

Reading Informational Text (Level 1)	
Key Ideas and Details	
<i>Student Goal:</i>	<i>What it looks like:</i>
1. With prompting and support, ask and answer questions about key details in a text.	<p>With assistance, students will understand what key details are and be able to ask and answer questions about them. They should be able to state the main idea in their own words. At this level, students are required to tell how two individuals, events, ideas or information are linked together.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text. • What is the main idea of this text? • Can you find one of the important ideas in this text? Can you find another important idea? • Can you tell me how these two ideas are the same? Can you tell me how they are different?
2. With prompting and support, identify the main topic and retell key details of a text.	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	<p>With assistance, students should understand how a piece of informational text is structured. At this level, students ask and answer questions about words they do not know; they can identify the main print concepts/features of a book and understand the roles of both author and illustrator.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to a word you do not know? What can help you? (glossary, use context) • What is the job of the author? • What is the job of the illustrator? • Show me the front of the book. • Show me the back of the book.
5. Recognize common types of texts (e.g., storybooks, poems).	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p>With assistance, students will understand how illustrations help explain the text and discuss similarities and differences in two texts that share the same main idea. At this level, students should also develop the ability to recognize the author's reasoning by finding support within the text.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Look at this picture. Can you tell how the author uses this picture to help you understand the topic? • What does this picture add to your thinking about what you (we) read? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • How are these two books showing the same topic in different ways?
8. With prompting and support, identify the reasons an author gives to support points in a text.	
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	

Range of Reading and Level of Text Complexity

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

Actively engaged students are responsible for their own learning.

“The Reading goals place equal emphasis on the sophistication of what students read and the skill with which they read. Goal 10 defines a level-by-level “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

“Students also acquire the habits of reading independently and closely, which are essential to their future success.”

Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.