

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 10**

**RI10 Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.**

Each time a student participates in reading activities he/she is working toward accomplishing the demands of Standard Ten.

**Pre-Kindergarten: Actively engage in group reading activities with purpose and understanding.**

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. A student engages in active learning with these texts by listening, discussing, and applying modeled comprehension skills and strategies to define purposes for reading.

**Kindergarten: Actively engage in group reading activities with purpose and understanding.**

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. A student engages in active learning with these texts by listening and participating with a purpose such as metacognition, fun, information, directions and by applying comprehension strategies and skills.

**Grade One: With prompting and support, read informational texts of appropriate complexity for grade 1.**

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.

The more independent first grader may use the teacher as a guide/model to become a fluent reader of informational text. The teacher assists with reading strategies, features of informational text, and how to use these features to assist with comprehension and decoding. As the year progresses, the first grader requires less assistance and prompting.

**Grade Two: 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.**

To show proficiency of the skills in this standard, a student reads 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.

Text complexity refers to three components Qualitative Dimensions for Informational Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

## Maryland College and Career Ready Standards for Reading Informational Text Clarifications

Scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

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

To show proficiency of the skills in this standard, a student reads 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.

Text complexity refers to three components Qualitative Dimensions for Informational Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

A teacher works with students to establish targets for literacy growth during a year. A student works to read at the higher end of the stated text complexity band, taking in the meaning, nature of, or importance of a text and applying that knowledge in oral or written form.

**Grade Four: By the end of the 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.**

To show proficiency of the skills in this standard, a student reads 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.

Text complexity refers to three components Qualitative Dimensions for Informational Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

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A fourth grader self-selects text within the stated grade level band that is challenging, represents various genres, and interests him/her. A student independently sets a purpose for reading these texts and at completion demonstrates understanding.

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

To show proficiency of the skills in this standard, a student reads 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.

Text complexity refers to three components Qualitative Dimensions for Informational Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

Fifth graders self-select challenging informational text from the stated text complexity band to satisfy educational as well as personal interests. Students monitor and clarify their understanding as they continually set personal goals to increase their competency.

**Grade Six: 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.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction 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.

Text complexity refers to three components Qualitative Dimensions for Informational Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose,

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and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

Scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

By the time a student has reached sixth grade, he/she has a cadre of practical reading strategies, which are independently practiced, to attain meaning and develop an understanding of key elements of literary informational text through interpretive and critical analysis.

**Grade Seven: 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.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction 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.

Text complexity refers to three components Qualitative Dimensions for Informational Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

Scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

By the time a student has reached seventh grade, he/she has a cadre of practical reading strategies, which are independently practiced, to attain meaning and develop an understanding of key elements of literary nonfiction through interpretive and critical analysis.

**Grade Eight: By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently.**

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To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction 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.

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By the time a student has reached eighth grade, he/she has a cadre of practical reading strategies, which are independently practiced, to attain meaning and develop an understanding of key elements of literary nonfiction through interpretive and critical analysis.

**Grades Nine and Ten: By the end of grade 9, read and comprehend literary nonfiction, in 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 the grades 9-10 text complexity band independently and proficiently

To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction 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.

Text complexity refers to three components Qualitative Dimensions for Informational Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

For ninth graders, if necessary, scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

By the time a student has reached ninth or tenth grade, he/she has a cadre of practical reading strategies, which are independently practiced, to attain meaning and develop an

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understanding of key elements of literary nonfiction through interpretive and critical analysis.

**Grades Eleven and Twelve: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-College/Career Ready 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-College/Career Ready text complexity band independently and proficiently.

To show proficiency of the skills in this standard, a student reads a wide variety of literary nonfiction 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.

Text complexity refers to three components Qualitative Dimensions for Informational Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

For eleventh graders, if necessary, scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

For twelfth graders, independent planning for personal reading growth and proficiency in understanding at basic, interpretive, and critical levels mark the individual ready to meet the demands of a college classroom or a workplace.