

Maryland College and Career Ready Standards for Reading Informational Text Clarifications

Maryland State Department of Education
English Language Arts/Literacy
Maryland College and Career-Ready Standards Clarifications



The English Language Arts Department at MSDE facilitated the formation teams of educators from all across the state to participate in writing Clarifications for the Common Core Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement the Maryland College and Career-Ready Standards.

Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the Common Core State Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the Maryland College and Career-Ready Standards Curriculum toolkit.

Standard One

RI1 Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard One is always used in conjunction with at least one additional informational standard. Standard One is a means to achieve the demands of each of the additional informational standards.

Pre-Kindergarten: With modeling and support, answer questions about details in an informational text.

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of informational texts representing diverse cultures, which may include but are not limited to expository and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts. While these texts are beyond the

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skill level of most pre-kindergarteners, they are age-appropriate and sufficiently complex. In a teacher-directed venue, a student engages in active learning with these texts by listening to and talking about details in the texts.

It is essential that students learn at an early stage through teacher modeling that thinking about what already knows about the subject of a text, previewing the text's title and illustrations or photographs, and making predictions about the text's content assist in understanding.

Equally essential is that students display age-appropriate attention while being read to. As the teacher stops at various intervals during reading and after reading is complete, student should be able to answer basic questions about the content of the text in a variety of ways—oral response, drawing, dramatizing, etc.

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

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of informational texts representing diverse cultures, which may include but are not limited to expository and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts. While these texts are beyond the skill level of most kindergarteners, they are age-appropriate and sufficiently complex. In a teacher-directed venue, a student engages in active learning with these texts by listening to and talking about important details in the texts.

With encouragement and support from the teacher, students engage in previously-learned pre-reading strategies and continue applying previously-learned during and post reading strategies as the teacher continues to read. To meet the demands of this standard, with assistance, the kindergartener phrases questions about important information in the text being read and answers questions posed by the teacher and other students. In its very basic form, this interchange is a precursor for the reciprocal nature of classroom discussion with older students.

Grade One: Ask and answer questions about key details in a text.

To show proficiency of the skills in this standard, a student reads or has read to him/her a wide variety of informational texts representing diverse cultures, which may include but are not limited to expository and narrative structures and types such as trade books, magazines, multimedia resources, and functional texts. To meet the demands of this standard, whether a student is reading or being read to, the texts must be age-appropriate and sufficiently complex to serve as a source of important information.

The more independent first grader uses reading strategies, pinpoints important information to answer questions posed by the teacher or classmates, and uses that important information to phrase his/her own questions to better understand a text.

Grade Two: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex informational texts representing diverse cultures from an ever-broadening range of genres. Expanding upon previously-learned reading strategies, a student asks and answers questions that pointedly show knowledge of the function of the interrogative pronouns: who, what, where, when, and how. The increasingly independent second grader forms questions and answers them to show that questions beginning with *who* refer to a person, animal, etc.; questions beginning with *what* refer to an item, an idea...etc; questions beginning with *where* refer to location; questions beginning with *when* refer to time; and questions beginning with *how* refer to process. Finally, the asking and answering of questions based upon source/text reveals the student's basic comprehension of the text.

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

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex informational texts representing diverse cultures from an ever-broadening range of genres. Using previously-learned reading strategies and expanding upon the ability to ask and answer questions independently about a text, a third grader locates within a text the precise place where an answer is found. This practice is a precursor for the requirement of older students justifying answers for more complex questions where details exist in more than a single portion of text. Forming proper questions and answering them by pinpointing text as a validation for a correct response builds the foundation for a credible comprehension of a text.

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

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex informational texts representing diverse cultures from an ever-broadening range of genres. A fourth grader continues the practices established in third grade with asking and answering questions while locating specific locations in text where answers are found. Increasing the level of cognitive demand, a fourth grader uses that information coupled with prior knowledge to draw inferences about people, places, events, and ideas within an informational text. Relying on text information and correctly drawn inferences, a student clarifies knowledge of a given text for him/herself and verbally or in written form for peers. A student employs this blend of information from text and experience to deepen the level of text understanding and demonstrate further independence in reading informational text

Grade Five: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex informational texts representing diverse cultures from an ever-broadening range of genres. For incremental growth in independent reading, a fifth grader continues to use reading strategies and refers to information and text features to pose and answer questions and to draw inferences. When a fifth grade student frames a question whose answer aids comprehension, that student can pinpoint and cite correctly a portion of text from which a question is formed or an answer is contained. This ability reflects an understanding of and a means of manipulating text to internalize and share meaning from an informational text.

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

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction texts representing diverse cultures from an ever-broadening range of genres. A student entering middle school uses reading strategies, asks and answers essential questions about an informational text, and can locate portions of text and quote them correctly to explain and extend understanding of a text. Additionally, a sixth grade student examines a text to determine its meaning and locates proof within a text to support that examination. This examination which can establish a literal understanding of text or develop an inference drawn from text requires a more intensive reading and attention to detail.

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

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction texts representing diverse cultures from an ever-broadening range of genres. Continuing the practices established in grade six, the seventh grader reads incrementally more complex text where an examination of that text may require multiple portions of evidence positioned throughout the text to clarify a literal or an interpretive meaning of an informational text. When supporting an analysis of a literary nonfiction text with multiple evidence, each piece of textual evidence should be examined carefully to determine whether a single piece of evidence either substantiates an idea or when joined with other pieces of evidence validates a reader's comprehension.

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

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction texts representing diverse cultures from an ever-broadening range of genres. Having already learned how to amass multiple pieces of evidence to support an analysis of a text, an eighth grader is capable of evaluating the merits of each piece of textual evidence. To determine which pieces of textual evidence are the best supports of an analysis requires a close reading that addresses not only the

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basic comprehension of the evidence but the structure of the evidence as well as the language used to convey its ideas. Considering all of these elements of text evidence allows an eighth grader to select that evidence, which is most compelling as a validation of an analysis of complex literary nonfiction text

Grades Nine and Ten: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction texts representing diverse cultures from an ever-broadening range of genres. A ninth or tenth grader already knows how to accumulate evidence from across the text and to evaluate each piece of evidence to judge its worth in supporting a literary analysis. For this more advanced student, it is imperative that an even more detailed, close reading of a literary nonfiction text be conducted so that all pertinent evidence is determined and assessed to provide a definitive text analysis. After a careful examination of a literary nonfiction text, a ninth or tenth grade can defend successfully an analysis with comprehensive, relevant textual evidence.

Grades Eleven and Twelve: 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 matters uncertain.

To show proficiency of the skills in this standard, a student reads age-appropriate, sufficiently complex literary nonfiction texts representing diverse cultures from an ever-broadening range of genres. In the more sophisticated literary nonfiction texts read by eleventh and twelfth graders, not all questions are answered conclusively or all conclusions completely drawn by the text. Already knowing how to conduct a close reading of a text so that all evidence is revealed and judged for a degree of relevancy, an advanced student can offer text-based conclusions about how those issues might be addressed. When ambiguities occur within literary nonfiction text, thorough reading creates a path not only for a student to analyze evidence within a text but also to determine with a degree of accuracy what might logically provide a resolution for uncertainties.