**GRADE K-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. | |
| **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. | | With prompting and support…   * Make reasonable predictions about text * Use information from the background knowledge and information from the text 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 K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **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 K-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. | |
| **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. | | With prompting and support:   * 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 Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **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 K-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. | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * How to identify * Text features * Informational texts have key features such as author and title * Informational texts have a structure | * Authors of informational texts use text features that help readers identify the purpose of the text. * Good readers begin to identify text features in order to make meaning of informational texts. | | With prompting and support:   * 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 Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **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 K-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 (Informational)** | | | |
| **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. | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Informational text * Questions * Answers * Picture/graphic clues * Words * Context clues | * Authors make purposeful language choices to create meaning in informational text(s). * Good readers actively seek the meaning of unknown words/phrases by asking and answering questions to clarify meaning. | | * Read and reread other words, sentences, and non-linguistic images in the text to identify context clues * Use context clues to help unlock the meaning of unknown words/phrases * Ask and answer questions about unknown words in a text |
| **Range of Reading and Level of Text Complexity**  **CCSS-Grade Specific Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **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 K-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)** | | | |
| **Kindergarten: 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. | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * How to identify * Text features (e.g., front cover, back cover, title page) * Books are read from front to back | * Authors create books that have front covers, back covers and title pages. * Good readers can identify the front cover, back cover and title page of a book. | | * Identify the front cover of a book * Identify the back cover of a book * Identify the title page of a book * Identify the front cover, back cover, and title page of a book |
| **CCSS-Grade Specific Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **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 K-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. | |
| **CCSS-Grade Specific Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding. | | | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application, and**  **Extended thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * How to define * Author * Illustrator * Role of an author * Role of an illustrator | * Authors and illustrators have different roles in creating a text. * The author of an informational text decides what ideas or information is presented to the reader. * The illustrator of an informational text helps the reader “see” the text. * Good readers recognize that authors and illustrators have different roles. | | * Identify the author of an informational text * Identify the illustrator of an informational text * Identify the ideas and information learned from the author * Identify the ideas and information learned from the illustrator |
| **Range of Reading and Level of Text Complexity**  **CCSS-Grade Specific Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **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 K-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. | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Topic * Text details * Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps) | * Authors use illustrations and details in a text to present information. * Good readers use illustrations to enhance their understanding of text. | | With prompting and support -   * Identify the topic of a text * Identify details (e.g., person, place, thing, idea) in a text * Describe information contained in illustrations contribute to the text * Describe the relationship between illustrations and the text in which they appear |
| **Range of Reading and Level of Text Complexity**  **CCSS-Grade Specific Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **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 K-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. | |
| **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. | | With prompting and support…   * 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 reasons an author gives to support points in a text |
| **Range of Reading and Level of Text Complexity**  **CCSS-Grade Specific Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **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 K-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). | |
| **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. | | With prompting and support…   * 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 Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **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 | | | |