# Reading Standards for Informational Text Extended Standards

**Essence of the Standards:**
- Use key details and ideas to understand text.
- Use key words and structures of text to support understanding.
- Acquire information from multiple sources.
- Demonstrate understanding of informational text while actively engaged in reading.

**Most Complex** ←――――――――――――――――→ **Least Complex**

| Key Ideas and Details | | |
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| **RI.35.1a** Answer inferential questions using specific details from the text to support those inferences. | **RI.35.1b** Answer literal questions using specific details from text to support those answers. | **RI.35.1c** Answer literal questions using specific details from text. |
| **RI.35.2a** Identify main idea and summarize text. | **RI.35.2b** Retell a text including main idea and key details. | **RI.35.2c** Identify the main idea of an informational text. |
| **RI.35.3a** Explain connections between events, ideas, individuals or steps in procedures in historical, scientific or technical text. | **RI.35.3b** Identify a connection between two events, ideas, individuals or steps in procedures in historical, scientific or technical text. | **RI.35.3c** Identify a series of steps or events described in historical, scientific or technical text (e.g., first, middle, last). |

| Craft and Structure | | |
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| **RI.35.4a** Describe the meaning of words and phrases as they are used in grade-level/age-appropriate informational or procedural text. | **RI.35.4b** Identify the meaning of words as they are used in grade-level/age-appropriate informational or procedural text. | **RI.35.4c** Match pictures or objects to words based on how they are used in grade-level/age-appropriate informational or procedural text. |
| **RI.35.5a** Compare the text structure of two informational texts (e.g., recipes, schedules, experiments). | **RI.35.5b** Use text features (e.g., key words, chapter, heading, bold print) or search tools to locate information in a text. | **RI.35.5c** Locate key text features (e.g., key words, chapter, heading, bold print) in a text. |
| **RI.35.6a** Identify differences in the point of view regarding events or topics described in informational text. | **RI.35.6b** Identify whether an informational text is a firsthand or secondhand account. | **RI.35.6c** Identify the type of informational text (e.g., biography, technical manual, schedule). |

| Integration of Knowledge and Ideas | | |
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| **RI.35.7a** Locate information in two or more texts to answer a question or support an idea. | **RI.35.7b** Identify illustrations (e.g., maps, charts, photographs) that contribute to meaning within the text. | **RI.35.7c** Identify an illustration (e.g., maps, charts, photographs) that answers a question about a text. |
| **RI.35.8a** Explain how the author makes connections between key points in a text (e.g., comparison, cause/effect, sequence). | **RI.35.8b** Identify important and irrelevant information in a text. | **RI.35.8c** Identify the author's key points from an informational text. |
| **RI.35.9a** Integrate information about a topic from two or more sources to report/write about the subject. | **RI.35.9b** Compare information on the same from two different informational texts. | **RI.35.9c** Identify two informational texts on the same topic. |

| Range of Reading and Level of Text Complexity | | |
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| **RI.35.10a** Read supported grade-level/age-appropriate informational materials, including history/social studies and technical texts which are adapted to the students' reading level. | **RI.35.10b** Read or participate in supported grade-level/age-appropriate informational materials, including history/social studies and technical texts which are adapted to the students' reading level. | **RI.35.10c** Actively participate in supported grade-level-appropriate informational materials, including history/social studies and technical texts which are adapted to the students' reading level. |