



WorldWise Informational Texts

Guided Reading Levels A–D (1–6) Linked to Next Generation Science Kindergarten Outcomes

Title	Level*	Next Generation Kindergarten Science Standards	ELA Standards				
		Disciplinary Core Ideas	Reading Informational text	Reading Foundation Skills	Writing	Speaking & Listening	Language
<p>Big Animals Introduces a range of big animals in their natural habitat.</p>	A (1)	ESS3.A Natural resources	K.RI.1 With prompting and support, ask and answer questions about key details in a text	K.RF.1.C Understand that words are separated by spaces in print	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1.B Use frequently occurring nouns and verbs
<p>Flowers Explores the many different colors that flowers can be. Different kinds of flowers are shown to illustrate both color and form.</p>	A (1)	LS1.C Organization for matter and energy flow in organisms	K.RI.2 With prompting and support, identify the main topic and retell key details of a text	K.RF.1.A Follow words from left to right, top to bottom, and page by page	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.1.B Continue a conversation through multiple exchanges	K.L.1.B Use frequently occurring nouns and verbs
<p>Plants in My Garden Explores what a garden is. It recounts the different plants a range of children like to grow in their gardens. Some plants are grown for food and others are grown for their beauty.</p>	A (1)	LS1.C Organization for matter and energy flow in organisms PS3.B Conservation of energy and energy transfer	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	K.RF.2.B Count, pronounce, blend, and segment syllables in spoken words	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly	K.L.5.A Sort common objects into categories to gain a sense of the concepts the categories represent

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<p>What Lives Here? Introduces students to some familiar animals and the places they live. It encourages readers to think about why each animal lives where it does and how each place helps the animal to survive.</p>	A (1)	ESS2.E Biogeology	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text	K.RF.1B Recognize that spoken words are represented in written language by specific sequences of letters	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly	K.L.1.F Produce and expand complete sentences in shared language activities
<p>Going Fast Describes different modes of transport that people move on, such as a skateboard on land, a rocket through the air, and a boat on water.</p>	B (2)	PS2.A Forces and motion	K.RI.5 Identify the front cover, back cover, and title page of a book	K.RF.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1.D Understand and use question words (interrogatives)
<p>Stripes Reports on a range of animals that have stripes. The animals come in different shapes and sizes, and they live both on land and in water. Their stripes help them to blend in with their environment.</p>	B (2)	ESS3.A: Natural resources	K.RI.2 With prompting and support, identify the main topic and retell key details of a text	K.RF.2.B Count, pronounce, blend, and segment syllables in spoken words	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.1.B Continue a conversation through multiple exchanges	K.L.5.A Sort common objects into categories to gain a sense of the concepts the categories represent

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<p>Can We Play Today? Reports on a number of children who observe different types of weather. They all want to play outside, but they are unsure if the weather will permit them to.</p>	B (2)	ESS2.D Weather and climate PS3.B Conservation of energy and energy transfer	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text	K.RF.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	K.L.1.B Use frequently occurring nouns and verbs
<p>Feeding Time at the Zoo Reports on the different types of food that a range of animals in a zoo eat</p>	B (2)	LS1.C Organization for matter and energy flow in organisms ESS3.A Natural resources	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear	K.RF.2.C Blend and segment onsets and rimes of single-syllable spoken words	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly	K.L.1.C Form regular plural nouns orally by adding /s/ or /es/
<p>Food for All Describes a simple food chain, explaining what animals eat and what eats them. It poses questions that require the reader to make predictions before finding the answers on the following pages.</p>	C (3)	LS1.C Organization for matter and energy flow in organisms	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text	K.RF.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book	K.SL.1.A Follow agreed-upon rules for discussions	K.L.1.C Form regular plural nouns orally by adding /s/ or /es/

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<p>In the River Shows the diversity of living things found in rivers. It also highlights the role of plants in sustaining a healthy ecosystem in rivers.</p>	C (3)	ESS3.A Natural resources	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear	K.RF.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1.C Form regular plural nouns orally by adding /s/ or /es/
<p>Making Things Move Explains how very big machines are helped to change direction by other smaller, yet very strong, machines.</p>	C (3)	PS2.B Types of interactions	K.RI.1 With prompting and support, ask and answer questions about key details in a text	K.RF.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.1.B Continue a conversation through multiple exchanges	K.L.1.B Use frequently occurring nouns and verbs
<p>Cleaning Up Recounts how a group of children make a difference to their environment. They work together to clean up trash that has been left around their playground.</p>	C (3)	ESS3.C Human impacts on earth systems	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	K.RF.2.C Blend and segment onsets and rimes of single-syllable spoken words	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	K.L.5.A Sort common objects into categories to gain a sense of the concepts the categories represent

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<p>The Weather Changes Invites readers to think about the seasonal changes that winter and summer bring to the landscape. The book shows snow and ice in the winter, and new plant growth in the summer.</p>	C (4)	ESS2.D Weather and climate	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear	K.RF.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.1.A Follow agreed-upon rules for discussions	K.L.5.A Sort common objects into categories to gain a sense of the concepts the categories represent
<p>Using Rocks Reports about the many ways in which rocks are used to build things such as roads, paths, walls, bridges, and houses. It shows two or more examples of each thing rocks are used to make.</p>	C (4)	ESS3.A Natural resources	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	K.RF.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1.B Use frequently occurring nouns and verbs
<p>Food for My Pets Explains what a girl feeds her pet cat, dog, and hen. She describes the food that each animal likes to eat. The photographs show other things that the girl provides for her pets.</p>	C (4)	LS1. COrganization for matter and energy flow in organisms	K.RI.1 With prompting and support, ask and answer questions about key details in a text	K.RF.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.1.B Continue a conversation through multiple exchanges	K.L.3.F Produce and expand complete sentences in shared language activities

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<p>What Can They Make? Reports about the structures made by spiders, birds, and beavers. It shows different webs, nests, and dams that the animals make, and explains where these structures are made.</p>	C (4)	ESS2.E Biogeology	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	K.RF.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	K.L.1D Understand and use question words (interrogatives)
<p>In the Hot Sun Reports on the amount of heat from the sun that a range of living things like, including a snake, a horse, and a plant.</p>	D (6)	ESS3.A Natural resources PS3.B Conservation of energy and energy transfer	K.RI.2 With prompting and support, identify the main topic and retell key details of a text	K.RF.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.1.A Follow agreed-upon rules for discussions	K.L.1.B Use frequently occurring nouns and verbs
<p>What's Inside the Eggs? Reports on four different types of eggs, and what animal is inside each one. It describes what each baby animal does after it hatches.</p>	D (6)	LS1.C Organization for matter and energy flow in organisms	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear	K.RF.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.3 Follow agreed-upon rules for discussions	K.L.1.F Produce and expand complete sentences in shared language activities

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<p>Look at Us Go! Explains the different ways that things can move by pushing them or pulling them, set within the context of an outing to the park by a mother and her two daughters.</p>	D (6)	PS2.A Forces and motion PS3.C Relationship between energy and forces	K.RI.1 With prompting and support, ask and answer questions about key details in a text	K.RF.3.C Read common high-frequency words by sight	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	K.SL.1.B Continue a conversation through multiple exchanges	K.L.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
<p>A Storm Is Coming Describes the changes in the weather throughout a day. It describes what the weather is like as a storm approaches, during the storm, and after the storm.</p>	D (6)	ESS2.D Weather and climate PS3.B Conservation of energy and energy transfer	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text	K.RF.2.C Blend and segment onsets and rimes of single-syllable spoken words	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	K.L.5.A Sort common objects into categories to gain a sense of the concepts the categories represent