

Reading Standards for Informational Text (K–5)		
KEY IDEAS AND DETAILS		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	1. With prompting and support, ask and answer questions about key details in a text.	What Good Readers Do, 613 Asking Questions, 620, 690 Answering Questions, 620-621, 691 Types of Teacher Questions, 621 Scaffolding Tools: Prompts, 627 Bloom’s Taxonomy, 638 Lesson Model: Dialogic Reading, 648–650
	2. With prompting and support, identify the main topic and retell key details of a text.	What Good Readers Do, 613 Scaffolding Tools: Prompts, 627 Summarizing/Retelling, 622, 693 Lesson Models: Dialogic Reading, 648–650 Strategies for Summarizing: Paragraph Shrinking, 711-714
	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Connecting to World Knowledge, 618, 689 Scaffolding Tools: Prompts, 627 Informational Text Structure, 683-685 Recognizing Informational Text Structures, 687
Grade 1	1. Ask and answer questions about key details in a text.	What Good Readers Do, 613 Asking Questions, 620, 690 Answering Questions, 620-621, 691 Types of Teacher Questions, 621 Bloom’s Taxonomy, 638 Lesson Model: Dialogic Reading, 648–650
	2. Identify the main topic and retell key details of a text.	What Good Readers Do, 613 Summarizing/Retelling, 622, 693 Lesson Models: Dialogic Reading, 648–650 Strategies for Summarizing: Paragraph Shrinking, 711-714
	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Connecting to World Knowledge, 618, 689 Informational Text Structure, 683-685 Recognizing Informational Text Structures, 687

Reading Standards for Informational Text (K–5)		
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Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 2	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	What Good Readers Do, 613 Asking Questions, 620, 690 Answering Questions, 620-621, 691 Types of Teacher Questions, 621 Bloom’s Taxonomy, 638 Lesson Model: TSI (Transactional Strategies Instruction), 659-676
	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	What Good Readers Do, 613 Summarizing, 622, 693 Lesson Models: TSI (Transactional Strategies Instruction), 659-676 Strategies for Summarizing: Paragraph Shrinking, 711-714
	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Informational Text Structure, 683-685 Recognizing Informational Text Structures, 687
Grade 3	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	What Good Readers Do, 613 Asking Questions, 620, 690 Answering Questions, 620-621, 691 Types of Teacher Questions, 621 Bloom’s Taxonomy, 638 Lesson Models: QAR (Question-Answer Relationships), 702-710 CSR (Collaborative Strategic Reading), 720-732 QtA (Questioning the Author), 733-738 CORI (Concept-Oriented Reading Instruction), 739-742
	2. Determine the main idea of a text; recount the key details and explain how they support the main idea	What Good Readers Do, 613 Summarizing, 622, 693 Lesson Models: TSI (Transactional Strategies Instruction), 659-676 Strategies for Summarizing: Paragraph Shrinking, 711-714 CSR (Collaborative Strategic Reading) Get the Gist, 723, 724, 725, 728
	3. 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	Informational Text Structure, 683-685 Recognizing Informational Text Structures, 687 Lesson Model: CSR (Collaborative Strategic Reading), 720-732

Reading Standards for Informational Text (K–5)		
KEY IDEAS AND DETAILS		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 4	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	What Good Readers Do, 613 Predicting (i.e., inferencing), 619, 689 Asking Questions, 620, 690 Answering Questions, 620-621, 691 Types of Teacher Questions, 621 Bloom’s Taxonomy, 638 Lesson Models: QAR (Question-Answer Relationships), 702-710 CSR (Collaborative Strategic Reading), 720-732 QtA (Questioning the Author), 733-738
	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	What Good Readers Do, 613 Summarizing, 622, 693 Lesson Models: Strategies for Summarizing, 711-719 CSR (Collaborative Strategic Reading) Get the Gist, 723, 724, 725, 728
	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Informational Text Structure, 683-685 Recognizing Informational Text Structures, 687 Lesson Models: QAR (Question-Answer Relationships), 702-710 CSR (Collaborative Strategic Reading), 720-732 QtA (Questioning the Author), 733-738
Grade 5	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	What Good Readers Do, 613 Predicting (i.e., inferencing), 619, 689 Question-Answer Relationships (QAR), 691 Discussion Oriented Instruction, 694 Lesson Models: QAR (Question-Answer Relationships), 702-710 CSR (Collaborative Strategic Reading), 720-732 QtA (Questioning the Author), 733-738
	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	What Good Readers Do, 613 Summarizing, 622, 693 Lesson Models: Strategies for Summarizing, 711-719 CSR (Collaborative Strategic Reading) Get the Gist, 723, 724, 725, 728

Reading Standards for Informational Text (K–5)		
KEY IDEAS AND DETAILS		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 5	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Informational Text Structure, 683-685 Recognizing Informational Text Structures, 687 Lesson Models: QAR (Question-Answer Relationships), 702-710 CSR (Collaborative Strategic Reading), 720-732 QtA (Questioning the Author), 733-738

Reading Standards for Informational Text (K–5)		
CRAFT AND STRUCTURE		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	4. With prompting and support, ask and answer questions about unknown words in a text.	Rich and Robust Instruction, 427-431 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Text Talk: Read-Aloud Method, 436–442 Meaning Vocabulary: Direct Explanation Method, 443-452
	5. Identify the front cover, back cover, and title page of a book.	Book Conventions, 73 Lesson Model: Print Referencing, 78-82
	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Book Conventions, 73 Lesson Model: Print Referencing, 78-82
Grade 1	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Rich and Robust Instruction, 427-431 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Text Talk: Read-Aloud Method, 436–442 Meaning Vocabulary: Direct Explanation Method, 443-452
	5. 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	Considerate Texts, 686 Monitoring Comprehension, 688 Web-Based Text, 696-697
	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	Functions of Print, 73 Lesson Model: Dialogic Reading, 648–650
Grade 2	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Rich and Robust Instruction, 427-431 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Method for Independently Read Text, 453-461 TSI (Transactional Strategies Instruction), 659-676
	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Considerate Texts, 686 Monitoring Comprehension, 688 Web-Based Text, 696-697
	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	What Good Readers Do, 613 Predicting, 689

Reading Standards for Informational Text (K–5)		
CRAFT AND STRUCTURE		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 3	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	The Three-Tier System, 421-422 Rich and Robust Instruction, 427-431 Academic Language, 14-15 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Method for Independently Read Text, 453-461 Possible Sentences, 478-480 Concept of Definition Map, 516-520 CSR (Collaborative Strategic Reading) Click and Clunk, 722, 724, 728, 730
	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Considerate Texts, 686 Monitoring Comprehension, 688 Web-Based Text, 696-697
	6. Distinguish their own point of view from that of the author of a text.	What Good Readers Do, 613 Discussion-Oriented Instruction, 694 Lesson Model: QtA (Questioning the Author), 733-738
Grade 4	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Academic Language, 14-15 The Three-Tier System, 421-422 Rich and Robust Instruction, 427-431 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Method for Independently Read Text, 453-461 CSR (Collaborative Strategic Reading) Click and Clunk, 722, 724, 728, 730
	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Informational Text Structure, 683-685 Recognizing Informational Text Structures, 687
	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Compare-Contrast, 683, 684 CORI (Concept-Oriented Reading Instruction), 695, 739-742

Reading Standards for Informational Text (K–5)		
CRAFT AND STRUCTURE		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 5	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Academic Language, 14-15 The Three-Tier System, 421-422 Rich and Robust Instruction, 427-431 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Method for Independently Read Text, 453-461 CSR (Collaborative Strategic Reading) Click and Clunk, 722, 724, 728, 730
	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts	Informational Text Structure, 683-685 Recognizing Informational Text Structures, 687
	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CORI (Concept-Oriented Reading Instruction), 695, 739-742

Reading Standards for Informational Text (K–5)		
INTEGRATION OF KNOWLEDGE AND IDEAS		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	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).	Scaffolding Tools: Prompts, 627 Lesson Model: Dialogic Reading, 648–650
	8. With prompting and support, identify the reasons an author gives to support points in a text	Asking Questions, 620, 690 Answering Questions, 620–621, 691 Scaffolding Tools: Prompts, 627
	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).	Scaffolding Tools: Prompts, 627 Compare-Contrast, 683, 684
Grade 1	7. Use the illustrations and details in a text to describe its key ideas.	Lesson Model: Dialogic Reading, 648–650
	8. Identify the reasons an author gives to support points in a text.	Asking Questions, 620, 690 Answering Questions, 620–621, 691
	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare-Contrast, 683, 684
Grade 2	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Lesson Model: CSR (Collaborative Strategic Reading), 721 (time line), 727 (map with numbered callouts)
	8. Describe how reasons support specific points the author makes in a text.	Discussion-Oriented Instruction, 694 Lesson Model: QtA (Questioning the Author), 733–738
	9. Compare and contrast the most important points presented by two texts on the same topic.	Compare-Contrast, 683, 684
Grade 3	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Scaffolding Tools: Graphic Organizers, 626 Informational Text Structure, Graphic Organizers, 683–685 Lesson Models: CSR (Collaborative Strategic Reading), 721 (time line), 727 (map with numbered callouts) QtA (Questioning the Author), 733–738
	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Informational Text Structure, 683–685 Recognizing Informational Text Structures, 687

Reading Standards for Informational Text (K–5)		
INTEGRATION OF KNOWLEDGE AND IDEAS		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 3	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare-Contrast, 683, 684 Summarizing, 693 CORI (Concept-Oriented Reading Instruction), 695, 739-742
Grade 4	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Scaffolding Tools: Graphic Organizers, 626 Informational Text Structure, Graphic Organizers, 683-685 Monitoring Comprehension, 688 Text-Search Model: Reading to Locate Information, 688 Web-Based Text, 696-697 Lesson Model: CSR (Collaborative Strategic Reading), 721 (time line), 727 (map with numbered callouts)
	8. Explain how an author uses reasons and evidence to support particular points in a text.	Discussion-Oriented Instruction, 694 Lesson Model: QtA (Questioning the Author), 733-738
	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	CORI (Concept Oriented Reading Instruction), 695, 739-742
Grade 5	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Monitoring Comprehension, 688 Text-Search Model: Reading to Locate Information, 688 Web-Based Text, 696-697
	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Discussion-Oriented Instruction, 694 Lesson Model: QtA (Questioning the Author), 733-738
	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	CORI (Concept-Oriented Reading Instruction), 695, 739-742

Reading Standards for Informational Text (K–5)		
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	10. Actively engage in group reading activities with purpose and understanding.	Fundamentals of Comprehension (reader, text, activity), 609-612 Lesson Model: Dialogic Reading, 648–650
Grade 1	10. With prompting and support, read informational texts appropriately complex for grade 1.	Decodable Text, 183-185 The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Considerate Texts, 686
Grade 2	10. By the end of 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.	The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Considerate Texts, 686
Grade 3	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Considerate Texts, 686
Grade 4	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Considerate Texts, 686
Grade 5	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Considerate Texts, 686