**GRADE 1-Key Ideas and Details**

**Informational Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1):** 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. |
| **CCSS – Grade Specific Reading Standard 1 (Informational)** |
| **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 the text.  |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural, Application and Extended Thinking)** |
| * Texts
* Questions
* Answers
* Key details
* Predictions
* Inferences
* Background knowledge
* 5 W’s + H questions (who, what, where, when, why and how)
 | * Authors include key details in informational texts which can help a reader ask and answer questions.
* Good readers know a question is different from a statement and requires an answer.
 | * Make reasonable predictions as they read
* Use information from the text and background knowledge to make inferences
* Ask and answer questions which begin with who, what, where, when why, and how
* Ask and answer questions about key details in a text
 |
| **CCSS – Grade Specific Reading Informational Standard 10 (Grade 1)**With prompting and support, read informational texts appropriately complex for grade 1.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 1- Key Ideas and Details**

**Informational Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **CCSS – Grade Level Reading Standard 2 (Informational)** |
| **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 multi-paragraph text, as well as the focus of specific paragraphs within the text. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Main topic
* Difference between the main topic and key details
* How to retell/restate details
 | * Authors of informational text(s) include key details in order to help readers make meaning of the text.
* Good readers use key details in an informational text to identify the main topic.
 | * Identify and retell key details in an informational text
* Identify the main topic of an informational text
* Describe or graphically represent the relationship between main topic and key details
* Identify the main topic and retell key details of a text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 1)**With prompting and support, read informational texts appropriately complex for grade 1.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 1-Key Ideas and Details**

**Informational Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **CCSS – Grade Level Reading Standard 3 (Informational)** |
| **Grade K:** Begin to identify essential information from text features (e.g., author and title) | **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, or steps in technical procedures in a text**.** |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to describe
* Key features of such as author and title
* Key ideas/concepts, individuals, and events
 | * Authors connect individuals, events, and ideas to help readers understand informational texts.
* Good readers make connections between individuals, events, ideas or pieces of information in order to better understand informational texts.
 | * Identify the individuals, events and key ideas/concepts in informational texts
* Describe(or graphically represent) how individuals, events and key ideas/concepts are connected (their relationship)
* Identify text features such as author and title in informational texts
* Recognize that informational texts have a structure
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 1)**With prompting and support, read informational texts appropriately complex for grade 1.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 1-Craft and Structure**

**Informational Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (4):** Interpret words and phrases asthey are used in a text, including determining technical, connotative, and figurative meanings, andanalyze how specific word choices shape meaning or tone. |
| **CCSS – Grade Level Reading Standard 4 (Literary)** |
| **Grade K:** With prompting and support, ask and answer questions about unknown words in a text. | **Grade 1: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.** | **Grade 2:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text
* Questions
* Answers
* Picture/graphic clues
* Words and phrases
* Word choice
* Context clues
* Literal and non-literal meaning
* Simple figurative language (e.g., simile, metaphor)
 | * Authors make purposeful language choices to create meaning in informational text(s).
* Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).
 | * Read and reread other sentences and non-linguistic images in the text to identify context clues
* Use context clues to help unlock the meaning of unknown words/phrases
* Recognize words and phrases that have literal and non-literal meanings
* Identify figurative language
* Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 1)**With prompting and support, read informational texts appropriately complex for grade 1.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 1-Craft and Structure**

**Informational Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| **CCSS – Grade Level Reading Standard 5 (Informational)** |
| **Grade K:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | **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. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application****and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Text features ( e.g., headings, tables of contents, glossaries, electronic menus, icons)
* Characteristics of key facts
 | * Authors include text features to help the reader understand the text.
* Good readers use text features to locate key facts or information in a text.
 | * Identify the heading, table of contents, glossaries, electronic menus, and icons
* Use various text features to locate key facts or information in a text
* Know and use various text to locate key facts or information in a text
 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 1)**With prompting and support, read informational texts appropriately complex for grade 1.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 1-Craft and Structure**

**Informational Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Reading Standard (6):** Assess how point of view or purpose shapes the content and style of a text. |
| **CCSS – Grade Level Reading Standard 6 (Informational)** |
| **Grade K:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a 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. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and** **Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Differences between pictures/illustrations and words in an informational text
* Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text
 | * An author’s purpose affects the choice of words and pictures presented to the reader.
* Good readers understand that the words and pictures in a text both convey ideas or information.
 | * Recognize the author’s purpose (to inform, to persuade, to explain how, to entertain) for writing a text
* Find information provided by pictures/illustrations in a text
* Find information provided by words in a text
* Tell the difference between information from pictures/illustrations and information from words in a text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 1)**With prompting and support, read informational texts appropriately complex for grade 1.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 1-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate contentpresented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **CCSS – Grade Level Reading Standard 7 (Informational)** |
| **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. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Key ideas
* Text details
* Graphics/images/illustrations

(e.g., photographs, diagrams, simple charts, graphs, maps) | * Authors use illustrations and details in a text to present their key ideas.
* Good readers use the illustrations and details available in a text to enhance their understanding of an informational text(s).
 | * Identify and describe key details that relate to the illustrations
* Describe the relationship between illustrations and the text in which they appear
* Identify the key idea(s) of the text
* Use information from illustrations and details from the text to describe its key ideas
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 1)**With prompting and support, read informational texts appropriately complex for grade 1.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 1-Craft and Structure**

**Informational Reading Standard 8**

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| **College and Career Ready (CCR) Anchor Reading Standard (8):** 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. |
| **CCSS – Grade Level Reading Standard 8 (Informational)** |
| **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. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Author
* Main/key ideas/points
* Supporting details
* Relevant/important vs. irrelevant/unimportant details
* Reasons/examples
 | * Authors provide reasons/examples in informational text to support their points and ideas.
* Good readers identify the reasons/examples an author uses to support points and ideas to enhance their understanding of an informational text.
 | * Identify the author’s key ideas/points
* Identify reasons /details that support the author’s key ideas/points
* Differentiate between relevant and irrelevant reasons/details
* Identify the relevant reasons/examples an author gives to support points in a text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 1)**With prompting and support, read informational texts appropriately complex for grade 1.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 1-Craft and Structure**

**Informational Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (9):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **CCSS – Grade Level Reading Standard 9 (Informational)** |
| **Grade K:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or 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. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Similarities/compare
* Differences/contrast
* Illustrations/pictures
* Descriptions/details
* Procedures/steps (e.g., experiments, directions, recipes)
 | * Authors of informational text provide information on topics using features such as illustrations, descriptions, and procedures.
* Good readers make meaning of informational text by identifying similarities and differences between two texts.
 | * Identify basic similarities between two texts on the same topic
* Identify basic differences between two texts on the same topic
* Identify or graphically represent basic similarities in and differences between two texts on the same topic
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 1)**With prompting and support, read informational texts appropriately complex for grade 1.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |