**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, andfigurative 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 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. |
| **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 |