

Reading Standards for Informational Text

Grades K – 2

Kindergarten	Grade 1	Grade 2
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. With prompting and support, identify the main topic and retell key details of a text. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> Ask and answer questions about key details in a text. Identify the main topic and retell key details of a text. Describe the connection between two individuals, events, ideas or pieces of information in a text. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> With prompting and support, ask questions about unknown words in a text. Identify the front cover, back cover, and title page of a book. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 	<p>Craft and Structure</p> <ol style="list-style-type: none"> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<p>Craft and Structure</p> <ol style="list-style-type: none"> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. 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. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 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). With prompting and support, identify the reasons an author gives to support points in a text. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> Use illustrations and details in a text to describe its key ideas. Identify the reasons an author gives to support points in a text. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Describe how reasons support specific points the author makes in a text. Compare and contrast the most important points presented by two texts on the same topic.
<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding. 	<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> With prompting and support, read informational texts appropriately complex for grade 1. 	<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<p>Description</p> <ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		