

## Reading Standards for Informational Text 2–3

**The Text Reference Pages from the by George! PUBLISHING  
Materials are in blue for grade 2 and red for grade 3.**

### Grade 2 students:

### Grade 3 students:

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

All **Blue Set** titles, odd-numbered pages

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

NA – Each of the 2-page spreads in George's **Blue Set** has a Single-paragraph Focus.

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

The following **Blue Set** Titles: [After the Dinosaurs](#), [Baby Animals](#), [Insects Up Close](#), [Under the Waves](#), [Weird Bugs](#), [Wide Open Space](#)

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

All **Red Set** titles, odd-numbered pages

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

All **Red Set** titles, odd-numbered pages

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.

The following **Red Set** Titles: [A Trip to the Moon](#), [Air Power](#), [Big Bad Cats](#), [Feathers or Fur](#), [Celebrate Cinco de Mayo](#), [From Eggs to Geese](#), [It's a Matter of Weather](#), [Slow Slugs and Snails](#), [Storm Watch](#), [Tiny Acorns](#), [Majestic Oaks](#), [Tools Rule](#), [What's Out There?](#), [Who Was Amelia Earhart?](#), [Who Was Jim Thorpe?](#)

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

All **Blue Set** titles, odd-numbered pages

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.

All **Blue Set** titles, pages 1-16

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

All **Blue Set** titles, pages 1-16, plus the Cover

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.

All **Red Set** titles, odd-numbered pages

5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

NA

6. Distinguish their own point of view from that of the author of a text.

NA – George's titles are all Non-fiction

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Grade 2 students:	Grade 3 students:
<b>Integration of Knowledge and Ideas</b>	
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>All <b>Blue Set</b> titles, one diagram, chart, graph or other visual text per book</p>	<p>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).</p> <p>All <b>Red Set</b> titles, pages 2-15</p>
<p>8. Describe how reasons support specific points the author makes in a text.</p> <p>NA – George’s titles are all Non-fiction</p>	<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>Various sentences in the following books:  <b>Compare and Contrast</b> - <a href="#">A Message for You, After the Dinosaurs, Big Bad Cats, Let’s Move!</a>,  <b>Cause and Effect</b> - <a href="#">Air Power, For Your Health, It’s a Matter of Weather, Storm Watch</a>  <b>Sequencing</b> – <a href="#">Celebrate Cinco de Mayo!, From Eggs to Geese, Tiny Acorns, Majestic Oaks, Who Was Amelia Earhart?</a></p>
<p>9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>There are 168 discreet topics in George’s <b>Blue Set</b>; None are repeated!</p>	<p>9. Compare and contrast the most important points And key details presented in two texts on the same topic.</p> <p>There are 168 discreet topics in George’s <b>Red Set</b>; None are repeated!</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p>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.</p> <p>All books are Science or Social Studies, except for two which are math</p> <p>All books provide appropriate text complexity for 2nd Grade,  <b>Bottom half of the 2-3 text complexity band</b></p> <p>Scaffolding is provided throughout all titles in the form of short pieces of text            (Each 2-page spread can stand alone)</p>	<p>10. By the end of 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.</p> <p>All books are Science or Social Studies</p> <p>All books provide appropriate text complexity for 3rd Grade  <b>Top half of the 2-3 text complexity band</b></p> <p>Scaffolding is provided throughout all titles in the form of short pieces of text            (Each 2-page spread can stand alone)</p>