

Art  
Math  
Music  
Reading  
Science  
Social Studies

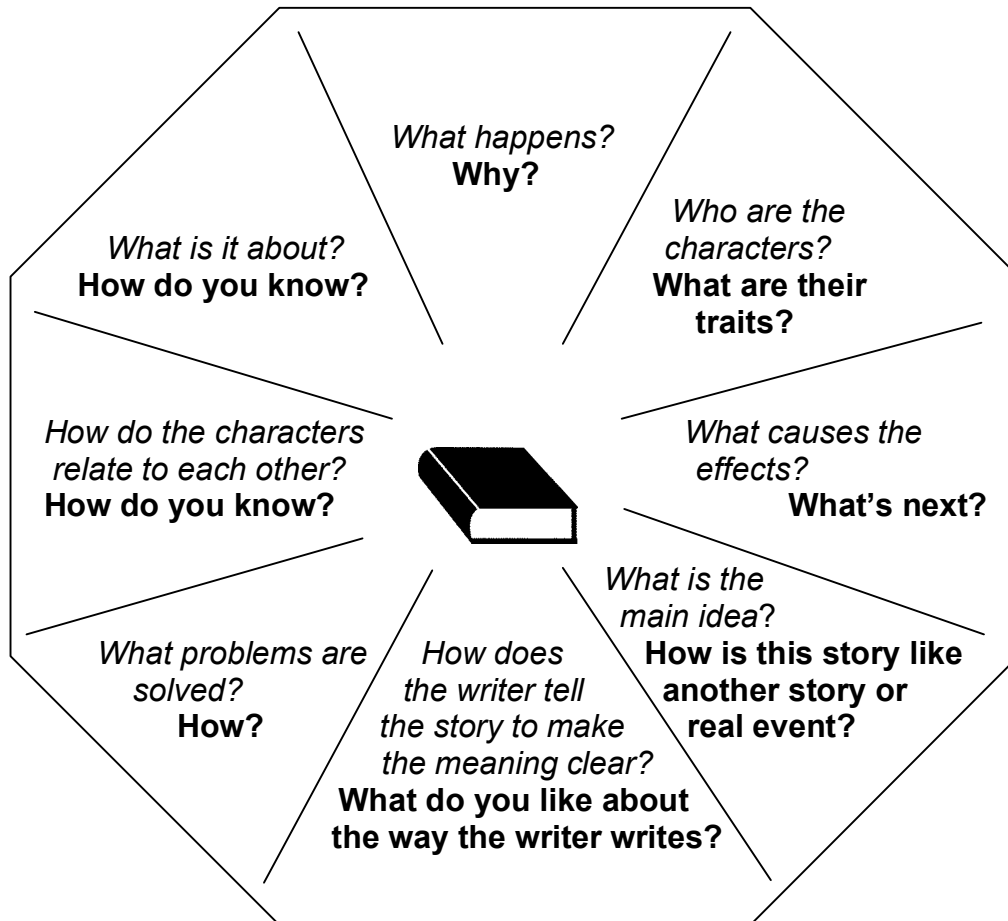
**It's all about THINKING.**

## Keep Reading Connected.

### Reading is comprehensive.

One skill or question is just part of understanding a story.

**Make sure that students read thoroughly.**



- What did you like about the story or history?
- What would you tell someone else about what happens?
- What would you ask the writer?
- Based on what you read and what you knew, what do you think—  
*What did the people in this story learn from the events?*  
*How is what they learned important for people to understand?*  
*Use information from the story and your own experience to explain your answer.*

## Charts Organized to Show Reading Literary and Non-Fiction Texts

The following charts are organized to clarify the relationship and focus of reading literary works and non-fiction.

Source: COMMON CORE STATE STANDARDS DRAFT, English Language Arts and Literacy in History/Social Studies & Science, 2010; <http://www.corestandards.org>

## Core Literacy Standards for Kindergarten

<b>READING LITERATURE</b>	<b>READING NONFICTION</b>
<b><i>KEY IDEAS AND DETAILS</i></b>	<b><i>KEY IDEAS AND DETAILS</i></b>
1. With prompting and support, ask and answer questions about key details and events in a text.	1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, identify characters, settings, and major events in a story.	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b><i>CRAFT AND STRUCTURE</i></b>	<b><i>CRAFT AND STRUCTURE</i></b>
4. Ask and answer questions about unknown words in a text.	4. With prompting and support, ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Identify the front cover, back cover, and title page of a book.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>	<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. (Not applicable to literature)	8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>	<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>
10. Actively engage in group reading activities with purpose and understanding.	10. Actively engage in group reading activities with purpose and understanding.

## Core Literacy Standards for First Grade

<b>READING LITERATURE</b>	<b>READING NONFICTION</b>
<b><i>KEY IDEAS AND DETAILS</i></b>	<b><i>KEY IDEAS AND DETAILS</i></b>
1. Ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Identify the main topic and retell key details of a text.
3. Describe characters, settings, and major events in a story, using key details.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b><i>CRAFT AND STRUCTURE</i></b>	<b><i>CRAFT AND STRUCTURE</i></b>
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Identify who is telling the story at various points in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>	<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>
7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use the illustrations and details in a text to describe its key ideas.
8. (Not applicable to literature)	8. Identify the reasons an author gives to support points in a text.
9. Compare and contrast the adventures and experiences of characters in stories.	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>	<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. With prompting and support, read informational texts appropriately complex for grade 1.

## Core Literacy Standards for Second Grade

<b>READING LITERATURE</b>	<b>READING NONFICTION</b>
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe how characters in a story respond to major events and challenges.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. (Not applicable to literature)	8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	9. Compare and contrast the most important points presented by two texts on the same topic.
<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>	<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	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.

## Core Literacy Standards for Third Grade

<b>READING LITERATURE</b>	<b>READING NONFICTION</b>
<b><i>KEY IDEAS AND DETAILS</i></b>	<b><i>KEY IDEAS AND DETAILS</i></b>
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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
<b><i>CRAFT AND STRUCTURE</i></b>	<b><i>CRAFT AND STRUCTURE</i></b>
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Distinguish their own point of view from that of the author of a text.
<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>	<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	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).
8. (Not applicable to literature)	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the most important points and key details presented in two texts on the same topic.
<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>	<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the 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.

## Core Literacy Standards for Fourth Grade

<b>READING LITERATURE</b>	<b>READING NONFICTION</b>
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>	<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Core Literacy Standards for Fifth Grade

<b>READING LITERATURE</b>	<b>READING NONFICTION</b>
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Describe how a narrator's or speaker's point of view influences how events are described.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>	<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

## Core Literacy Standards for Sixth Grade

<b>READING LITERATURE</b>	<b>READING NONFICTION</b>
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. (Not applicable to literature)	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>	<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Core Literacy Standards for Seventh Grade

<b>READING LITERATURE</b>	<b>READING NONFICTION</b>
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. (Not applicable to literature)	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>	<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Core Literacy Standards for Eighth Grade

<b>READING LITERATURE</b>	<b>READING NONFICTION</b>
<b><i>KEY IDEAS AND DETAILS</i></b>	<b><i>KEY IDEAS AND DETAILS</i></b>
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b><i>CRAFT AND STRUCTURE</i></b>	<b><i>CRAFT AND STRUCTURE</i></b>
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>	<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. (Not applicable to literature)	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>	<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

## DEVELOP READING/THINKING COMPETENCE WITH DIFFERENT GENRES

*1C I can read a broad range of materials; 2B I can interpret a variety of literary works.*

**CHECK PROGRESS:** Check the genres your students have read and will read.

**MAKE PROGRESS:**

*A genre is a kind of literary work. It's a style that authors use to express their ideas.*

*Students need the skills of reading to understand every genre.*

*Students can write in a genre.*

*First, read something in that genre.*

*Then list what kinds of techniques the writer uses. Then write your own versions as a class, with a writing partner, or independently.*

Genre	Definition	What we read.	What we will read.
Fiction	Fiction is a type of writing based on imagination.		
Historical fiction	Historical fiction is based on imagination but based on real events.		
Mystery	A mystery is a piece of fiction that deals with puzzles or detectives.		
Science-fiction	Science-fiction is an imaginary science narrative.		
Nonfiction	Nonfiction is a type of writing that explains facts.		
Poetry	Poetry is a type of writing that uses rhythm to tell ideas & feelings. It may rhyme and use symbols.		
Biography	A biography is a narrative of someone's life.		
Auto-biography	An autobiography is a narrative of someone's life by that person.		
Adventure	Adventure could be either fact or fiction. It is a narrative about an exciting event.		
Fantasy	Fantasy involves characters, situations, or settings that are not really possible.		
Drama	A play uses characters and dialogue to tell a story. It may be fiction or non-fiction.		

Emphasize nonfiction reading and writing to expand knowledge and literacy.

## PQROST

### **Preview**

Preview the topic, introduce a few important vocabulary terms.  
Explain why it's an important and interesting topic.

### **Question:**

Ask one BIG question about the topic.

*Example: What is a nation?*

### **Read:**

*Students*

*read to learn about the topic—to find information that helps answer the BIG question  
list facts they find that help answer it  
Make a topic glossary*

### **Organize:**

*Students make use graphic organizers to show what they learn.*

*--timeline*

*--chart*

*--Venn diagram*

*--cause effect diagram*

*--“web” diagram*

### **Synthesize**

*Students write what they think—this could be an extended response.*

### **Tell**

*Students “pair” and learn from each other.*

This approach will work well to differentiate—students can use books at different levels to locate and collect information that they share.

## Content Learning Plan

TOPIC: \_\_\_\_\_

Vocabulary: \_\_\_\_\_

BIG QUESTION: \_\_\_\_\_

<p><b>What will students</b></p> <p><b>Read</b> 1A, B, C</p>	
<p><b>What will students</b></p> <p><b>DO</b></p>	<p>_____</p> <p>_____</p> <p>Be sure that students list the information they find that will help them answer the BIG question.</p>
<p><b>How will students</b></p> <p><b>Organize</b> the information they find 1B, 5A</p>	<p>__chart __Venn diagram __time-line __cause-effect diagram</p> <p>__"web" diagram _____</p>
<p><b>How will students</b></p> <p><b>synthesize and share?</b></p> <p><b>Write/</b></p> <p><b>ILLUSTRATE</b> 3B</p>	<p>Write __ sentences __ paragraph __ letter __ poem</p> <p>__booklet __extended response</p> <p>_____</p> <p>Draw _____</p>

**Use organizers to guide or assess learning progress.**

**Classify and Clarify**

Category	Category

**Compare and Contrast**

**Show Sequence**

**Identify Causes**

**Effects**

**Organize Information**


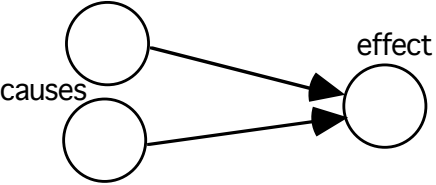
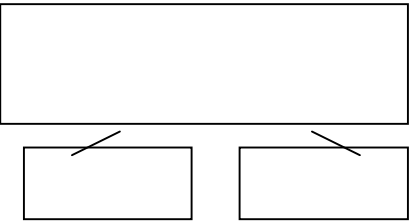
**Show Inferences**

<b>Facts</b>	➔	<b><i>Inference</i></b>
	➔	
	➔	

**Support Ideas**

## Use Graphic Organizers to Assess and Scaffold Learners

*Small-scale examples you can adapt to include in your lessons.*

<p><b>LIST</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>✓ List five facts from the passage.</li> <li>✓ List two opinions from the passage.</li> </ul>				
<p><b>CLASSIFY</b></p> <table border="1" style="width: 100px; height: 60px; margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>					<ul style="list-style-type: none"> <li>✓ List information about the setting in column 1.</li> <li>✓ List information about the characters in column 2.</li> </ul>
<p><b>SEQUENCE</b></p> 	<ul style="list-style-type: none"> <li>✓ Put the events in order on the timeline.</li> <li>✓ Then predict what will happen next.</li> </ul>				
<p><b>COMPARE/CONTRAST</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Similarities</th> <th style="width: 50%;">Differences</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	Similarities	Differences			<ul style="list-style-type: none"> <li>✓ Compare and contrast the passage you read this week with the passage you read last week.</li> </ul>
Similarities	Differences				
 <p><b>ANALYZE/INFER RELATIONSHIPS</b></p>	<ul style="list-style-type: none"> <li>✓ What was the climax of the story?</li> <li>✓ Write it in <u>effect</u>.</li> <li>✓ What caused it? Note two causes in those circles.</li> </ul>				
<p><b>INFER THE MAIN IDEA</b></p> 	<ul style="list-style-type: none"> <li>✓ Write the Main Idea in the big rectangle.</li> <li>✓ Note two facts that support it in the boxes.</li> </ul>				
<p><b>DRAW CONCLUSIONS</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">What I Think</th> <th style="width: 50%;">WHY</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	What I Think	WHY			<ul style="list-style-type: none"> <li>✓ What was the most important change?</li> <li>✓ Give two reasons for your conclusion.</li> </ul>
What I Think	WHY				

## STEPS TO SOLVE A WORD PROBLEM

Answer these questions to solve a word problem.

1. What are you going to figure out?	
2. How will you solve the problem?	
3. What information will you use?	
4. Estimate the answer.	

5. Solve it here.

6. What is your answer?	
7. Write to explain what you did.	
8. Tell why you solved it this way.	

*This guide was developed through funding from the Institute for Education Sciences, US Department of Education.*

## Open-Ended Questions are Thinking Prompts—and Assessment Tools.

### GET IT

**Answers start with information, but deep questions go farther.**

*Literal questions ask you to find or remember an answer in the information provided.*

➡ When?	➡ What?	➡ Define _____.
➡ Where?	➡ Who?	➡ List the _____.

### GET IT CLEAR

**Analytic questions ask you to look closely and think thoroughly--to organize the information so you see patterns and can explain the situation.**

☞ Classify _____.	☞ Compare: how is _ like _?	☞ Explain how ___ works
☞ Give an example of _____.	☞ Contrast: How is ___ different from ___?	☞ Use a time-line, chart, diagram, graph, or map to explain _____.
☞ Give the opposite of _____.	☞ In what sequence did ___ happen?	

### THINK MORE

**Inferential questions ask you to make an educated guess—to think about and beyond the information given.**

➡ Predict what will happen when _____.	➡ What might have caused this change?	➡ What is a good title for this?
➡ What is the main idea of _____.	➡ If ___ changed, what would happen?	➡ What is the missing part?
➡ What does this word mean in this context?	➡ Which person might have said this?	➡ What was the author's point of view?

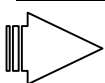
### THINK IT THROUGH

**Evaluative questions ask you to make your position clear, to make a thoughtful judgment.**

➡ What are the important facts?	➡ Which is the best answer? Why?	➡ Why do you make this choice?
➡ What makes person important?	➡ Give and justify your opinion on _____.	➡ What is your evidence?
➡ Is this fact or opinion?		➡ Which is the most important event? Why?

### GET IT TOGETHER AND GET IT ACROSS

**Synthesis questions ask you to think about what you knew and what you read.**



**The Extended Response asks: What do you think?**

Include information from the passage and your own ideas.