

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	K
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### Standards Relating to Key Ideas & Details

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

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

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

### Key Ideas and Details: Relevance and Essential Questions: What's the point?

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
<p>How can asking and answering questions help readers to understand text?</p> <p>Why is it important to identify the main topic and details of a text?</p> <p>How do events, ideas and information connect to each other in a text?</p>	<p>Readers gain understanding by asking and answering questions.</p> <p>The main topic and details help to retell a text.</p> <p>Readers can make connections and gain meaning from events and ideas in informational text.</p>

### Learning Progression: Key Ideas & Details (K.RI.1 K.RI.2 K.RI.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	<b>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</b>	1.RI.1 Ask and answer questions about key details in a text.
N/A	<b>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</b>	1.RI.2 Identify the main topic and retell key details of a text.
N/A	<b>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>K.RI.1</b></p> <ul style="list-style-type: none"> <li>• Key details</li> <li>• Questions</li> <li>• Answers</li> <li>• Informational text</li> <li>• Nonfiction</li> </ul> <p><b>K.RI.2</b></p> <ul style="list-style-type: none"> <li>• Details</li> <li>• Main Topic</li> </ul> <p><b>K.RI.3</b></p> <ul style="list-style-type: none"> <li>• Same</li> <li>• Connections</li> </ul>	<p><b>K.RI.1</b> Key details help readers understand the information presented in the story.</p> <p>There is a difference between asking and telling.</p> <p>Answers should relate directly to the question asked.</p> <p>Informational text is nonfiction.</p> <p><b>K.RI.2</b> Informational text has a main topic and key details.</p> <p><b>K.RI.3</b> People, events, ideas, or pieces of information can be connected.</p>	<p><b>K.RI.1</b> Ask questions to find out more information regarding a topic.</p> <p>Share key details by drawing a picture from the text.</p> <p>Verbally share newly acquired knowledge from a nonfiction text with others.</p> <p><b>K.RI.2</b> Identify the main topic of a text.</p> <p>Relate key details from a text.</p> <p>Create their own version of the details of the story.</p> <p><b>K.RI.3</b> Compare a similarity between yourself and another person.</p> <p>Explain a similarity between two events.</p> <p>Describe a similarity between two ideas.</p> <p>Make a connection between two pieces of information.</p>

<b>Student Friendly Language</b>
<p><b>K.RI.1</b> With help, I can ask/answer questions about details in a nonfiction text.</p> <p><b>K.RI.2</b> With help, I can name the topic and list important parts from a text.</p> <p><b>K.RI.3</b> With help, I can make connections within a text.</p>

## Key Vocabulary

### K.RI.1

- Key details
- Questions
- Answers
- Informational text
- Nonfiction

### K.RI.2

- Main topic
- Details

### K.RI.3

- Connections
- Event
- Idea
- Information
- Same/similarity

**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Asking questions helps with understanding and/or clarifying directions.

Identifying the main topic and retelling information helps others understand the text.

Making connections between people, events, or experiences helps build meaning.

## Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

## Achievement Level Descriptors

### Key Ideas & Details:

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

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

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

Level 1	Level 2	Level 3	Level 4
In grade-level texts, with significant prompting and support, students should be able to <ul style="list-style-type: none"><li>• Minimally ask/answer few questions to identify the main topic and key details.</li><li>• Minimally describe few connections between individuals, events, ideas, or pieces of information.</li></ul>	In grade-level texts, with prompting and support, students should be able to <ul style="list-style-type: none"><li>• Partially ask/answer some questions to identify the main topic and key details.</li><li>• Partially describe some connections between individuals, events, ideas, or pieces of information.</li></ul>	In grade-level texts, with prompting and support, students should be able to <ul style="list-style-type: none"><li>• Ask/answer questions to identify the main topic and key details.</li><li>• Describe connections between individuals, events, ideas, or pieces of information.</li></ul>	In grade-level and higher texts, students should be able to <ul style="list-style-type: none"><li>• Ask/answer complex questions to identify the main topic and key details.</li><li>• Describe complex connections between individuals, events, ideas, or pieces of information.</li></ul>