

## Reading Standards for Informational Text PreK-12

### Reading Standards for Informational Text #1

#### Key Ideas and Details

*Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.*

**Grade PreK:** With prompting and support, ask and answer questions about an informational text read aloud.

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

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

**Grade 2:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

**Grade 3:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Grade 4:**

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

**Grade 5:** Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. *See grade 5 Writing Standard 8 for more on paraphrasing.*

**Grade 6:** Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. *See grade 6 Writing Standard 8 for more on quoting and paraphrasing.*

**Grade 7:** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. *See grade 7 Writing Standard 8 for more on quoting and paraphrasing.*

**Grade 8:** Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. *See grade 8 Writing Standard 8 for more on quoting and paraphrasing.*

**Grade 9-10:** Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

**Grade 11-12:** Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

## Reading Standards for Informational Text #2

### Key Ideas and Details

*Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

**Grade PreK:** With prompting and support, recall important facts from an informational text after hearing it read aloud.

**Grade K:** With prompting and support, identify the main topic and retell key details of a text.

**Grade 1:** Identify the main topic and retell key details of a text.

**Grade 2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**Grade 3:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Grade 4:** Determine the main idea of a text and explain how it is supported by key details; summarize a text.

**Grade 5:** Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

**Grade 6:** Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

**Grade 7:** Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

**Grade 8:** Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

**Grade 9-10:** 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 a text.

**Grade 11-12:** 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 a text.

## Reading Standards for Informational Text #3

### Key Ideas and Details

*Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

**Grade PreK:** With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).

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

**Grade 1:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Grade 2:** Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

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

**Grade 4:** Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

**Grade 5:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

**Grade 6:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Grade 7:** 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:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Grade 9-10:** Analyze how an 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 presence or absence of connections between them.

**Grade 11-12:** 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.

## Reading Standards for Informational Text #4

### Craft and Structure

*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.*

**Grade PreK:** With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud. *See pre-kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade K:** With prompting and support, ask and answer questions about unknown words in a text. *See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 1:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. *See grade 1 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 2:** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. *See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 3:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. *See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 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*. *See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 5:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. *See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 6:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. *See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 7:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. *See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 8:** 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. *See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 9-10:** Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). *See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

**Grade 11-12:** Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). *See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

## Reading Standards for Informational Text #5

### Craft and Structure

*Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.*

**Grade Pre K:** Begins in kindergarten or when the individual child is ready.

**Grade K:** Identify the front cover, back cover, and title page of a book.

**Grade 1:** 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.

**Grade 2:** 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.

**Grade 3:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**Grade 4:** 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.

**Grade 5:** Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

**Grade 6:** Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

**Grade 7:** Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.

**Grade 8:** Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.

**Grade 9-10:** 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).

**Grade 11-12:** Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.

## Reading Standards for Informational Text #6

### Craft and Structure

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

**Grade PreK:** With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).

**Grade K:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.

**Grade 1:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Grade 2:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Grade 3:** Distinguish their own point of view from that of the author of a text.

**Grade 4:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Grade 5:** Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.

**Grade 6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Grade 7:** 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:** 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.

**Grade 9-10:** 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.

**Grade 11-12:** 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.

## Reading Standards for Informational Text #7 Integration of Knowledge and Ideas

*Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>*

**Grade PreK:** With prompting and support, describe important details from an illustration or photograph.

**Grade K:** 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).

**Grade 1:** Use the illustrations and details in a text to describe its key ideas.

**Grade 2:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**Grade 3:** Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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

**Grade 5:** 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.

**Grade 6:** Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.

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

**Grade 8:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**Grade 9-10:** 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 or deemphasized in each account.

**Grade 11-12:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

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<sup>1</sup> Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gather, assessing, and applying information from print and digital sources.

## Reading Standards for Informational Text #8 Integration of Knowledge and Ideas

*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*

**Grade PreK:** Begins in kindergarten or when the individual child is ready.

**Grade K:** With prompting and support, identify the reasons an author gives to support points in a text.

**Grade 1:** Identify the reasons an author gives to support points in a text.

**Grade 2:** Describe how reasons support specific points the author makes in a text.

**Grade 3:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**Grade 4:** Explain how an author uses reasons and evidence to support particular points in a text.

**Grade 5:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Grade 6:** 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.

**Grade 7:** 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.

**Grade 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.

**Grade 9-10:** 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 or incomplete truths and fallacious reasoning.

**Grade 11-12:** Delineate and evaluate the reasoning in seminal historical 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).

## Reading Standards for Informational Text #9 Integration of Knowledge and Ideas

*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 PreK:** With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.

**Grade K:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).

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

**Grade 2:** Compare and contrast the most important points presented by two texts on the same topic.

**Grade 3:** Compare and contrast the most important points and key details presented in two texts on the same topic.

**Grade 4:** Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.

**Grade 5:** Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

**Grade 6:** 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:** 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:** 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.

**Grade 9-10:** Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**Grade 11-12:** Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.

**Reading Standards for Informational Text #10**  
**Range of Reading and Level of Text Complexity**

*Independently and proficiently read and comprehend complex literary and informational texts.<sup>2</sup>*

**Grade PreK:** Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.

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

**Grade 1:** With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

**Grade 2:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

**Grade 3:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

**Grade 4:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

**Grade 5:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

**Grade 6:** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

**Grade 7:** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

**Grade 8:** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

**Grade 9-10:** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

**Grade 11-12:** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

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<sup>2</sup> Measuring text complexity involved a qualitative evaluation of the text, a quantitative evaluation of the text, and matching reader to text and task. See the Pre-K-5 resource section in this Framework for more information regarding range, quality, and complexity of student reading for grades pre-K-5. Appendix A of the Common Core State Standards also discusses text complexity in depth, and the Massachusetts Model Curriculum Unit Project provides examples of complex tests and tasks.