

**1<sup>ST</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS**

<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Key Ideas and Details R.1:</u> 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.</p>	
<p><b>Standard Text:</b>  <b>RI 1.1 Ask and answer questions about key details in a text.</b></p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>ask questions referring explicitly to key details in a text.</li> <li>answer questions referring explicitly to the key details in the text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.K.1</p> <p><b>Vertical Alignment to Future Grades:</b>            RI 2.1, 3.1, 4.1, 5.1</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p><b>Standard Text:</b>            RI 1.2 Identify the main topic and retell key details of a text.</p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>identify the topic of a text.</li> <li>select the most important details from a text to retell.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.K.2</p> <p><b>Vertical Alignment to Future Grades:</b> RI 2.2, 3.2, 4.2, 5.2</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students state the main topic of an informational text. Students also state important details from the text.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li><b>main idea(s)/topic</b> – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning</li> <li><b>retell</b> – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p><b>Standard Text:</b>            RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>identify two individuals, events, ideas, or pieces of information in a text.</li> <li>compare and contrast to describe the connection between two individuals, events, ideas, or pieces of information.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b> RI.K.3</p> <p><b>Vertical Alignment to Future Grades:</b> RI 2.3, RI 4.3, 5.3</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students explain how two individuals, events, ideas, or pieces of information from a text are related.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>describe</b> – to explain something in words with the details necessary to give a full and precise account of an event</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li><b>event</b> – an important happening in the story</li> </ul>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RI 1.1 Ask and answer questions about key details in a text.
<b>Task:</b>	<p>Compare and contrast the adventures and experiences of the owl in Adapted from CCSS Appendix B:</p> <p>After listening to Gail Gibbons' Fire! Fire! students work with a partner to create three questions about how firefighters respond to a fire. Then, they respond to the questions another group created using key details from the text.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> <li>Three questions about how firefighters respond to a fire, such as, "How does the firefighter respond when the dispatcher receives a call?", "Why do the firefighters go into action?", "What does the fire chief do?"</li> </ul>
<b>DOK and Blooms</b>	1, Recall
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students can answer "Wh-" oral questions about the text. (Recount, Writing, Entering)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may not be able to use "wh" stems to create questions.</li> <li>Students may not correctly answer questions citing text evidence.</li> </ul>

<b>1<sup>ST</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN : CRAFT AND STRUCTURE</b>	
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Craft and Structure R.4:</u> 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.</p>	
<p><b>Standard Text:</b></p> <p><b>RI 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>ask questions about the meaning of unknown words or phrases in a text.</li> <li>answer questions about the meaning of unknown words or phrases in a text.</li> <li>determine the meaning of words and phrases in grade 1 topic and subject areas using context and other strategies.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI K.4</p>	<p><b>Clarification Statement:</b></p>

<p><b>Vertical Alignment to Future Grades:</b> RI 1.4, 2.4, 3.4, 4.4, 5.4</p>	<ul style="list-style-type: none"> <li>Students ask and answer questions about words or phrases that require further understanding or clarity in an informational text.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both.</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Craft and Structure R.5:</u> Analyze the structure of texts, 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.</p>	
<p><b>Standard Text:</b> RI 1.5 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.</p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>use text features (headings, tables of contents, glossaries, electronic menus, icons) to quickly locate key information in a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI K.5</p> <p><b>Vertical Alignment to Future Grades:</b> RI 2.5, 3.5, 4.5, 5.5</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students are familiar with and make use of text features such as the headings, tables of content, glossaries, electronic menus, icons, and captions to find key information or facts</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li><b>text features</b> – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: informational <u>Craft and Structure R.6:</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Standard Text:</b> RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>describe what the author explains, answers, or describes in the text using words.</li> <li>describe what the author explains, answers, or describes using pictures or illustrations.</li> <li>compare and contrast the information provided by words and the information provided by pictures and illustrations.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI K.6</p> <p><b>Vertical Alignment to Future Grades:</b> RI 2.6, 3.6, 4.6, 5.6</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students differentiate between information learned from illustrations/other images and information learned through the words in the text.</li> <li>Students provide descriptions of an informational text's important ideas. They use the visuals and details from the text in their descriptions.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p>

	<ul style="list-style-type: none"> <li>• <b>illustration</b>—a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</li> <li>• <b>text</b>—anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RI 1.5: 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.
<b>Task:</b>	<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key information in a text.</p> <p>Adapted from CCSS Appendix B:</p> <p>Locate three different text features from Claire Llewellyn’s <i>Earthworms</i> (headings, table of contents, glossary) and they flag them with a sticky note from the story. Students should discuss how these features are useful when reading and locating key details from the text.</p> <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> <li>• Responses may vary, but students should correctly identify text feature and the information that they are able to locate from the text using that text feature.</li> </ul>
<b>DOK and Blooms</b>	3, Synthesize
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students can identify information related to events from graphics and other text features in <i>Earthworms</i> (Argue-Reading-Emerging)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may need support to connect the fact that they list with a text feature that helped them to locate information.</li> <li>• Students may need support to correctly use vocabulary related to text features.</li> </ul>

<b>1<sup>ST</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Integration of Knowledge and Ideas: R.7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <sup>1</sup>	
<b>Standard Text:</b> RI 1.7 Use the illustrations and details in a text to describe its key ideas.	<b>Students who demonstrate understanding can:</b> <ul style="list-style-type: none"> <li>• determine the key ideas in a text using illustrations and details from the text.</li> </ul>
<b>Vertical Alignment to Previous Grades:</b> RI K.7	<b>Clarification Statement:</b> <ul style="list-style-type: none"> <li>• Students provide descriptions of an informational text’s key ideas. They use the visuals and details from the text in their descriptions.</li> </ul>
<b>Vertical Alignment to Future Grades:</b> RI 2.7, 3.7, 4.7, 5.7	<b>Vocabulary for Teacher Development:</b>

	<ul style="list-style-type: none"> <li>• <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>• <b>illustration</b> – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</li> <li>• <b>key ideas</b> – most important thoughts addressed in a text or discussion.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Integration of Knowledge and Ideas: R.8:</u> 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.</p>	
<p><b>Standard Text:</b> RI 1.8 Identify the reasons an author gives to support points in a text.</p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• determine the central ideas or claims in a text.</li> <li>• identify the reasons that an author gives to support these points.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI K.8</p> <p><b>Vertical Alignment to Future Grades:</b> RI 2.8, 3.8, 4.8, 5.8</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students recognize what ideas an author is providing in a text. They are able to name what points in the text the author uses to develop or clarify those ideas. Students are guided and supported by the teacher and/or peers.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>fact</b> – a piece of information that is true and cannot be changed.</li> <li>• <b>opinion</b> – a piece of information that is not necessarily true for all people. It is formed by what people think.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Integration of Knowledge and Ideas: R.9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p><b>Standard Text:</b> RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify similarities between two texts on the same topic.</li> <li>• identify differences between two texts on the same topic.</li> <li>• compare and contrast illustrations, descriptions, and procedures in the texts to determine the similarities and differences.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI K.9</p> <p><b>Vertical Alignment to Future Grades:</b> RI.2.9, 3.9, 4.9, 5.9</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students recognize how two texts with same topic are similar and different; this includes examining the similarities and differences between illustrations, descriptions, or procedures</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RI 1.8 Identify the reasons an author gives to support points in a text.
<b>Task:</b>	Identify the reasons Clyde Robert Bulla gives in his book <i>A Tree Is a Plant</i> in support of his point about the function of roots in germination. Exemplar Student Response Includes: <ul style="list-style-type: none"> <li>• Roots take water from the ground.</li> <li>• The water is carried through the trunk of the tree, to the branches, to the leaves</li> <li>• Leaves make food for the tree to eat.</li> </ul>
<b>DOK and Blooms</b>	3, Analyze
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students can name topic-related facts- such as how roots play a role in germination (Explain-Writing-Reaching)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may respond with details from another point in the text- such as the section on apple trees.</li> <li>• Students may not understand the vocabulary word, <i>germination</i> and thus will not be able to synthesize the details from the text and the meaning of the word.</li> </ul>

<b>1<sup>ST</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY</b>	
<b>Anchor Standard/ Domain Name:</b> Reading: Informational <b>Range of Reading Level and Text Complexity:</b> R.10: Read and comprehend complex literary and informational texts independently and proficiently.	
<b>Standard Text:</b> RI 1.10 With prompting and support, read informational texts appropriately complex for grade 1.	<b>Students who demonstrate understanding can:</b> <ul style="list-style-type: none"> <li>• read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts with prompting and support.</li> <li>• read grade-level texts.</li> </ul>
<b>Vertical Alignment to Previous Grades:</b> RI.K.10  <b>Vertical Alignment to Future Grades:</b> RI 2.10, 3.10,4.0, 5.10	<b>Clarification Statement:</b> <ul style="list-style-type: none"> <li>• Students read various types of informational texts appropriately complex for grade 1 for extended periods of time. Sustained reading time should be supported. Students read with prompting and support as needed.</li> </ul> <b>Vocabulary for Teacher Development:</b>

- **informational text**—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)