

**KINDERGARTEN 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.K.1 With prompting and support, 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 about key details in a text.</li> <li>answer questions about key details in a text.</li> </ul>
<p><b>Vertical Alignment to Future Grades:</b>            RI 1.1, 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. Teachers and/or peers provide support and prompting</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> <li><b>inference</b> – a conclusion based on evidence from the text and reasoning</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.K.2 With prompting and support, 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 main topic of a text with prompting and support.</li> <li>select the most important details from a text to retell.</li> </ul>
<p><b>Vertical Alignment to Future Grades:</b>            RI 1.2, 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>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> <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>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</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.K.3 With prompting and support, describe the connection between two</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> </ul>

<p>individuals, events, ideas, or pieces of information in a text.</p>	<ul style="list-style-type: none"> <li>describe the connection between the individual events, ideas, or pieces of information by discussing how they are related, similar, or different.</li> <li>identify and learn about topics in a text with teacher support.</li> </ul>
<p><b>Vertical Alignment to Future Grades:</b> RI 1.3, 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, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li><b>event</b> – a thing that happens; an occurrence</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>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details:</i>
<b>Standard Alignment:</b>	RI K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>Task:</b>	<p>Students (with prompting and support from the teacher) describe the connection between drag and flying in Fran Hodgkins and True Kelley's <i>How People Learned to Fly</i> by performing the "arm spinning" experiment described in the text.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> <li>Students can explain that the drag causes us to feel pressure of the wind on our arms when we spin.</li> <li>Students can use the word "drag" when they cite a reason for the air pushing on their arms.</li> </ul> <p>Students can articulate that the drag works against objects that are trying to fly.</p>
<b>DOK and Blooms</b>	1, Understand
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students can explain the steps to the arm spinning experiment and how it relates to the central idea of the text. (Explain-Speaking-Entering)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may not connect the activity to the central idea of the text.</li> <li>Students may not understand the meaning of the word "drag" as it relates to objects that can fly.</li> </ul>

<b>KINDERGARTEN INFORMATIONAL BREAKDOWN: CRAFT AND STRUCTURE</b>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational</p> <p><b>Craft and Structure:</b> R4 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> RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</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 with prompting and support.</li> <li>answer questions about the meaning of unknown words or phrases in a text with prompting and support.</li> <li>determine the meaning of words and phrases in kindergarten topics and subject areas using context and other strategies.</li> </ul>
<p><b>Vertical Alignment to Future Grades:</b> RI 1.4, 2.4, 3.4, 4.4, 5.4</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students ask questions about unfamiliar and familiar words in a text (such as bold face or italicized words). Students also answer questions about those words. The teacher and/or peers provide support and prompting.</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>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <b>Craft and Structure:</b> R5 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.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>identify the front cover, back cover, and title page of a book.</li> </ul>
<p><b>Vertical Alignment to Future Grades:</b> RI 1.5, 2.5, 3.5, 4.5, 5.5</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students point out the front cover, back cover, and title page of a book.</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>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <b>Craft and Structure:</b> R6 Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Standard Text:</b> RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>name the author of a text.</li> <li>name the illustrator of a text.</li> <li>define the role of the author in presenting ideas and information in the text.</li> <li>define the role of the illustration in presenting ideas and information in the text through visuals.</li> </ul>
<p><b>Vertical Alignment to Future Grades:</b> RI 1.6, 2.6, 3.6, 4.6, 5.6</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students describe the roles of the author and the illustrator in presenting the information in the text with support from the teacher and/or peers.</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>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RI K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<b>Task:</b>	<p>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.</p> <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> <li>• Students should use the cover of the text to determine that Edith Thatcher Hurd is the author and Robin Brickman is the illustrator.</li> <li>• Students should explain how words and information are Brickman's contribution to the nonfiction text.</li> <li>• Students should point to the illustrations as contributions of Brickman.</li> </ul>
<b>DOK and Blooms</b>	1, Remember
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students can make a claim about the role of the author and illustrator in the text and cite evidence to support their claim. (Argue-Reading-Expanding)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may mix up the names of the author and illustrator.</li> <li>• Students may struggle to cite evidence to justify their claim distinguishing the author and the illustrator.</li> </ul>

<b>KINDERGARTEN INFORMATIONAL STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Integration of Knowledge and Ideas: R7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p><b>Standard Text:</b> RI.K.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).</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• with prompting and support, connect key details to illustrations in the text.</li> <li>• with prompting and support, describe how an illustration depicts a person, place, thing, or idea in the text.</li> </ul>
<p><b>Vertical Alignment to Future Grades:</b> RI 1.7, 2.7, 1.7, 2.7, 3.7, 4.7, 5.7</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students explain how the words and illustrations within a text provide insight into what is happening in the text. They explain the connection between the words and the illustrations, such as what person, place, thing, or idea in the text an illustration depicts.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <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> </ul>

	<ul style="list-style-type: none"> <li>• <b>relationship</b> – the way in which two concepts, objects, or people are connected</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Integration of Knowledge and Ideas: R8</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.K.8 With prompting and support, 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 an author gives to support points in the text.</li> </ul>
<p><b>Vertical Alignment to Future Grades:</b> RI 1.8, 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 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 judgements, 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> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Integration of Knowledge and Ideas: R9</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 K.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).</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 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 the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures. The teacher and/or peers provide support and prompting.</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>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>

<b>KINDERGARTEN INFORMATIONAL STANDARDS BREAKDOWN : RANGE OF READING LEVEL AND TEXT COMPLEXITY</b>	
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Integration of Knowledge and Ideas: R.10:</u> Read and comprehend literary and informational texts competently and proficiently.</p>	
<p><b>Standard Text:</b>            R.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>engage in informational reading activities in a whole class setting.</li> <li>engage in informational reading activities with peers.</li> <li>establish purposes for informational reading in small groups and class settings.</li> <li>use metacognitive strategies to comprehend informational text.</li> </ul>
<p><b>Vertical Alignment to Future Grades:</b>            RI.1.10, 2.10, 3.10, 4.10, 5.10</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RI K.8: With prompting and support, identify the reasons an author gives to support points in a text.
<b>Task:</b>	<p>Adapted from CCSS Appendix B:            What reasons does the author give in the text <i>Garden Helpers</i> in support of his point that not all bugs are bad? Write and draw your response.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> <li>Some bugs help the garden grow.</li> <li>Earthworms help soil become rich and healthy.</li> <li>Ladybugs eat pests.</li> <li>Spiders catch bugs in its sticky webs.</li> </ul>
<b>DOK and Blooms</b>	1, Identify
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students can cite reasons from the text to answer a modeled question about the central idea of the text- that not all bugs are bad. (Recount, Reaching, Writing)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may provide insufficient evidence to support the claim that not all bugs are bad (i.e. - there may be missing details about specific roles of bugs, such as spiders, earthworms, etc).</li> <li>Students may draw on personal experience with bugs instead of evidence from the text.</li> </ul>