

**College and Career Readiness Reading Anchor Standard # 1**  
**Strand Section: Key Ideas and Details**

Skills and concepts for end-of-year, grade specific expectations for a given standard are reinforced and expanded as students advance through the grades. The standards increase in complexity and sophistication as new skills and concepts are added to each grade level from the previous year. Two separate reading pathways, reading literature and reading informational text, build the way to each College and Career Readiness (CCR) Reading Anchor Standard. Standards from both reading literature and reading information texts are presented below in each grade level grouping, leading up to Reading CCR #1. For complete sets of standards, see [ELA CCSS](#).

<b>R.CCR.1</b>	<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>
RI.11-12.1	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.
RL.11-12.1	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.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

## CCR Reading Anchor Standard #1

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.1.1	Ask and answer questions about key details in a text.
RL.1.1	Ask and answer questions about key details in a text.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.1	With prompting and support, ask and answer questions about key details in a text.