

Reading Standards for Informational Text K-5

RI

Kindergartners:

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. 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).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Grade 1 students:

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

5. 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.

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

7. Use the illustrations and details in a text to describe its key ideas.

8. Identify the reasons an author gives to support points in a text.

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

10. With prompting and support, read informational texts appropriately complex for grade 1.

Grade 2 students:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

5. 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.

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

8. Describe how reasons support specific points the author makes in a text.

9. Compare and contrast the most important points presented by two texts on the same topic.

10. 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.

Hoban, Tana. *I Read Signs*. New York: HarperCollins, 1987 (1987)

This is a largely wordless book appropriate for kindergarten.

Reid, Mary Ebeltoft. *Let's Find Out About Ice Cream*. Photographs by John Williams. New York: Scholastic, 1996. (1996)

"Garden Helpers." *National Geographic Young Explorers* September 2009. (2009)

Not all bugs and worms are pests.
Some help your garden grow.

Earthworms make soil rich and healthy.
This helps plants grow strong!

A ladybug eats small bugs.
The bugs can't eat the plants.
This keeps your garden safe.

A praying mantis eats any bug it can catch.
Not many bugs can get past this quick hunter!

This spider catches bugs in its sticky web.
It keeps bugs away from your garden.

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"Wind Power." *National Geographic Young Explorers* November/December 2009. (2009)

Wind is air on the move.
See what wind can do.

Wind can whip up some fun!

Wind starts with the sun.
The sun warms land and water.
The air above warms up too.

Warm air rises.
Cooler air rushes in.
That moving air is wind.

Wind is energy.
It can push a sailboat.

Look at the windmills spin!
They turn wind energy into electricity.
What else can wind do?

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Read-Aloud Informational Texts

Provensen, Alice and Martin. *The Year at Maple Hill Farm*. New York: Simon & Schuster, 2001. (1978)

✓ Gibbons, Gail. *Fire! Fire!* New York: HarperCollins, 1987. (1984)
From "Fire! Fire! In the city..."

In an apartment house, a breeze has blown a towel up into the flame of a hot stove. A fire begins. The smoke alarm screams.

A phone call alerts the fire-dispatch center. Instantly, a dispatcher calls the firehouse nearest the fire.

A loudspeaker blares out the address of the fire, and the firefighters go into action. They slide down brass poles to the ground floor, where the fire engines are, and hurry into their fire-fighting gear. Then they take their positions on their engines.

The big trucks roar out of the firehouse. Sirens scream and lights flash.

The fire engines arrive at the scene. The fire is bigger now. The fire chief is in charge. He decides the best way to fight this fire.

Hoses are pulled from the trucks. Each separate fire truck is called a "company." Each separate company has an officer in charge. The fire chief tells each officer in charge what he wants the firefighters to do.

Firefighters are ordered to search the building to make sure no one is still inside. A man is trapped. A ladder tower is swung into action. The man is rescued quickly.

At the same time, an aerial ladder is taking other firefighters to the floor above the fire. Inside, the firefighters attach a hose to the building's standpipe. Water is sprayed onto the fire to keep it from moving up through the apartment house.

Now the aerial ladder is swung over to the roof of the burning building. Firefighters break holes in the roof and windows to let out poisonous gases, heat, and smoke before they can cause a bad explosion. There's less danger now for the firefighters working inside the building.

Firefighters are battling the blaze from the outside of the building, too. Fire hoses carry water from the fire hydrants to the trucks.

Pumps in the fire trucks control the water pressure and push the water up through the discharge hoses. Streams of water hit the burning building and buildings next door to keep the fire from spreading.

The fire is under control.

The fire is out. The firefighters clean up the rubble. Back at the firehouse, they clean their equipment and make an official report on the fire.

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Dorros, Arthur. *Follow the Water from Brook to Ocean*. New York: HarperCollins, 1993. (1991)

After the next big rain storm, put your boots on and go outside. Look at the water dripping from your roof. Watch it gush out of the drainpipes. You can see water flowing down your street too.

Water is always flowing. It trickles in the brook near your house.

Sometimes you see water rushing along in a stream or in a big river.

Water always flows downhill. It flows from high places to low places, just the way you and your skateboard move down a hill.

Sometimes water collects in a low spot in the land – a puddle, a pond, or a lake. The water's downhill journey may end there. Most of the time, though, the water will find a way to keep flowing downhill. Because water flows downhill, it will keep flowing until it can't go any lower. The lowest parts of the earth are the oceans. Water will keep flowing until it reaches an ocean.

Where does the water start? Where does the water in a brook or a stream or a river come from? The water comes from rain. And it comes from melting snow. The water from rain and melting snow runs over the ground. Some of it soaks into the ground, and some water is soaked up by trees and other plants. But a lot of the water keeps traveling over the ground, flowing downhill.

The water runs along, flowing over the ground. Trickles of water flow together to form a brook. A brook isn't very deep or wide. You could easily step across a brook to get to the other side.

The brook flows over small stones covered with algae. Algae are tiny plants. They can be green, red, or brown. Green algae make the water look green. Plop! A frog jumps into the brook. A salamander wiggles through leafy

Sample Performance Tasks for Informational Texts

- First Grade*
- Kindergarten*
- Students *identify* the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in support of his point about the function of roots in germination. [RI.1.8]
 - Students identify Edith Thacher Hurd as the *author* of *Starfish* and Robin Brickman as the *illustrator* of the text and *define* the role and materials each contributes to the text. [RI.K.6]
 - Students (with prompting and support from the teacher) read "Garden Helpers" in *National Geographic Young Explorers* and demonstrate their understanding of the *main idea* of the text—not all bugs are bad—by *retelling* key details. [RI.K.2]
 - ✓ After listening to Gail Gibbons' *Fire! Fire!*, students *ask questions* about how firefighters respond to a fire and *answer* using *key details* from the text. [RI.1.1]
 - Students *locate* key facts or information in Claire Llewellyn's *Earthworms* by using various text features (headings, table of contents, glossary) found in the text. [RI.1.5]
 - Students *ask and answer questions* about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page's *What Do You Do With a Tail Like This?* [RI.K.4]
 - Students use the *illustrations* along with *textual details* in Wendy Pfeffer's *From Seed to Pumpkin* to describe the *key idea* of how a pumpkin grows. [RI.1.7]
 - Students (with prompting and support from the teacher) *describe the connection* between drag and flying in Fran Hodgkins and True Kelley's *How People Learned to Fly* by performing the "arm spinning" experiment described in the text. [RI.K.3]