**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 as  they are used in a text, including determining technical, connotative, and figurative meanings, and  analyze 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 content  presented 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 | | |