

Kindergarten Reading Standards for Informational Text: Key Ideas and Details

Essential Questions:

1. Why do readers read?
2. How do readers construct meaning?

Essential Vocabulary: detail, text, question, who, what, where, when, why, how, retell, American Indians, connection, individuals (people or things in the text), event, ideas, describe, fact, main topic, information, informational text

College and Career Readiness Anchor Standard 1 for Reading: 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.

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

Grade K Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will ...</p> <ul style="list-style-type: none"> • have exposure to informational texts. • have exposure to what a question is. 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> • detail • text • question • who, what, where, when, why, how 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that good readers always ask and answer questions about a text. • that certain words signal a question. • that we can get factual information from text. 	<p><i>Students will be able to... (with prompting and support)</i></p> <ul style="list-style-type: none"> • listen carefully to informational text. • ask questions about key details in an informational text. • answer questions about key details in an informational text.
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College and Career Readiness Anchor Standard 2 for Reading: Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.K.2: With prompting and support, identify the main topic and retell key details in a text.

Grade K Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will ...</p> <ul style="list-style-type: none"> • have exposure to informational text. 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> • retell • detail • fact • main topic • information • informational text 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that informational texts have a main topic. • that you can retell key details of a text that you have heard or read. • that a retelling is when you are able to remember and tell details about the text. 	<p><i>Students will be able to... (with prompting and support)</i></p> <ul style="list-style-type: none"> • listen carefully to a text. • identify the main topic of a text. • retell key details of the text.
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College and Career Readiness Anchor Standard 3 for Reading: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(IEFA) RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.

Grade K Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will ...</p> <ul style="list-style-type: none"> • have exposure to informational text. • know that they can get information from more than one source. 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> • connection • describe • individuals (people or things in the text) • event • ideas • information • American Indians 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that we can connect information from many sources to establish key ideas about a topic. • that we can connect information from informational texts by and about American Indians to establish key ideas about a topic. 	<p><i>Students will be able to... (with prompting and support)</i></p> <ul style="list-style-type: none"> • describe the connection between two individuals, events, ideas, or pieces of information from informational text(s) by and about American Indians. (e.g. biographies, nonfiction texts, science (FOSS) trade books, etc.).
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Kindergarten Reading Standards for Information Text: Craft and Structure

Essential Questions:

1. How does word choice impact the overall meaning of the text?
2. How does the author’s use of structure affect the meaning of the text?
3. How does the author’s point of view and purpose shape and direct the text?

Essential Vocabulary: word, sentence, text, questions, Montana American Indians, front cover, back cover, title page, author, illustrator, book, job/role, ideas, information

College and Career Readiness Anchor Standard 4 for Reading: 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.

(IEFA) RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. Recognize words and phrases within cultural contexts, including those of Montana American Indians.

Grade K Enduring Understandings

<u>Prior Background Knowledge Required:</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to... (with prompting and support)</i>
<p>Students will ...</p> <ul style="list-style-type: none"> • have exposure to informational texts. • have exposure to what a question is. • know the difference between a letter, a word, and a sentence. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • word • sentence • text • question • Montana American Indian 	<ul style="list-style-type: none"> • that effective readers always ask and answer questions about a text. • that effective readers recognize when they don’t understand certain words. • that effective readers seek support with unknown words. • that words or phrases from other cultures are related to words or phrases from their own language. 	<ul style="list-style-type: none"> • listen carefully to an informational text. • ask questions about unknown words in an informational text. • answer questions about unknown words in an informational text.

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College and Career Readiness Anchor Standard 5 for Reading: Analyze the structure of text, 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.

RI.K.5: Identify the front cover, back cover, and title page of a book.

Grade K Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> know what a book is. 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> front cover back cover title page book 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> that parts of a book give us information about the title, author, and illustrator. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> identify the front cover of a book by pointing to it and saying it. identify the back cover of a book by pointing to it and saying it. identify the title page of a book by pointing to it and saying it.
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College and Career Readiness Anchor Standard 6 for Reading: Assess how point of view or purpose shapes the content and style of a text.

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.

Grade K Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> have exposure to informational texts. know that a person writes and illustrates the books we read. 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> author illustrator text job/role ideas information 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> that an author writes the words of an information text. that an illustrator produces the pictures of an informational text. that there is a difference between the two roles. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> name the author of a text. name the illustrator of a text. define the role of an author and an illustrator.
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Kindergarten Reading Standards for Informational Text: Integration of Knowledge and Ideas

Essential Questions:

1. How does analyzing diverse media help us to build our own knowledge?
2. How does the use of evidence impact the author's claim?
3. How does analyzing more than one text help us to interpret the author's intent and build our knowledge?

Essential Vocabulary: words, illustrations, describe, relationship (connections), text, idea, author, support, reasons, points, topic, same, different, compare

College and Career Readiness Anchor Standard 7 for Reading: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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).

Grade K Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> • have exposure to informational texts. • know that both words and pictures help convey information. 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> • words • illustrations • describe • relationship (connections) • text • idea 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that both words and pictures help convey information. • that illustrations relate to the words of an informational text. 	<p><i>Students will be able to... (with prompting and support)</i></p> <ul style="list-style-type: none"> • identify people, places, things, or ideas in an informational text. • describe the relationships between the illustrations and the words of the text. • explain how an illustration relates to the written words.
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College and Career Readiness Anchor Standard 8 for Reading: 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.

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

Grade K Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> • have exposure to informational texts. • understand that when we read, we gain information. 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> • author • support • reasons • points • text 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that authors include information to support the main topics they write about. • that authors write informational texts so that the reader will gain information. 	<p><i>Students will be able to... (with prompting and support)</i></p> <ul style="list-style-type: none"> • identify reasons (details) the author included to support the main topic (i.e. identify the "evidence").
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College and Career Readiness Anchor Standard 9 for Reading: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.			
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).			
Grade K Enduring Understandings			
<p><u>Prior Background Knowledge</u></p> <p><u>Required:</u></p> <p>Students will...</p> <ul style="list-style-type: none"> • have exposure to informational texts. • understand that when we read, we gain information. 	<p><i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • topic • same • different • compare • text • author • illustrations 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that informational texts have a main topic. • that the main topic is conveyed through words, illustrations, depictions, or procedures. • that different authors can write about the same topic. • that information from different texts about the same topic can add to and confirm what we already know. 	<p><i>Students will be able to...</i></p> <p>(with prompting and support)</p> <ul style="list-style-type: none"> • name the topic of the two texts. • name the similarities in two texts of the same topic (e.g., in illustrations, descriptions, or procedures). • name the differences between two texts of the same topic (e.g., in illustrations, descriptions, or procedures).

Kindergarten Reading Standards for Informational Text: Range of Reading and Level of Text Complexity

Essential Questions:

1. How does reading add meaning to your life?
2. How do readers adapt when text becomes more complex?

Essential Vocabulary: purpose, understanding, listening, sharing, text, information

College and Career Readiness Anchor Standard 10 for Reading: Read and comprehend complex literary and informational texts independently and proficiently

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

Grade K Enduring Understandings

Prior Background Knowledge

Required:

Students will

- have exposure to a variety of read alouds which vary in complexity and purpose.
- use a procedure for listening and sharing during read alouds.
- employ various active engagement strategies during group read alouds.

Students will know...

Vocabulary:

- purpose
- understanding
- listening
- sharing
- text
- information

Students will understand...

- that they can become involved in reading text to better understand it.
- that readers have a purpose for reading.
- that active listening and sharing help readers understand a text better.

Students will be able to...

- engage actively in group reading activities from a variety of text complexity levels and sources, including informational texts.

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