



## Delaware English Language Arts Standards Learning Progressions

### GRADE K: Informational Reading Standard 1

<b>College and Career Readiness (CCR):</b> 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.		
<b>Grade K: With prompting and support, ask and answer questions about key details in a text.</b>	<b>Grade 1: Ask and answer questions about key details in a text.</b>	
Progression to Mastery	Key Concepts	Guiding Prompts
<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Make reasonable predictions about text before, during and after reading</li> <li>Use the combination of background knowledge and explicitly stated information to answer questions</li> <li>Show (point to, underline, highlight) where in the text you found your evidence (key details)</li> <li>Ask and answer questions about a text which begin with who, what, where, when why, and how</li> <li>With prompting and support, ask and answer questions about key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>Texts</li> <li>Questions</li> <li>Answers</li> <li>Key details</li> <li>Predictions</li> <li>Inferences</li> <li>Background knowledge</li> <li>5 W's + H questions (who, what, where, when, why and how)</li> </ul>	<p>With prompting and support students will answer questions such as:</p> <ul style="list-style-type: none"> <li>What predictions can I make about this text based on the cover of the book? The title? Text features?</li> <li>What you have learned from the text? What do you predict will happen next?</li> <li>Where in the text did you find your evidence? (show: point to, underline, highlight)</li> <li>What questions do you have about ____?</li> <li>What did you learn about _____?</li> </ul>
<b>KRI10: Range of Reading and Level of Text Complexity:</b> Actively engage in group reading activities with purpose and understanding. [Lexile Band: BR-420]		
<b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.		



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### GRADE K: Informational Reading Standard 2

**College and Career Readiness (CCR):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Grade K: With prompting and support, identify the main topic and retell key details of a text.**

**Grade 1:** Identify the main topic and retell key details of a text.

Progression to Mastery	Key Concepts	Guiding Prompts
<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Recognize key details in a text</li> <li>• Identify key details in a text</li> <li>• Recognize topics discussed in a text</li> <li>• Recognize main topic/idea of text</li> <li>• Identify the main topic, and retell key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Retell</li> <li>• Key details</li> <li>• Main topic</li> </ul>	<p>With prompting and support students will answer questions such as:</p> <ul style="list-style-type: none"> <li>• What was this book/page about?</li> <li>• What did you learn from this text?</li> <li>• Tell what came first in the text.</li> <li>• Retell the text in your own words.</li> <li>• What is this book mostly about?</li> <li>• Which sentence tells what the book is mostly about?</li> <li>• What is the main topic of the text?</li> <li>• Tell me some key details of the story.</li> </ul>

**KRI10: Range of Reading and Level of Text Complexity:** Actively engage in group reading activities with purpose and understanding. [Lexile Band: BR-420]

**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**

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**GRADE K: Informational Reading Standard 3**

<b>College and Career Ready (CCR):</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
<b>Grade K: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>		<b>Grade 1:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Questions/Prompts</b>
With prompting and support: <ul style="list-style-type: none"> <li>• Use written and graphic elements to derive meaning (comprehension) of informational text</li> <li>• Identify key ideas in a text (important information)</li> <li>• Describe key ideas in a text</li> <li>• Know what an event is</li> <li>• Connect individuals and events</li> <li>• Link individuals and their ideas</li> <li>• Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>	Informational text (both literary nonfiction and expository/technical texts) Graphic elements (illustrations) Identify individuals, events, ideas Connections between individuals, events, ideas	With prompting and support students will answer questions such as: <ul style="list-style-type: none"> <li>• What can we learn for this text?</li> <li>• How are _____ and _____ connected in this text?</li> <li>• Do these illustrations/graphics/pictures give you a hint to what will happen next? How do you know?</li> <li>• What are the main events in the text?</li> <li>• What happened first, next, last?</li> <li>• What caused ___ to happen?</li> <li>• How do you know? What information tells _____?</li> <li>• What did _____ in the text do next?</li> <li>• What details in the story give you information about _____?</li> </ul>
<b>KRI10: Range of Reading and Level of Text Complexity:</b> Actively engage in group reading activities with purpose and understanding. [Lexile Band: BR-420]		
<b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.		



## Delaware English Language Arts Standards Learning Progressions

### GRADE K: Informational Reading Standard 4

<p><b>College and Career Ready (CCR):</b> 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>Grade K: With prompting and support, ask and answer questions about unknown words in a text.</b></p>		<p><b>Grade 1:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Read and reread other words, sentences, and non-linguistic images in the text to identify context clues</li> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> <li>• Ask and answer questions about unknown words in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Questions</li> <li>• Answers</li> <li>• Picture/graphic clues</li> <li>• Context clues</li> </ul>	<p>With prompting and support students will answer questions such as:</p> <ul style="list-style-type: none"> <li>• Do you know something about that word that will help you?</li> <li>• Is there something in the picture that can help you figure out what the word is?</li> </ul>
<p><b>KRI10: Range of Reading and Level of Text Complexity:</b> Actively engage in group reading activities with purpose and understanding. [Lexile Band: BR-420]</p>		
<p><b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



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**GRADE K: Informational Reading Standard 5**

<b>College and Career Ready (CCR):</b> 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.		
<b>Kindergarten: Identify the front cover, back cover, and title page of a book.</b>		<b>Grade 1:</b> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> <li>• Identify the front cover of a book</li> <li>• Identify the back cover of a book</li> <li>• Identify the title page of a book</li> <li>• Identify the front cover, back cover, and title page of a book</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Text features (e.g., front cover, back cover, title page)</li> <li>• Books are read from front to back</li> </ul>	<p>With prompting and support students will answer questions such as:</p> <ul style="list-style-type: none"> <li>• How would you hold this book to read it to the class?</li> <li>• Where is the front cover (back cover, title page) of this book?</li> <li>• How do you know this is the front cover (back cover, title page) of this book?</li> <li>• What do you call this part of the book? (teacher prompts/points)</li> <li>• Where do you start reading; which way do you go after you start reading?</li> <li>• How do you know this is informational text?</li> </ul>
<p><b>KRI10: Range of Reading and Level of Text Complexity:</b> Actively engage in group reading activities with purpose and understanding. [Lexile Band: BR-420]</p> <p><b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



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**GRADE K: Informational Reading Standard 6**

<b>College and Career Ready (CCR):</b> Assess how point of view or purpose shapes the content and style of a text.		
<b>Grade K: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</b>		<b>Grade 1:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> <li>• Identify the author of an informational text</li> <li>• Identify the illustrator of an informational text</li> <li>• Define the role of the author</li> <li>• Define the role of the illustrator</li> <li>• Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Author</li> <li>• Illustrator</li> </ul>	<p>With prompting and support students will answer questions such as:</p> <ul style="list-style-type: none"> <li>• Who is the author?</li> <li>• Who is the illustrator?</li> <li>• What does the author do?</li> <li>• What does the illustrator do?</li> </ul>
<p><b>KRI10: Range of Reading and Level of Text Complexity:</b> Actively engage in group reading activities with purpose and understanding. [Lexile Band: BR-420]</p> <p><b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



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**GRADE K-Informational Reading Standard 7**

<p><b>College and Career Ready (CCR):</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p><b>Kindergarten: 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).</b></p>		<p><b>Grade 1:</b> Use the illustrations and details in a text to describe its key ideas.</p>
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Questions/Prompts</b>
<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Identify the topic of a text</li> <li>• Identify details (e.g., person, place, thing, idea) in a text</li> <li>• Recognize what an illustration is ( e.g., picture, photo, drawing, sketch)</li> <li>• Describe how the illustrations help you understand more about the text and the person, place, thing or idea the text is about</li> <li>• Describe the relationship between illustrations and the text in which they appear</li> </ul>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Text details</li> <li>• Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps)</li> </ul>	<p>With prompting and support students will answer questions such as:</p> <ul style="list-style-type: none"> <li>• What is the writer trying to say?</li> <li>• What information is learned from the illustrations?</li> <li>• What in the picture helps you think that?</li> <li>• Does the illustration match what the writer is trying to say?</li> <li>• How are the text and the picture connected?</li> <li>• Describe how the picture helps the reader understand what the author has written.</li> </ul>
<p><b>KRI10: Range of Reading and Level of Text Complexity:</b> Actively engage in group reading activities with purpose and understanding. [Lexile Band: BR-420]</p>		
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## Delaware English Language Arts Standards Learning Progressions

### GRADE K: Informational Reading Standard 8

<b>College and Career Ready (CCR):</b> 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.		
<b>Kindergarten: With prompting and support, identify the reasons an author gives to support points in a text.</b>	<b>Grade 1:</b> Identify the reasons an author gives to support points in a text.	
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Questions/Prompts</b>
With prompting and support: <ul style="list-style-type: none"> <li>• Know that authors use details to help make a point or explain an idea</li> <li>• Identify the author’s key ideas/points</li> <li>• Identify reasons/details that support the author’s key ideas/points</li> <li>• Differentiate between important and unimportant reasons/details</li> <li>• Identify the reasons an author gives to support points in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Author</li> <li>• Main/key ideas/points</li> <li>• Supporting details</li> <li>• Reasons/examples</li> <li>• Important/unimportant details</li> </ul>	With prompting and support students will answer questions such as: <ul style="list-style-type: none"> <li>• What is the author’s idea? Point?</li> <li>• How does the author use details to make a point or explain an idea?</li> <li>• Which details are important? Unimportant?</li> <li>• What are the author’s reasons to support a point or an idea?</li> </ul>
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### GRADE K: Informational Reading Standard 9

<p><b>College and Career Ready (CCR):</b> 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>Grade K: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b></p>		<p><b>Grade 1:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Understand texts</li> <li>• Tell what the text is about</li> <li>• Tell how the illustrations, descriptions or procedures are the same or different</li> <li>• Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Similarities/compare</li> <li>• Differences/contrast</li> <li>• Illustrations/pictures</li> <li>• Descriptions/details</li> <li>• Procedures/steps (e.g., experiments, directions, recipes)</li> </ul>	<p>With prompting and support students will answer questions such as:</p> <ul style="list-style-type: none"> <li>• What is this text about?</li> <li>• What is the same about these two pictures?</li> <li>• What was the same about these two books?</li> <li>• What was different?</li> <li>• What happened first?</li> <li>• What happened next?</li> </ul>
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