

**Key Ideas and Details**

**Anchor 1 / Informational**

**Reading Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking conclusions drawn from the text.



Grade	K	1	2	3
<b>Standard</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>• With prompting, know how to ask a question</li> <li>• With prompting, answer questions</li> <li>• Answer who, what, when, where, how many, and how questions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to ask a question about text</li> <li>• Understand how to answer questions about the text</li> <li>• Respond in clear, focused sentences</li> <li>• Answer who, what, where, when, and how questions</li> <li>• Identify main events, and key details within a text</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions that will help understand the story</li> <li>• Why do you think the author included those details?</li> <li>• Where in the passage did you find that key detail? How do you know that is a key detail?</li> <li>• What details are important in order to tell the story?</li> <li>• How do the key details make a difference at the end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>• Form and ask a question</li> <li>• Understand the details in the text</li> <li>• Answer question that demonstrate understanding such as who, what, when where and why</li> <li>• Refer to text for answers</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Main</li> <li>• Details</li> <li>• Topic</li> <li>• Text</li> <li>• Retell</li> <li>• Key</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Question</li> <li>• Answer</li> <li>• Detail</li> <li>• Text</li> <li>• Ask</li> <li>• Events</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Question</li> <li>• Answer</li> <li>• Details</li> <li>• Demonstrate</li> <li>• Text</li> <li>• Passage</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Question</li> <li>• Answer</li> <li>• Details</li> <li>• Demonstrate</li> <li>• Text</li> <li>• Understanding</li> </ul>

**Key Ideas and Details****Anchor 1 / Informational****Written Response to Reading Prompts****Grade K (Written or Oral Prompts)**

- What was this story about?
- What is the most important thing you learned?
- Use a Two column chart: Who? What? Where? When? Why?

**Grade 1**

- Who? What? Where? When? Why?
- What is the most important thing you learned?
- What is the main topic?
- What events happened first, second, third?
- Use a Two Column chart: main event/key details.

**Grade 2**

- Who? What? Where? When? Why?
- What is the main idea?
- What are some key/important details?
- What can you share about the character?
- Use a Two Column chart: main event/ sequenced key details.

**Teacher-Student Conference Prompts****Grade K (Written or Oral Prompts)**

- What question would you ask the author?
- Which details are important in the text and why?

**Grade 1**

- Identify the main event. How do you know this is the main event?
- What is the most important idea or part if this text?
- Did you learn anything new/interesting?
- Show me details that explain what the story is about.
- What questions would you ask the author?

**Grade 2**

- Why do you think the author included that detail?
- Where in the passage did you find that key detail?
- Key detail? How do you know that is a key detail?
- Retell using Beginning, Middle, End.

## Key Ideas and Details

## Anchor 2 / Informational

**Reading Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Central Idea/theme



Getting to the point

Grade	K	1	2	3
<b>Standard</b>	With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>• Know meaning of topic</li> <li>• Determine the importance of particular topics in text</li> <li>• Identify main topic</li> <li>• Retell information using key details</li> </ul>	<ul style="list-style-type: none"> <li>• Identify topics within text</li> <li>• Identify main ideas, key details in text</li> <li>• Understand how to retell text, recounting key details</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main topic/key details</li> <li>• Identify topic sentence of each paragraph</li> <li>• Determine how each paragraph supports the main topic addressed by author</li> <li>• Understand how to recount details in multi-paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Recount the key details</li> <li>• Explain how the key details support the main idea</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>• Main</li> <li>• Details</li> <li>• Text</li> <li>• Identify</li> <li>• Retell</li> <li>• Key</li> </ul>	<ul style="list-style-type: none"> <li>• Main topic</li> <li>• Details</li> <li>• Text</li> <li>• Identify</li> <li>• Retell</li> <li>• Important</li> </ul>	<ul style="list-style-type: none"> <li>• Main topic</li> <li>• Key details</li> <li>• Paragraph</li> <li>• Multi-paragraph</li> <li>• Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Key details</li> <li>• Determine</li> <li>• Recount</li> <li>• Support</li> <li>• Focus</li> </ul>

**Key Ideas and Details****Anchor 2 / Informational****Written Response to Reading Prompts****Grade K (Written and Oral Prompts)**

- What was the book/page about?
- What did you learn?
- What came first?

**Grade 1**

- What did you learn from this text?
- What is the book mostly about? How do you know?
- List some details that are important to retell the text.
- Use a Two Column Chart: main idea/details.

**Grade 2**

- What is the main topic of this text?
- List some of the supporting details found in this multi-paragraph text?
- Use a Two Column Chart: main idea of multi-paragraphs.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- What is the main topic of the text?
- Can you tell me some interesting things/details of the story?
- Which sentence tells what this is mostly about?

**Grade 1**

- Retell this story.
- Reread a section that is important.
- What does \_\_\_\_\_ mean in the text?
- Share something that you learned or found interesting.

**Grade 2**

- What is the topic sentence of this paragraph?
- Does the author give you details that help you understand the main topic?
- What is the focus of this paragraph?
- How does each paragraph support the main topic of this text?

## Key Ideas and Details

## Anchor 3/ Informational

**Reading Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Development of characters, events, and ideas



Following the thread

Grade	K	1	2	3
<b>Standard</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, of pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures, in a text, using language that pertains to time, sequence, and cause-effect.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Connect individuals and events</li> <li>Describe main ideas in a text</li> <li>Identify an important piece of information in a text</li> <li>Know what an event is</li> <li>Link people and their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose of information text</li> <li>Connect individuals and events within informational text</li> <li>Describe main ideas in informational text</li> <li>Distinguish what is an important piece of information</li> <li>Link people and their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast scientific ideas or concepts</li> <li>Demonstrate understanding of the sequence of historical events</li> <li>Comprehend and show understanding of the sequence of steps in a technical procedure</li> <li>Describe how one event, a scientific event, or step in a procedure influences another</li> </ul>	<ul style="list-style-type: none"> <li>Describe relationships</li> <li>Identify historical events and scientific ideas</li> <li>Use language of time, such as long ago, in this decade, century, in the future</li> <li>Use language of cause and effect</li> <li>Understand a “series of events” and “steps on a procedure”</li> <li>Describe the impact an early event had on something that happened later in the text</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Support</li> <li>Events</li> <li>Cause</li> <li>Ideas</li> <li>Information</li> <li>Connection</li> </ul>	<ul style="list-style-type: none"> <li>Events</li> <li>Support</li> <li>Details</li> <li>Text</li> <li>Information</li> </ul>	<ul style="list-style-type: none"> <li>Events</li> <li>Compare/Contrast</li> <li>Sequence</li> <li>Historical</li> <li>Technical</li> <li>Scientific</li> </ul>	<ul style="list-style-type: none"> <li>Events</li> <li>Relationship</li> <li>Concepts</li> <li>Technical</li> <li>Procedure</li> </ul>

## Key Ideas and Details

## Anchor 3/ Informational

### Written Response to Reading Prompts

#### Grade K (Written and Oral Prompts)

- Describe what the text is about?
- What happened first, next, last?
- What is the most important information?

#### Grade 1

- State some important information from the text.
- What are the main events in the text?
- What can you learn from this text?
- Use an organizer: events/ Beginning, Middle, and End.

#### Grade 2

- What is the main idea?
- Does the order of the text make a difference?
- Describe the parts of an event, concept or set of procedures they have read about.
- Create a timeline that shows the sequence of events.

### Teacher-Student Conference Prompts

#### Grade K (Written and Oral Prompts)

- How are \_\_\_\_\_ and \_\_\_\_\_ connected to each other?
- Why did \_\_\_\_\_ do or say \_\_\_\_\_?
- What are some of the events that are happening in this part?

#### Grade 1

- Tell me about two ideas that are connected.
- Do the illustrations/graphics/pictures give you a hint to what will happen next? How do you know?
- Tell me an important detail and what makes it important.

#### Grade 2

- Share what you notice about the text (table of contents, subheads, illustrations, and glossary).
- Tell me what this is about?
- Share how two ideas are connected together?
- Tell me an important detail and what makes it important.
- Cause and effect questions.

**Craft and Structure**

**Anchor 4/ Informational**

**Reading Anchor 4:** 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.

Word meanings



Knowing how the text is built

Grade	K	1	2	3
<b>Standard</b>	With promoting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.	Describe the meaning of words and phrases in a topic relevant to a grade 2 topic or subject area.	Describe the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Ask questions about unknown words</li> <li>Recognize that a word is not known</li> <li>Aware of strategies for identifying unknown words</li> <li>Use clues (pictures clues, beginning letters, etc.) to help determine meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Ask clarifying questions about the text</li> <li>Express understanding of meanings of words</li> <li>Identify a word that is unknown, decode, re-read for clarification</li> <li>Understand the use of context clues to determine the meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Identify roots, prefixes, suffixes</li> <li>Identify the meaning of compound words</li> <li>Use glossaries/dictionaries</li> <li>Understand that words may have multiple meanings</li> <li>Understand the use of context clues to determine the meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Understand that words may have multiple meanings</li> <li>Use root words, suffixes/prefixes to determine meaning</li> <li>Understand that words may be used as figurative language</li> <li>Use antonyms and synonyms as clues to meaning</li> <li>Understand the use of context clues to determine the meaning of unknown words</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Ask /Answer</li> <li>Question</li> <li>Known/unknown</li> <li>Words</li> <li>Text</li> </ul>	<ul style="list-style-type: none"> <li>Ask/Answer</li> <li>Unknown</li> <li>Context clues</li> <li>Clarify</li> </ul>	<ul style="list-style-type: none"> <li>Root words</li> <li>Prefixes/suffixes</li> <li>Context Clues</li> <li>Dictionary</li> <li>Compound words</li> </ul>	<ul style="list-style-type: none"> <li>Roots, prefixes, suffixes</li> <li>Multiple meanings</li> <li>Context clues</li> <li>Figurative language</li> <li>Synonyms and antonyms</li> </ul>

**Craft and Structure****Anchor 4 / Informational****Written Response to Reading Prompts****Grade K ( Written and Oral Prompts)**

- Is there something in the picture that can help you figure out the meaning of the word?
- What are some important words?
- Use a Two Column Chart: 3 key words, phrases/illustration.

**Grade 1**

- Look at the picture, graphic, illustration; did these help you understand what a word or phrase meant?
- What do if you come across a word you do not know?
- What are some important words and what makes them important?
- Use a Two Column Chart: 3 key words, phrases/illustration.

**Grade 2**

- What do you do if you come across a word you do not understand?
- Write an important word or a word that shows something about the text.
- Where did you look in the book to help you figure out what that word means?
- Copy a phrase from the text and tell what it means.
- Use a Two Column Chart: suffix, prefix/ root word.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Do you know something about that word that will help?
- What do you think this word means?
- How are these words alike/different?

**Grade 1**

- What can you do when you get to a word you don't know?
- Re-read the sentence; do the other words help you understand?
- Is this a word/phrase you know or have heard?
- Was this word important? Why?
- What do you think this means? How did you figure that out?

**Grade 2**


- What strategy did you use to understand the meaning of the word?
- Explain the meaning of the word using a prefix/suffix.
- What does this phrase mean?
- Choose 2 words. How are these words connected, alike, or different?
- What do you think this means? How did you figure that out?



## Craft and Structure

## Anchor 5/ Informational

**Reading Anchor 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Text structures		Examining how the text is built
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Grade	K	1	2	3
<b>Standard</b>	Identify the front cover, back cover, and title page of a book.	Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts of information in a text.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts of information in a text efficiently.	Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Identify the front cover</li> <li>Identify the back cover</li> <li>Identify the title page</li> </ul>	<ul style="list-style-type: none"> <li>Identify headings and their purposes</li> <li>Identify and use table of contents to locate facts</li> <li>Understand computer icons</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons and index</li> </ul>	<ul style="list-style-type: none"> <li>Understand basic keyboarding skills and internet usage</li> <li>Determine relevant information using text features</li> <li>Understand the importance of key words</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Identify</li> <li>Front</li> <li>Back</li> <li>Title/title page</li> <li>Cover</li> </ul>	<ul style="list-style-type: none"> <li>Identify</li> <li>Headings</li> <li>Different parts</li> <li>Explain</li> <li>Table of contents</li> <li>Glossary</li> </ul>	<ul style="list-style-type: none"> <li>Bold print</li> <li>Heading/Subheading</li> <li>Caption</li> <li>Icons</li> <li>Index</li> <li>Glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Key words</li> <li>Text features</li> <li>Relevant/important</li> <li>Organized</li> </ul>

**Craft and Structure****Anchor 5/ Informational****Written Response to Reading Prompts****Grade K (Written and Oral Prompts)**

- Create a cover for your book.
- Illustrate the Beginning, Middle, End.

**Grade 1**

- Explain how you could use the table of contents or index to reread a section. Why made you choose that section?
- How can text features help you before you read?
- Identify the different parts of the book?
- Write two facts using the text features.
- Use a Two Column Chart: parts of the book/purpose.

**Grade 2**

- Are there any words written in bold print? Why did the author write those words in bold print?
- Retell the 3 facts in same order as the text.
- Choose one text feature and how does the reader use this feature?
- Use a Two Column Chart: features/information from the feature.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Show me the\_\_\_\_.
- Open your book to the title page.
- Can you identify the different parts of the book?

**Grade 1**

- Explain how the different parts are used?
- Look in the table of contents and find the page number for\_\_\_\_\_.
- Any new or different feature in this book than your last book?
- Where can you locate\_\_\_\_\_?

**Grade 2**

- Can you find\_\_\_\_\_ in the text?
- Open your book. Find the index, glossary, and heading.
- Tell me what this icon means?
- Under the subheading of \_\_\_\_\_, find a key fact.
- Where would you find the glossary or index in your book?

**Craft and Structure**

**Anchor 6/ Informational**

**Reading Anchor 6:** Assess how point of view or purpose shapes the content and style of a text.



Grade	K	1	2	3
<b>Standard</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Identify the name of the author and illustrator</li> <li>Analyze how the author presents information/ideas</li> <li>Analyze how the illustrations present information or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how the illustration presents information and ideas</li> <li>Analyze how the words present information and ideas</li> <li>Understand the role of the author and illustrator</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the author’s intent/purpose</li> <li>Determine the information from the text</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the author’s purpose</li> <li>Determine information from the text</li> <li>Look for language or ideas expressing what the author believes about the information s/he is presenting</li> <li>Understand who is speaking</li> <li>Express own thoughts about the information they have read</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Author /Written by</li> <li>Illustrator /Illustrated by</li> <li>Identify</li> <li>Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Author</li> <li>Illustration</li> <li>Illustrator</li> <li>Distinguish</li> </ul>	<ul style="list-style-type: none"> <li>Author’s Purpose</li> <li>Main purpose</li> <li>Description</li> <li>Explanation</li> <li>Passage</li> </ul>	<ul style="list-style-type: none"> <li>Author’s Purpose</li> <li>Point of view</li> </ul>

**Written Response to Reading Prompts****Grade K (Written and Oral Prompts)**

- What does the author do?
- What does the illustrator do?
- What is the author telling us?
- Use an organizer: draw a picture that shows what the author taught.

**Grade 1**

- Draw a picture that shows something the author taught.
- Why did the author write this text?
- How do the illustrations help the reader understand the text?
- Why would someone want to read this text? What can they learn?
- Use Two Column Chart: illustrations/words to describe the illustrations?

**Grade 2**

- Write a statement you think the author would agree with and tell why.
- Who should read this and why?
- How do the illustrations help you understand the text?
- What is the author describing in this text?
- Use a Two Column Chart: what the author wanted to teach/evidence.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Show me the name of the (author/illustrator).
- How do the illustrations help you understand the text?
- Tell me something you can learn from the pictures and illustrations.
- Find a page that show a lot about what the author taught.

**Grade 1**

- Explain your picture that shows what the author taught.
- Why do you think the author wrote this book?
- What do the words tell us about the illustrations?
- What do the illustrations tell us about the words?

**Grade 2**

- Why did the author write this text?
- What did the author teach you?
- What is the illustrator teaching you?
- How do you think the author feels about the topic?

## Integration of Knowledge and Ideas

## Anchor 7/ Informational

**Reading Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



Grade	K	1	2	3
<b>Standard</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Use the illustrations and details in a text to describe its key ideas.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Recognize what an illustration is (e.g., picture, photo, drawing, sketch)</li> <li>Understand and follow the information in the text</li> <li>Know that the illustrations help you understand more about the text ,person, place, thing, or idea</li> </ul>	<ul style="list-style-type: none"> <li>Recognize what is an illustration (picture, photo, drawing)</li> <li>Understand and follow the information in the text</li> <li>Illustrations help you understand more about the text, person, place, thing, or idea the text is about</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures and diagrams to together information for clarification of meaning</li> <li>Know that illustrations help you understand more about the text and the person, place, thing or idea the text is about</li> </ul>	<ul style="list-style-type: none"> <li>Understand maps and legends</li> <li>Understand the importance of pictures and how they relate to text</li> <li>Understand that key information is found in the graphics that accompany the text</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Illustration</li> <li>Describe</li> <li>Text</li> <li>Person, place, idea, thing</li> <li>Shows</li> </ul>	<ul style="list-style-type: none"> <li>Illustration</li> <li>Describe</li> <li>Text</li> <li>Person, place, thing, idea</li> <li>Shows, tells</li> </ul>	<ul style="list-style-type: none"> <li>Illustration/Images</li> <li>Diagram</li> <li>Charts</li> <li>Graphs</li> <li>Clarify</li> <li>Example</li> </ul>	<ul style="list-style-type: none"> <li>Illustration</li> <li>Text feature</li> <li>Map, legend, key</li> <li>Event</li> </ul>

**Integration of Knowledge and Ideas****Anchor 7 / Informational****Written Response to Reading Prompts****Grade K (Written and Oral Prompts)**

- What can you learn from the illustrations?
- Use an organizer draw and label an important person, place, or idea.

**Grade 1**

- What do the illustration/images tell you?
- Create a picture that shows what the illustrator or author taught.
- Tell what you can learn about an illustration in a text.
- Use a Two Column Chart: illustrations / fact about illustration.

**Grade 2**

- What information did you gather from that diagram that helps you understand?
- What do the illustrations tell you?
- Describe a chart or graph and what information does it give you.
- Use a Two Column Chart: illustration, image /that shows importance to text.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Why is this picture here?
- Where in the text can we find information about this illustration?

**Grade 1**

- Do the illustrations go along with what the author is telling you?
- Where in the text can you find information about this illustration?
- What does the written part tell you?
- What do you notice about the illustrations?

**Grade 2**

- Tell me about the illustrations, charts, and graphs in the text.
- Restate the important facts from the chart or graph.
- Retell the key ideas from the illustrations, charts, or graphs.
- How does reading the chart, diagram help you understand what the author is trying to say?

## Integration of Knowledge and Ideas

## Anchor 8/ Informational

**Reading Anchor 8:** 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.

Reasons and evidence



Hearing the argument

Grade	K	1	2	3
<b>Standard</b>	With prompting and support identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe the reasons an author gives to support points in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause-effect; first, second third a sequence).
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Know that an author writes to share what s/he thinks</li> <li>Know that authors use details to help make a point</li> <li>Understand that authors try to explain their thinking</li> <li>Know that an author may have more than one reason to explain the author's thinking</li> </ul>	<ul style="list-style-type: none"> <li>Authors use details to help make a point</li> <li>Understand that authors try to explain their thinking</li> <li>Understand and identify fact and opinion statements</li> </ul>	<ul style="list-style-type: none"> <li>Justify an author's main points</li> <li>Knows that authors use details to help make a point</li> <li>Understand that authors try to explain their thinking</li> <li>An author may have more than one reason to explain author's thinking</li> <li>Understand and identify fact and opinion statements</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts and details the author has cited as evidence to support points</li> <li>Identify how one sentence is connected to the sentence before and after it</li> <li>Understand how a concept continues from one paragraph to another</li> <li>Understand cause and effect, comparisons, sequencing</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Author</li> <li>Reasons</li> <li>Explain</li> <li>Support</li> <li>Details</li> <li>Points</li> </ul>	<ul style="list-style-type: none"> <li>Author</li> <li>Reasons</li> <li>Explain</li> <li>Support</li> <li>Fact, opinion</li> <li>Details</li> <li>Points</li> </ul>	<ul style="list-style-type: none"> <li>Author</li> <li>Reasons</li> <li>Explain</li> <li>Justify</li> <li>Fact, opinion</li> <li>Details</li> <li>Support</li> </ul>	<ul style="list-style-type: none"> <li>Author's message/claim</li> <li>Reasons</li> <li>Justify</li> <li>Fact, opinion</li> <li>Details</li> <li>Comparison, cause, effect, sequencing</li> <li>Evidence</li> </ul>

## Integration of Knowledge and Ideas

## Anchor 8 /Informational

### Written Response to Reading Prompts

#### Grade K (Written and Oral Prompts)

- What does the writer think about this topic?

#### Grade 1

- What details does the author use to make a point?
- Give two details the author gave about the topic.
- Draw or write key evidence and label.
- Use Two Column Chart: sentence from the text/author's thinking.

#### Grade 2

- What is the author's point and use the author's details to support?
- Why did the author write this piece?
- What is the author's message?
- What details are important to the text?
- Use Two Column Chart: facts/opinion.

### Teacher-Student Conference Prompts

#### Grade K (Written and Oral Prompts)

- What does the author say about this topic?

#### Grade 1

- Why do you think the author wrote this topic?
- Can you tell me how the author feels about this topic?
- Is this sentence a fact or opinion?

#### Grade 2

- What details did the author use to support s/her main purpose?
- What does the author claim?
- What details support the author's claim?
- How does the author connect the ideas in each of the paragraphs to the topic of the text?



# Integration of Knowledge and Ideas

# Anchor 9/ Informational

**Reading Anchor 9:** Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Comparing and contrasting



Weighing the works

Grade	K	1	2	3
<b>Standard</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify basic similarities in a differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>• Tell what the text is about</li> <li>• Identify the similarities in the two texts</li> <li>• Identify the differences between the two texts</li> <li>• Tell how the illustrations, descriptions or procedures are the same or different</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the two texts on the same topic</li> <li>• Identify the similarities in the two pieces</li> <li>• Identify the differences between the two texts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main idea and key details of each text</li> <li>• Describe the similarities of both texts</li> <li>• State the biggest difference between the two texts</li> </ul>	<ul style="list-style-type: none"> <li>• Use note-taking to help keep track of key details and important points in a text</li> <li>• Compare/contrast the points made in two different texts</li> <li>• Name key details and points: same/different in two texts</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>• Similarities</li> <li>• Differences</li> <li>• Illustrations</li> <li>• Text</li> <li>• Procedure , steps</li> <li>• First, then, next</li> <li>• Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities</li> <li>• Differences</li> <li>• Illustrations</li> <li>• Text</li> <li>• Key details</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities</li> <li>• Differences</li> <li>• Illustrations</li> <li>• Text</li> <li>• Compare</li> <li>• Contrast</li> <li>• Key details</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities</li> <li>• Differences</li> <li>• Compare</li> <li>• Contrast</li> <li>• Topics</li> <li>• Points</li> <li>• Key details</li> </ul>

## Integration of Knowledge and Ideas

## Anchor 9 /Informational

### Written Response to Reading Prompts

#### Grade K (Written and Oral Prompts)

- What is this text about?
- What is something new that was learned?
- Who would you tell to read these books? Why?
- Use an organizer: illustrate what happened first, next, last.

#### Grade 1

- How is this text the same as the last text you read?
- How is this text different than the last text you read?
- How are the illustrations in this book similar to other books you have read?
- Use an organizer: similarities/differences of the two texts.

#### Grade 2

- How is this text the same as the last text you read?
- How is this text different than the last text you read?
- What are the key details?
- Tell about another book you read that was similar to this book?
- Use a Two Column Chart: similarities/differences in two texts.

### Teacher-Student Conference Prompts

#### Grade K (Written and Oral Prompts)

- Can you tell me how this picture is the same as this one?
- How are these books the same?
- How are these books different?
- Did you know any of this information before?

#### Grade 1

- What can we learn from this text?
- How is this text like another book you have read?
- Can you tell me some important details?
- Were the illustrations helpful?

#### Grade 2

- Did you learn anything new in one text that was not in the other?
- Who would read these texts?
- Share the most interesting fact.
- How does the author describe the information using key details?

**Range of Reading and Level of Text Complexity** **Anchor 10/ Informational**

**Reading Anchor 10:** Read and comprehend complex literary and informational text independently and proficiently.



Grade	K	1	2	3
<b>Standard</b>	Actively engage in group reading activities with purpose and understanding.	With prompting and support, read informational texts appropriately for grade 1.	By the end of the 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.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>• Work in small groups</li> <li>• Read with a purpose</li> <li>• Understand what is read individually</li> <li>• Understand what is read by others</li> <li>• Contribute to the group to help understand what is being read</li> </ul>	<ul style="list-style-type: none"> <li>• Read with a purpose</li> <li>• Understand what is read individually</li> <li>• Understand what is read by others</li> <li>• Contribute to the group (understand what is being read)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience reading grade level science textbooks</li> <li>• Experience reading grade level history/social science textbooks</li> <li>• Read informational texts independently and informational text</li> <li>• Know how to self-monitor for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use text features to help comprehend informational text</li> <li>• Have experience reading grade level science textbooks</li> <li>• Have experience reading grade level history/social science textbooks</li> <li>• Read informational texts independently and proficiently</li> <li>• Know how to self-monitor for understanding</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>• Partner</li> <li>• Group</li> <li>• Purpose</li> <li>• Working together</li> <li>• Activities</li> <li>• Understanding</li> <li>• Cooperate</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Cooperate</li> </ul>	<ul style="list-style-type: none"> <li>• Informational</li> <li>• Self-monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• History</li> <li>• Informational</li> <li>• Monitor</li> </ul>

**Range of Reading and Level of Text Complexity****Anchor 10 /Informational****Written Response to Reading Prompts****Grade K ( Written and Oral Prompts)**

- Look at the illustrations what do you think this is about?
- Share something new you learned.

**Grade 1**

- How did you choose this book? Was it a good fit?
- What clues helped you predict what was happening?
- How the illustrations help you predict what the text is about?
- How did reading this book improve your reading?
- What parts of the book were difficult/easy?

**Grade 2**

- Do you have any questions about what you are reading?
- How did you choose this book? Was it a good fit?
- Was this a genre that you would normally choose?
- Is this book a good fit for you? Why or why not?
- Describe a reading strategy you used in this text (visualize, ask questions, determine importance, draw conclusions).

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Do you have any questions about what you are reading?
- How did you choose this book? Was it a good fit?

**Grade 1**

- What graphics helped you the most?
- Do you have any questions about what you are reading?
- Was this topic interesting? Did this help understanding?
- What can you do if the book is too easy or too difficult?
- How did you monitor your reading?
- Reread a page. Give feedback (e.g.: fluency).

**Grade 2**

- Point to a text feature. What do you think it means?
- How is the informational text different from \_\_\_\_?
- How does this graphic help you understand what you are reading?
- Did you do anything to prepare to read this book (preview, prior knowledge)?
- Reread a paragraph. Give feedback (e.g.: fluency).