

## Viewing Standards for Informational Text (K-2)

The following standards offer a focus for instruction each year and help ensure that students explore age-appropriate expository works in ASL, developing an increasingly sophisticated understanding of the information presented through the grades. Students' engagement with ASL texts require that they analyze content, organization, effectiveness, and significance of the ASL texts.

### Kindergartners

### Grade 1 students

### Grade 2 students

#### Key Ideas and Details

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| <ol style="list-style-type: none"><li>1. With prompting and support, ask and answer questions about key details.</li><li>2. With prompting and support, identify the main topic and retell key details of a text.</li><li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li></ol> | <ol style="list-style-type: none"><li>1. Ask and answer questions about key details in a text.</li><li>2. Identify the main topic and retell key details of a text.</li><li>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li></ol> | <ol style="list-style-type: none"><li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li><li>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li><li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li></ol> |
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#### Craft and Structure

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| <ol style="list-style-type: none"><li>1. With prompting and support, ask and answer questions about unknown signs and fingerspelled words.</li><li>2. Identify the beginning, body, and ending of a text.</li><li>3. Name the author and signer of a text and define the role of each in presenting the ideas or information.</li></ol> | <ol style="list-style-type: none"><li>1. Ask and answer questions to help determine or clarify the meaning of fingerspelled words, signs, and phrases in a text.</li><li>2. Know and use various text features (e.g., visual transition effects) and text structures (e.g., sequence and transition phrases) to locate key facts or information in a text.</li><li>3. Distinguish between information provided by pictures or other illustrations and information provided by the fingerspelled signs and signs in a text.</li></ol> | <ol style="list-style-type: none"><li>1. Determine the meaning of fingerspelled words, signs, and phrases in a text relevant to a grade 2 topic or subject area.</li><li>2. Know and use various text features (e.g., visual transition effects) and text structures (e.g., sequence and transition phrases) to locate key facts or information in a text efficiently.</li><li>3. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li></ol> |
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#### Integration of Knowledge and Ideas

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| <ol style="list-style-type: none"><li>1. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea an illustration depicts in the text).</li><li>2. With prompting and support, identify the reasons a signer gives to support points in a text.</li><li>3. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li></ol> | <ol style="list-style-type: none"><li>1. Use the illustrations and details in a text to describe its key ideas.</li><li>2. Identify the reasons an author gives to support points in a text.</li><li>3. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li></ol> | <ol style="list-style-type: none"><li>1. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li><li>2. Describe how reasons support specific points the author makes in a text.</li><li>3. Compare and contrast the most important points presented by two texts on the same topic.</li></ol> |
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#### Range of Viewing and Level of Text Complexity

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| <ol style="list-style-type: none"><li>1. Actively engage in group viewing activities with purpose and understanding.</li></ol> | <ol style="list-style-type: none"><li>1. With prompting and support, view informational texts appropriately complex for grade 1.</li></ol> | <ol style="list-style-type: none"><li>1. By the end of the year, view 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.</li></ol> |
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