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	**Key Concepts**	**Guiding Questions/Prompts**
• 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	• Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W's + H questions (who, what, where, when, why and how)	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**] **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: 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.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• 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.

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GRADE 1: Informational Reading Standard 3

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

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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.		
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.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Read and reread 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	• 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)	• Use questions and prompts such as: • What can you do when you get to a word and you don't know what it means? • What can you do to help yourself? • Look at the picture, graphic, illustration; is there something there to help you figure out what the word is? • Re-read the sentence, do the other words help you understand? • •

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GRADE 1: Informational Reading Standard 5

College and Career Ready (CCR): 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.		
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.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• 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	• 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	Use questions and prompts such as: • How do you know this text is informational? • Can you identify the different parts of this book? • Can you explain how the different parts are used? • If you wanted to find the meaning of a word in this book, where would you look? • How does the table of contents (glossary, index, headings) help the reader understand the text? • Look in the table of contents and find the page number for ____. • What is the heading on page ___ and what is its purpose?

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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.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• 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 • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• Informational text (both literary nonfiction and expository/technical texts) • Pictures/illustrations and words in an informational text (difference between)	• What does the author do? • What does the illustrator do? • Why would a book need an illustrator and an author? • What do the illustrations tell us that the words do not? • What do the words tell us that the illustrations do not?

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GRADE 1: Informational Reading Standard 7

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.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Identify the key idea(s) of the text • Identify and describe key details that relate to the illustrations • Describe the relationship between illustrations and the text in which they appear • Use information from illustrations and details in a text to describe its key ideas	• Key ideas • Text details • Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps)	Guiding Questions and Prompts: • What is the writer trying to say? • What information is learned from the illustrations? • What in the picture helps you think that? • Does the illustration match what the writer is trying to say? • How are the text and the picture connected? • Describe how the picture helps the reader understand what the author has written.

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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.		
Kindergarten: 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.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• 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	• Informational text (both literary nonfiction and expository/technical texts) • Author • Main/key ideas/points • Supporting details • Important/unimportant details • Reasons/examples	Guiding Questions and 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.		
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.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• 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).	• Informational text (both literary nonfiction and expository/technical texts) • Similarities/compare • Differences/contrast • Illustrations/pictures • Descriptions/details • Procedures/steps (e.g., experiments, directions, recipes)	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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