# CLUSTER: KEY IDEAS AND DETAILS

**Resources:** Resources should include a wide variety of increasingly complex informational text, including expository and narrative structures and types (e.g., trade books, magazines, multimedia, and functional texts such as recipes and labels) related to personal interests and reflecting a wide variety of cultures.

**Anchor Standard 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 to support conclusions drawn from the text.

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

**Essential Skills:**

**With prompting and support:**

- **Apply appropriate strategies before reading, viewing, or listening to informational texts to:**
  - Access prior knowledge and hands-on experiences (augmented by those provided in class).
  - Examine the title, cover, illustrations/photographs/text.
  - Make predictions or ask questions.
  - Set a purpose for reading.
  - Identify type of text.

- **Apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational texts to:**
  - Use text features and graphic aids to facilitate understanding.
  - Recall and discuss what is understood.
  - Identify and question what did not make sense.
  - Make, confirm and/or modify predictions.
  - Make connections.
  - Visualize.

- **Demonstrate understanding, orally or in developmentally appropriate writing, after reading, viewing, or listening to informational texts to:**
  - Engage in conversations to retell details in the text.
Reading Standards for Informational Text: Grade K

- Describe what is directly stated in the text.
- Confirm predictions using details from the text.
- Identify what did not make sense.
- Make connections.

**Benchmarks:**
### CLUSTER: KEY IDEAS AND DETAILS

**Anchor Standard 2:** Determine central ideas or 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 of a text.

**Essential Skills:**

**With prompting and support:**

- Listen to a wide variety of informational texts.
- Use text and graphic features as sources to identify the main topic.
- Determine the key details from the text.
- Connect the key details to determine the main topic of a text.
- Retell the main topic and key details.
- Participate in discussion about the main topic in order to recall one or more details from the text and to respond to questions about the topic and details.

**Benchmarks:**

**CLUSTER: KEY IDEAS AND DETAILS**

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

**RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Essential Skills:**

**With prompting and support:**

- Access prior knowledge and experiences in order to identify and discuss how personal experiences, events and individuals in their own lives are similar and different from the text.

- Demonstrate an understanding of sequential order.

- Retell two events, ideas, or pieces of information, or identify two individuals in a text.

- Explain the relationship between two individuals, events, ideas, or pieces of information, (e.g., compare/contrast, cause/effect).

- Explain how someone might use the text.

**Benchmarks:**
<table>
<thead>
<tr>
<th>Anchor Standard 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.</th>
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<td>RI K.4: With prompting and support, ask and answer questions about unknown words in a text.</td>
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**Essential Skills:**

- Identify unfamiliar words.
- Access prior knowledge and experiences to determine the meaning of unknown words.
- Use text, illustrations, graphic aids (e.g., print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words.

**Benchmarks:**
# CLUSTER: CRAFT AND STRUCTURE

**Anchor Standard 5:** 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.

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

### Essential Skills:

- With prompting and support:
  - Identify information appropriate for the front cover, back cover, and title page.
  - Identify differences in non-fiction and fiction text structure (e.g., Table of Contents, Index, Glossary, Labels, Diagrams, etc.).

### Benchmarks:
### CLUSTER: CRAFT AND STRUCTURE

<table>
<thead>
<tr>
<th>Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</th>
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<tr>
<td>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.</td>
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**Essential Skills:**

**With prompting and support:**

- Use the terms for author and illustrator/photographer in describing their roles.

**Benchmarks:**
## CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

**Anchor Standard 7:** 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).

### Essential Skills:

**With prompting and support:**

- Describe the illustrations in a text.
- Identify commonalities between text and illustrations/photographs or text features; explain how they support each other.
- Explain how illustrations/photographs contribute to understanding of the text.
- Participate in discussions about the information derived from details in the illustrations/photographs in an informational text.
- Participate in discussions about how these details contribute to the understanding of informational text.

### Benchmarks:
## CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

**Anchor Standard 8:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

### Essential Skills:

**With prompting and support:**

- Identify a key point(s) in the text such as specific details.
- Answer questions about details and how they support the point(s) in a text.

### Benchmarks:
### CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

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

**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).

**Essential Skills:**

With prompting and support:

- Listen to and discuss a variety of texts.
- Recognize texts that have the same topic.
- Participate in discussions to identify the similarities and differences between two texts on the same topic (i.e. people, places, things, and events).

**Benchmarks:**
### Reading Standards for Informational Text: Grade K

#### CLUSTER: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

<table>
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<tr>
<th>Anchor Standard 10: Read and comprehend complex literacy and informational texts independently and proficiently.</th>
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<td><strong>RI K.10:</strong> Actively engage in group reading activities with purpose and understanding.</td>
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**Essential Skills:**

With prompting and support:

- Develop comprehension skills by listening to a variety of grade-appropriate increasingly complex informational texts (self-selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (expository and narrative: trade books, magazines, multimedia resources, functional texts such as recipes and labels, etc.).

- Use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases.

- Use text features, graphic aids, and organizational structures to facilitate understanding.

- Apply before, during and after reading strategies to a variety of informational texts.

- Participate in collaborative conversations with diverse partners (peers and adults) about Kindergarten topics and texts in small and larger groups.

**Benchmarks:**