

Reading Targets - Expository Text

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
___ I can tell why we read books that give information and explain real things.	___ I can tell who or what in books about real things.	___ I can identify the main idea in informational text.	___ I can identify the main idea and supporting details in informational text.	___ I can identify the main idea and supporting details in informational text.	___ I can identify the main idea and supporting details in informational text.	___ I can restate the main idea (explicit or implicit) and supporting details in informational/expository text.	___ I can restate the main idea (explicit or implicit) and supporting details in informational/expository text.	___ I can restate the main idea (explicit or implicit) and supporting details in informational/expository text.
___ I can remember and tell about what I learned from books about real things.	___ I can answer questions about things I learned in books about real things.	___ I can locate facts in response to questions about informational text.	___ I can identify facts in response to questions about informational text.	___ I can distinguish fact from opinion in informational text.	___ I can distinguish fact from opinion in informational text using supporting evidence from text	___ I can summarize the main idea and critical details of informational text, maintaining chronological or logical order.	___ I can summarize the main idea and critical details of informational text, maintaining chronological, sequential or logical order.	___ I can summarize the main idea and critical details of informational text, maintaining chronological, sequential or logical order.
___ I can answer questions from information in real-life books.	___ I can tell the parts of a book about real things.	___ I can locate specific information using a title, table of contents, headings, captions, bold print, glossary, in an informational text.	___ I can locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in informational text.	___ I can determine the author's main purpose (e.g., to inform, to describe, to explain) for writing the informational text.	___ I can determine author's main purpose (e.g., to inform, to describe, to explain) for writing the informational text. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of informational text	___ I can distinguish fact from opinion in informational text using supporting evidence from text.	___ I can distinguish fact from opinion in informational text using supporting evidence from text.	___ I can distinguish fact from opinion in informational text using supporting evidence from text.
		___ I can identify informational sources (e.g., books, encyclopedias, magazines, electronic sources, textbooks) to answer specific questions and/or gather information.	___ I can use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (Connected to research strand in writing)	___ I can locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of informational text. (Connect to research strand in writing).	___ I can identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbook, website) for a specific purpose.	___ I can identify the author's stated or implied purpose(s) for writing expository text.	___ I can identify the author's stated or implied purpose(s) for writing expository text.	___ I can identify the author's stated or implied purpose(s) for writing expository text.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
		_____ I can locate specific facts in informational text using charts, maps, diagrams, illustrations, tables, and timelines.	_____ I can interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of informational text. (Connected to research strand in writing)	_____ I can identify appropriate sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbook, website) needed for a specific purpose. (Connected to research strand in writing)	Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of informational text	_____ I can locate specific information by using organizational features (E.g. table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences), concluding sentences) of informational text.	_____ I can locate specific information by using organizational features (E.g. table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences), concluding sentences) of informational text.	_____ I can locate specific information by using organizational features (E.g. table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences), concluding sentences) of informational text.
				_____ I can interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of informational text. (Connected to research strand in writing).	_____ I can identify cause and effect relationships (stated and implied).	_____ I can locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbook, website) for a specific purpose.	_____ I can locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbook, website) for a specific purpose.	_____ I can locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbook, website) for a specific purpose.
				_____ I can distinguish cause and effect.	_____ I can draw valid conclusions based on information gathered from informational text.	_____ I can interpret graphic features ( e.g. charts, maps diagrams, illustrations, tables, timelines, graphs) of informational text.	_____ I can interpret graphic features ( e.g. charts, maps diagrams, illustrations, tables, timelines, graphs) of informational text.	_____ I can interpret graphic features ( e.g. charts, maps diagrams, illustrations, tables, timelines, graphs) of informational text.
				_____ I can draw conclusions based on information gathered from informational text.		_____ I can identify the organizational structure (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of informational text.	_____ I can apply the organizational structure (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of informational text.	_____ I can apply the organizational structure (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of informational text.
						_____ I can draw valid conclusions based on information gathered from informational text.	_____ I can explain how authors use elements (e.g., language choice, organization) of informational text to achieve their purpose.	_____ I can explain how authors use elements (e.g., language choice, organization) of informational text to achieve their purpose.