## Grade 1: Informational Reading Standard 1

**College and Career Readiness (CCR):** 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.

**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.

### Progression to Mastery

- Make reasonable predictions before, during and after reading
- Use the combination of background knowledge and explicitly stated information to answer questions
- Show (point to, underline, highlight) where in the text you found your evidence (key details)
- Ask and answer questions that begin with who, what, where, when why, and how
- Ask and answer questions about key details in a text

### Key Concepts

- Texts
- Questions
- Answers
- Key details
- Predictions
- Inferences
- Background knowledge
- 5 W’s + H questions (who, what, where, when, why and how)

### Guiding Questions/Prompts

Using questions and prompts such as:

- What predictions can you make about this text based on the cover of the book? The title? Text features?
- What did you learn about ____?
- What have you learned from the text? What do you predict will happen next?
- Where in the text did you find your evidence? (show: point to, underline, highlight)
- Think about what you read and create your own question about an important idea in this text.
- What questions do you have about ____?

**1RI10: Range of Reading and Level of Text Complexity:** With prompting and support, read informational texts appropriately for grade 1. [Lexile Band: 190-530]

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GRADE 1: Informational Reading Standard 2

**College and Career Ready (CCR):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**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 in a text.

**Grade 2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

<table>
<thead>
<tr>
<th>Progression to Mastery</th>
<th>Key Concepts</th>
<th>Guiding Questions/Prompts</th>
</tr>
</thead>
</table>
| • Recognize key details in a text  
• Identify key details in a text  
• Recognize topics discussed in a text  
• Recognize main topic/idea of text  
• Identify the main topic, and retell key details in a text | • informational text  
• retell  
• key details  
• main topic | Use questions and prompts such as:  
• What is this book mostly about?  
• Tell me the important details about ____ you read in this text.  
• How do you know that ____ is the main idea of this text?  
• What did you learn from this text?  
• Retell the text in your own words. |

**1RI10: Range of Reading and Level of Text Complexity:** With prompting and support, read informational texts appropriately for grade 1. [Lexile Band: 190-530]

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**Delaware English Language Arts Standards**  
**Learning Progressions**

**GRADE 1: Informational Reading Standard 3**

<table>
<thead>
<tr>
<th>College and Career Ready (CCR):</th>
<th>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</th>
<th>Grade K: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</th>
<th>Grade 1: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</th>
<th>Grade 2: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progression to Mastery</strong></td>
<td><strong>Key Concepts</strong></td>
<td><strong>Guiding Questions/Prompts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use written and graphic</td>
<td>• Informational text (both literary nonfiction and expository/technical texts)</td>
<td>Use questions and prompts such as:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elements to derive meaning (comprehension) of informational text</td>
<td>• Graphic elements (illustrations)</td>
<td>• What can we learn from this text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify key ideas in a text (important information)</td>
<td>• Identify individuals, events, ideas</td>
<td>• How are ______ and _______ connected in this text?</td>
<td></td>
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</tr>
<tr>
<td>• Describe key ideas in a text</td>
<td>• Connections between individuals, events, ideas</td>
<td>• Do these illustrations/graphics/pictures give you a hint as to what will happen next?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Know what an event is</td>
<td></td>
<td>How do you know?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Connect individuals and</td>
<td></td>
<td>• What are the main events in the text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>events</td>
<td></td>
<td>• What happened first, next, last?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Link individuals and their</td>
<td></td>
<td>• What caused ___ to happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ideas</td>
<td></td>
<td>• How do you know? What information tells us this?</td>
<td></td>
<td></td>
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<tr>
<td>• Describe the connection</td>
<td></td>
<td>• What did ___ in the text do next?</td>
<td></td>
<td></td>
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<tr>
<td>between two individuals,</td>
<td></td>
<td>• What details in the text give you information about ______?</td>
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<td></td>
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<tr>
<td>events, ideas, or pieces of</td>
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<td></td>
<td></td>
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<tr>
<td>information in a text</td>
<td></td>
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</tbody>
</table>

**IRI10: Range of Reading and Level of Text Complexity:** With prompting and support, read informational texts appropriately for grade 1.  
[Lexile Band: 190-530]

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## GRADE 1: Informational Reading Standard 4

### College and Career Ready (CCR):
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.

<table>
<thead>
<tr>
<th>Grade K: With prompting and support, ask and answer questions about unknown words in a text.</th>
<th>Grade 1: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</th>
<th>Grade 2: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progression to Mastery</strong></td>
<td><strong>Key Concepts</strong></td>
<td><strong>Guiding Questions/Prompts</strong></td>
</tr>
<tr>
<td>• Read and reread sentences and non-linguistic images in the text to identify context clues</td>
<td>• Informational text</td>
<td>• Use questions and prompts such as:</td>
</tr>
<tr>
<td>• Use context clues to help unlock the meaning of unknown words/phrases</td>
<td>• Questions</td>
<td>• What can you do when you get to a word and you don’t know what it means?</td>
</tr>
<tr>
<td>• Recognize words and phrases that have literal and non-literal meanings</td>
<td>• Answers</td>
<td>• What can you do to help yourself?</td>
</tr>
<tr>
<td>• Identify figurative language</td>
<td>• Picture/graphic clues</td>
<td>• Look at the picture, graphic, illustration; is there something there to help you figure out what the word is?</td>
</tr>
<tr>
<td>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</td>
<td>• Words and phrases</td>
<td>• Re-read the sentence, do the other words help you understand?</td>
</tr>
<tr>
<td></td>
<td>• Context clues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Literal and non-literal meaning</td>
<td></td>
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<tr>
<td></td>
<td>• Simple figurative language (e.g., simile, metaphor)</td>
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### 1RI10: Range of Reading and Level of Text Complexity:
With prompting and support, read informational texts appropriately for grade 1. [Lexile Band: 190-530]

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GRADE 1: Informational Reading Standard 5

| 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. | 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. |

<table>
<thead>
<tr>
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<th><strong>Key Concepts</strong></th>
<th><strong>Guiding Questions/Prompts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the heading, table of contents, glossaries, electronic menus, and icons</td>
<td>• Informational text (both literary nonfiction and expository/technical texts)</td>
<td>• How do you know this text is informational?</td>
</tr>
<tr>
<td>• Use various text features to locate key facts or information in a text</td>
<td>• Text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)</td>
<td>• Can you identify the different parts of this book?</td>
</tr>
<tr>
<td>• Know and use various text to locate key facts or information in a text</td>
<td>• Characteristics of key facts</td>
<td>• Can you explain how the different parts are used?</td>
</tr>
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1RI10: Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately for grade 1. [Lexile Band: 190-530]

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GRADE 1: Informational Reading Standard 6

College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.

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.

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<th>Progression to Mastery</th>
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<th>Guiding Questions/Prompts</th>
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</thead>
<tbody>
<tr>
<td>• Find information provided by pictures/illustrations in a text</td>
<td>• Informational text (both literary nonfiction and expository/technical texts)</td>
<td>• What does the author do?</td>
</tr>
<tr>
<td>• Find information provided by words in a text</td>
<td>• Pictures/illustrations and words in an informational text (difference between)</td>
<td>• What does the illustrator do?</td>
</tr>
<tr>
<td>• Tell the difference between information from pictures/illustrations and information from words in a text</td>
<td></td>
<td>• Why would a book need an illustrator and an author?</td>
</tr>
<tr>
<td>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td></td>
<td>• What do the illustrations tell us that the words do not?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What do the words tell us that the illustrations do not?</td>
</tr>
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GRADE 1: Informational Reading Standard 7

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<th>Progression to Mastery</th>
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<th>Guiding Questions/Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the key idea(s) of the text</td>
<td>• Key ideas</td>
<td>Guiding Questions and Prompts:</td>
</tr>
<tr>
<td>• Identify and describe key details that relate to the illustrations</td>
<td>• Text details</td>
<td>• What is the writer trying to say?</td>
</tr>
<tr>
<td>• Describe the relationship between illustrations and the text in which they appear</td>
<td>• Graphics/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps)</td>
<td>• What information is learned from the illustrations?</td>
</tr>
<tr>
<td>• Use information from illustrations and details in a text to describe its key ideas</td>
<td></td>
<td>• What in the picture helps you think that?</td>
</tr>
</tbody>
</table>

**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.

**College and Career Ready (CCR) Anchor Informational Reading Standard (7):** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Kindergarten:** 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.

**1RI10: Range of Reading and Level of Text Complexity:** With prompting and support, read informational texts appropriately for grade 1. [Lexile Band: 190-530]

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## GRADE 1: Informational Reading Standard 8

**College and Career Ready (CCR):** 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.

<table>
<thead>
<tr>
<th>Kindergarten: With prompting and support, identify the reasons an author gives to support points in a text.</th>
<th>Grade 1: Identify the reasons an author gives to support points in a text.</th>
<th>Grade 2: Describe how reasons support specific points the author makes in a text.</th>
</tr>
</thead>
</table>

**Progression to Mastery**

- Identify the author’s key ideas/points
- Identify reasons/details that support the author’s key ideas/points
- Differentiate between important and unimportant reasons/details
- Identify the reasons an author gives to support points in a text

**Key Concepts**

- Informational text (both literary nonfiction and expository/technical texts)
- Author
- Main/key ideas/points
- Supporting details
- Important/unimportant details
- Reasons/examples

**Guiding Questions/Prompts**

- What is the author’s idea? Point?
- How does the author use details to make a point or explain an idea?
- Which details are important? Unimportant?
- What are the author’s reasons to support a point or an idea?

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## GRADE 1: Informational Reading Standard 9

**College and Career Ready (CCR):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<table>
<thead>
<tr>
<th>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).</th>
<th>Grade 1: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</th>
<th>Grade 2: Compare and contrast the most important points presented by two texts on the same topic.</th>
</tr>
</thead>
</table>

### Progression to Mastery

- 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
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Key Concepts

- Informational text (both literary nonfiction and expository/technical texts)
- Similarities/compare
- Differences/contrast
- Illustrations/pictures
- Descriptions/details
- Procedures/steps (e.g., experiments, directions, recipes)

### Guiding Questions/Prompts

- Use questions and prompts such as:
  - What can we learn from this text?
  - We read two books - what is the same in them? What is different?
  - How can you fill in the graphic organizer with similarities and differences?
  - What did the illustrations in books tell you?

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**Lexile Band:** 190-530

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