Curriculum Framework  
English Language Arts**

**Standards for Reading Informational Text (RI)**

| <b>Cluster: Key Ideas and Details</b>  |   |   |
|--|---|---|
| <b>RI1 CCR Anchor Standard</b>   |   |   |
| 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.  |   |   |
| <b>Kindergartners:</b>   | <b>Grade 1 students:</b>  | <b>Grade 2 students:</b>  |
| <p><b>RI1</b> With prompting and support, ask and answer questions about key details in a text. (SC, K)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, apply appropriate strategies <b>before reading, viewing, or listening</b> 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):               <ul style="list-style-type: none"> <li>◦ access prior knowledge and hands on experiences (augmented by those provided in class)</li> <li>◦ examine the title, cover, illustrations/photographs/text</li> <li>◦ make predictions or ask questions</li> <li>◦ set a purpose for reading and identify type of text</li> </ul> </li> <li>• With prompting and support, apply appropriate strategies to monitor understanding <b>during reading, viewing, or listening</b> to informational text:               <ul style="list-style-type: none"> <li>◦ use text features and graphic aids to facilitate understanding</li> <li>◦ recall and discuss what is understood</li> <li>◦ identify and question what did not make sense</li> <li>◦ make, confirm and/or modify predictions</li> <li>◦ make connections</li> <li>◦ visualize</li> </ul> </li> <li>• With prompting and support, demonstrate understanding orally or in developmentally appropriate writing <b>after reading, viewing, or listening</b> to a text:               <ul style="list-style-type: none"> <li>◦ engage in conversations to retell details in the text (See CCSS SL.K.1)</li> <li>◦ describe what is directly stated in the text</li> </ul> </li> </ul> <p><b>cont'd on p. 2</b></p> | <p><b>RI1</b> Ask and answer questions about key details in a text. (SC, 1)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply appropriate strategies <b>before reading, viewing, or listening</b> 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):               <ul style="list-style-type: none"> <li>◦ access prior knowledge and experiences</li> <li>◦ examine the title, cover, illustrations/photographs/text</li> <li>◦ make predictions or ask questions</li> <li>◦ set a purpose for reading and identify type of text</li> </ul> </li> <li>• Apply appropriate strategies to monitor understanding <b>during reading, viewing, or listening</b> to informational text:               <ul style="list-style-type: none"> <li>◦ use text features and graphic aids to facilitate understanding,</li> <li>◦ recall and discuss what is understood</li> <li>◦ identify and question what did not make sense</li> <li>◦ make, confirm and/or modify predictions</li> <li>◦ reread difficult parts and restate in own words</li> <li>◦ make connections</li> <li>◦ visualize</li> </ul> </li> <li>• Demonstrate understanding orally or in writing <b>after reading, viewing, or listening</b> to a text:               <ul style="list-style-type: none"> <li>◦ engage in conversations to retell details in the text (See CCSS SL.1.1)</li> <li>◦ describe what is directly stated in the text</li> <li>◦ confirm predictions using details from the text</li> </ul> </li> </ul> <p><b>cont'd on p. 2</b></p> | <p><b>RI1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key ideas in a text. (SC, 2)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply appropriate strategies <b>before reading, viewing, or listening</b> 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):               <ul style="list-style-type: none"> <li>◦ access prior knowledge and experiences</li> <li>◦ examine the title, cover, illustrations/photographs/text</li> <li>◦ make predictions or ask questions</li> <li>◦ set a purpose for reading and identify type of text</li> </ul> </li> <li>• Apply appropriate strategies to monitor understanding <b>during reading, viewing, or listening</b> to informational text:               <ul style="list-style-type: none"> <li>◦ use text features and graphic aids to facilitate understanding</li> <li>◦ recall and discuss what is understood (See CCSS SL.2.1b)</li> <li>◦ Identify and question what did not make sense</li> <li>◦ make, confirm and/or modify predictions</li> <li>◦ periodically paraphrase and summarize</li> <li>◦ make connections</li> <li>◦ visualize</li> </ul> </li> <li>• Demonstrate understanding orally or in writing <b>after reading, viewing, or listening</b> to a text:               <ul style="list-style-type: none"> <li>◦ engage in conversations about details in the text (See CCSS SL.2.1)</li> <li>◦ describe what is directly stated in the text</li> <li>◦ draw inferences and conclusions from the text</li> </ul> </li> </ul> <p><b>cont'd on p. 2</b></p> |

**Maryland College and Career Ready Curriculum Framework  
English Language Arts**

**Standards for Reading Informational Text (RI)**

| <b>Cluster: Key Ideas and Details</b>  |   |   |
|--|---|---|
| <b>RI1 CCR Anchor Standard</b>   |   |   |
| 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.        |   |   |
| <b>Kindergartners:</b>   | <b>Grade 1 students:</b>  | <b>Grade 2 students:</b>  |
| <b>RI1</b> With prompting and support, ask and answer questions about key details in a text. (SC, K)   | <b>RI1</b> Ask and answer questions about key details in a text. (SC, 1)  | <b>RI1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key ideas in a text. (SC, 2)  |
| <b>Essential Skills and Knowledge</b>  | <b>Essential Skills and Knowledge</b>   | <b>Essential Skills and Knowledge</b>   |
| <p><b>cont'd from p. 1</b></p> <ul style="list-style-type: none"> <li>◦ confirm predictions using details from the text</li> <li>◦ identify what did not make sense</li> <li>◦ make connections</li> </ul> | <p><b>cont'd from p. 1</b></p> <ul style="list-style-type: none"> <li>◦ identify what did not make sense</li> <li>◦ make connections</li> <li>• Distinguish between key details and irrelevant information in a text.</li> <li>• Generate simple questions about key details in the text. (See CCSS L.1.1f; MD SLM PK-1 3B1.a.)</li> <li>• Answer simple questions orally and in writing using key details in the text. (CCSS SL.1.2; CCSS W.1.8)</li> <li>• Participate actively and appropriately in discussions about informational text. (CCSS SL.1.1, 2, 3)</li> <li>• Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS L.1.1,2)</li> </ul> | <p><b>cont'd from p. 1</b></p> <ul style="list-style-type: none"> <li>◦ confirm predictions using details from the text</li> <li>◦ summarize the text</li> <li>◦ identify what did not make sense</li> <li>◦ make connections</li> <li>• Generate appropriate questions to meet the information need. (MD SLM 2-3 3B1.a)</li> <li>• Participate actively and appropriately in discussions about informational text. (CCSS SL.2.1, 2, 3)</li> <li>• Respond orally and in written form to specific questions using key details in the text. (See CCSS SL.2.3; CCSS W.2.8)</li> <li>• Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS L.2.1,2)</li> </ul> |

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**Standards for Reading Informational Text (RI)**

| <b>RI2 CCR Anchor Standard</b><br>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |   |  |
|---|---|--|
| <b>Kindergartners:</b>  | <b>Grade 1 students:</b>  | <b>Grade 2 students:</b>   |
| <b>RI2</b> With prompting and support, identify the main topic and retell key details of a text. (SC, K)  | <b>RI2</b> Identify the main topic and retell key details of a text. (SC, 1)  | <b>RI2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (SC, 2)   |
| <b>Essential Skills and Knowledge</b>   | <b>Essential Skills and Knowledge</b>   | <b>Essential Skills and Knowledge</b>  |
| <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ listen to a wide variety of complex informational texts</li> <li>◦ use text and graphic features as sources to identify the main topic</li> <li>◦ determine the key details from the text</li> <li>◦ connect the key details to determine the main topic of a text</li> <li>◦ retell the main topic and key details</li> <li>◦ 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</li> <li>◦ Demonstrate command of the conventions of standard English when speaking and writing (See CCSS L.K.1, 2)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Determine the key details from the text.</li> <li>• Connect the key details to determine the main topic of a text.</li> <li>• Retell the main topic and key details.</li> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS 1 SL4)</li> <li>• Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS L.1.1, 2)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the key details in each paragraph of a multiparagraph text.</li> <li>• Connect key details to determine the topic of a paragraph within a multiparagraph text.</li> <li>• Connect ideas to determine main topic of a text.</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2.)</li> </ul> |

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**Standards for Reading Informational Text (RI)**

| <b>Cluster: Key Ideas and Details</b>  |  |   |
|--|--|---|
| <b>RI3 CCR Anchor Standard</b>   |  |   |
| Analyze how and why individuals, events, and ideas develop and interact over the course of text.   |  |   |
| <b>Kindergartners:</b>   | <b>Grade 1 students:</b>   | <b>Grade 2 students:</b>  |
| <p><b>RI3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>  | <p><b>RI3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (SC, 1)</p>  | <p><b>RI3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>  |
| <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>   | <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>   | <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>  |
| <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ 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</li> <li>◦ demonstrate an understanding of sequential order</li> <li>◦ retell two events, ideas, or pieces of information, or identify two individuals in a text</li> <li>◦ explain the relationship between two individuals, events, ideas, or pieces of information, (e.g., compare/ contrast, cause/effect)</li> <li>◦ explain how someone might use the text</li> <li>◦ demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.K.1, 2)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Retell two events, ideas, or pieces of information, or identify two individuals in a text.</li> <li>• Explain the relationship between two individuals, events, ideas, or pieces of information, (e.g., s compare/ contrast, cause/effect).</li> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS 1 SL4)</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS 1 L6)</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and explain relationships between a series of events, ideas, or steps, (e.g., cause/effect, sequence, chronology).</li> <li>• Recognize signal words and transition words that connect ideas.</li> <li>• Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS SL.2.2)</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS L.2.6)</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2)</li> </ul> |

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**Standards for Reading Informational Text (RI)**

|  |  |   |
|--|--|---|
| <b>Cluster: Craft and Structure</b>  |  |   |
| <b>RI4 CCR Anchor Standard</b>   |  |   |
| 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.  |  |   |
| <b>Kindergartners:</b>   | <b>Grade 1 students:</b>   | <b>Grade 2 students:</b>  |
| <b>RI4</b> With prompting and support, ask and answer questions about unknown words in a text.   | <b>RI4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.   | <b>RI4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (SC, 2)  |
| <b>Essential Skills and Knowledge</b>  | <b>Essential Skills and Knowledge</b>  | <b>Essential Skills and Knowledge</b>   |
| <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ identify unfamiliar words</li> <li>◦ activate prior knowledge and experiences to determine the meaning of unknown words</li> <li>◦ 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</li> <li>◦ demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.K.1, 2)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Identify unfamiliar words and phrases.</li> <li>• Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.</li> <li>• Produce simple interrogative sentences about the text. (CCSS L.1.1j)</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS SL.1.2)</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS L.1.6)</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify unfamiliar words and phrases.</li> <li>• Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.</li> <li>• Determine and clarify meaning of words and phrases, choosing flexibly from an array of strategies:               <ul style="list-style-type: none"> <li>◦ use sentence level context (CCSS L.2.4a)</li> <li>◦ determine the meaning of the new word formed when a known prefix is added to a known word (CCSS L.2.4b)</li> <li>◦ use a known root word as a clue the meaning of an unknown word (CCSS L.2.4c)</li> </ul> </li> <li>• Use text features to determine and clarify meaning of words and phrases in informational text.</li> <li>• Use glossaries and beginning dictionaries, both print and digital to determine or clarify meaning of words and phrases. (CCSS L.2.4e)</li> </ul> |

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**Standards for Reading Informational Text (RI)**

| <b>Cluster: Craft and Structure</b>  |   |   |
|--|---|---|
| <b>RI5 CCR Anchor Standard</b>   |   |   |
| 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.   |   |   |
| <b>Kindergartners:</b>   | <b>Grade 1 students:</b>  | <b>Grade 2 students:</b>  |
| <p><b>RI5</b> Identify the front cover, back cover, and title page of a book.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, identify information appropriate for the front cover, back cover, and title page.</li> </ul> | <p><b>RI5</b> 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.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify different types of text features in informational text.</li> <li>• Determine the purpose of various text features.</li> <li>• Identify strategies (keywords, text features) to find information within a specific source. (See MD SLM PK-1 3A1.b.)</li> <li>• Select and use the appropriate text feature for a given task or information need.</li> </ul> | <p><b>RI5</b> 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. (SC, 2)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Distinguish between types of text features (e.g., print features, graphic aids, organizational aids, informational aids).</li> <li>• Identify the purpose of text features used in informational texts.</li> <li>• Explain which text features are used to find information within a specific source. (See MD SLM 2-3 3A1.b.)</li> <li>• Select the appropriate text feature for a given task or information need.</li> <li>• Use text features appropriately for a given task or information need.</li> </ul> |



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**Standards for Reading Informational Text (RI)**

| <b>RI6 CCR Anchor Standard</b><br>Assess how point of view or purpose shapes the content and style of a text.   |   |  |
|---|---|--|
| <b>Kindergartners:</b>  | <b>Grade 1 students:</b>  | <b>Grade 2 students:</b>   |
| <p><b>RI6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>   | <p><b>RI6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>  | <p><b>RI6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (SC, 2)</p>  |
| <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, name the author and illustrator/photographer and describe the roles of and use the terms for authors and illustrators/photographers.</li> </ul> | <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe the pictures and other illustrations in a text and explain how they contribute to the meaning.</li> <li>• 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)</li> <li>• Identify the source of important details from the text.</li> <li>• Compare and contrast information provided by pictures or other illustrations and the words in a text.</li> </ul> | <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Examine the organizational pattern of informational texts to identify the author’s purpose (e.g., to offer opinion, to describe, to inform).</li> <li>• Identify the intended audience for a text.</li> <li>• Explain how someone might use the text.</li> <li>• Identify the main ideas/ messages of texts.</li> <li>• Draw conclusions and generalizations from text to form new understanding.</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2)</li> </ul> |

**Maryland College and Career Ready Curriculum Framework  
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**Standards for Reading Informational Text (RI)**

| <b>Cluster: Integration of Knowledge and Ideas</b>  |  |  |
|---|--|--|
| <b>RI7 CCR Anchor Standard</b>  |  |  |
| Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*   |  |  |
| <b>Kindergartners:</b>  | <b>Grade 1 students:</b>   | <b>Grade 2 students:</b>   |
| <p><b>RI7</b> 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). (SC, K)</p>   | <p><b>RI7</b> Use the illustrations and details in a text to describe its key ideas.</p>   | <p><b>RI7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (SC,2)</p>   |
| <b>Essential Skills and Knowledge</b>   | <b>Essential Skills and Knowledge</b>  | <b>Essential Skills and Knowledge</b>  |
| <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ describe the illustrations in a text</li> <li>◦ identify commonalities between text and illustrations/photographs or text features; explain how they support each other</li> <li>◦ explain how illustrations/photographs contribute to understanding of the text</li> <li>◦ cross-check understanding from details provided by the illustrator/photographer compared to information provided by the author</li> <li>◦ participate in discussions about the information derived from details in the illustrations/photographs in an informational text</li> <li>◦ participate in discussions about how these details contribute to the understanding of informational text</li> <li>◦ demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.K.1, 2)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Identify the relationship between text and illustrations; explain how they support each other.</li> <li>• Distinguish between key details and supporting details in a text.</li> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4)</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS L.1.6)</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and describe graphic aids used to facilitate understanding of informational text.</li> <li>• Describe key ideas and details including text features from a text read aloud or presented orally or through other media. (CCSS.2.SL.2)</li> <li>• Identify commonalities between text and text features; explain how they support each other.</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS L.2.6)</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2)</li> </ul> |

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**Standards for Reading Informational Text (RI)**

| <b>RI8 CCR Anchor Standard</b><br>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.   |  |  |
|--|--|--|
| <b>Kindergartners:</b>   | <b>Grade 1 students:</b>   | <b>Grade 2 students:</b>   |
| <b>RI8</b> With prompting and support, identify the reasons an author gives to support points in a text.   | <b>RI8</b> Identify the reasons an author gives to support points in a text.   | <b>RI8</b> Describe how reasons support specific points the author makes in a text.  |
| <b>Essential Skills and Knowledge</b>  | <b>Essential Skills and Knowledge</b>  | <b>Essential Skills and Knowledge</b>  |
| <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ recall details from a text</li> <li>◦ identify a key point(s) in the text such as specific details</li> <li>◦ identify specific details that support the point(s)</li> <li>◦ answer questions about details and how they support the point(s) in a text</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Recall details from a text.</li> <li>• Distinguish between key ideas and supporting details in a text.</li> <li>• Identify details that support a specific point in a text.</li> <li>• 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)</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the key points an author makes in a text.</li> <li>• Identify details that support a specific point the author makes in a text.</li> <li>• Explain how the reasons support a point the author makes.</li> <li>• 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)</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2)</li> </ul> |

**Maryland College and Career Ready Curriculum Framework  
English Language Arts**

**Standards for Reading Informational Text (RI)**

| <b>RI9 CCR Anchor Standard</b>   |  |   |
|--|--|---|
| Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |  |   |
| <b>Kindergartners:</b>   | <b>Grade 1 students:</b>   | <b>Grade 2 students:</b>  |
| <p><b>RI9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>  | <p><b>RI9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>  | <p><b>RI9</b> Compare and contrast the most important points presented by two texts on the same topic.</p>  |
| <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>   | <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>   | <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>  |
| <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ listen to and discuss a variety of texts</li> <li>◦ identify the topic of a text</li> <li>◦ recognize texts that have the same topic</li> <li>◦ describe people, places, things, and events with relevant details, expressing ideas clearly (See CCSS SL.K.4)</li> <li>◦ participate in discussions to identify the similarities and differences between two texts on the same topic</li> <li>◦ ask and answer questions about key details in a text read aloud or presented orally or through other media (CCSS SL.K.2)</li> <li>◦ demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.K.1, 2)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media. (See CCSS SL.1.2)</li> <li>• Identify the topic of a text.</li> <li>• Recognize texts that have the same topic.</li> <li>• Compare and contrast two texts on the same topic.</li> <li>• Ask and answer questions about key details in a text read aloud or presented orally or through other media. (See CCSS SL.1.2)</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.1.1, 2)</li> </ul> | <ul style="list-style-type: none"> <li>• Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media. (CCSS SL.2.2)</li> <li>• Recognize texts that have the same topic.</li> <li>• Identify key points of a text.</li> <li>• Compare and contrast the key points in two texts on the same topic.</li> <li>• Ask and answer questions about key details in a text read aloud or presented orally or through other media. (CCSS SL.2.2)</li> <li>• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS L.2.1, 2)</li> </ul> |

**Maryland College and Career Ready Curriculum Framework  
English Language Arts**

**Standards for Reading Informational Text (RI)**

| <b>Cluster: Range of Reading and Level of Text Complexity</b>  |   |   |
|--|---|---|
| <b>RI10 CCR Anchor Standard</b>  |   |   |
| Read and comprehend complex literary and informational texts independently and proficiently.   |   |   |
| <b>Kindergartners:</b>   | <b>Grade 1 students:</b>  | <b>Grade 2 students:</b>  |
| <p><b>RI10</b> Actively engage in group reading activities with purpose and understanding.</p>   | <p><b>RI10</b> With prompting and support, read informational texts appropriately complex for grade 1. (SC, 1)</p>  | <p><b>RI10</b> 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.</p>   |
| <b>Essential Skills and Knowledge</b>  | <b>Essential Skills and Knowledge</b>   | <b>Essential Skills and Knowledge</b>   |
| <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ 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, functional texts such as recipes and labels, etc.)</li> <li>◦ use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases</li> <li>◦ use text features, graphic aids, and organizational structures to facilitate understanding</li> <li>◦ apply before, during and after reading strategies for a variety of informational texts</li> <li>◦ participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and larger groups (CCSS SL.K.1)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• With prompting and support, read a variety of self-selected and assigned informational texts representing diverse cultures, perspectives, ethnicities, and time periods.</li> <li>• With prompting and support, read and comprehend text of steadily increasing complexity.</li> <li>• Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. (CCSS SL.1.1)</li> </ul> | <ul style="list-style-type: none"> <li>• With prompting and support, read a variety of self-selected and assigned informational texts representing diverse cultures, perspectives, ethnicities, and time periods.</li> <li>• With prompting and support, read and comprehend text of steadily increasing complexity.</li> <li>• Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. (CCSS SL.2.1)</li> </ul> |