

# Reading Literature Standards Progression Grades K-5



This resource shows how each Reading Literature standard progresses through grades K - 5.

When teaching each standard and assessing students for proficiency, it is important to understand specifically what is expected of students at each grade level.

When students begin a new school year, a teacher can use the progression of standards to assess students' knowledge from their previous grade.

If a student is not performing at grade level, a teacher can provide intervention using the progression of standards to see the expectation for the grade below.

If a student is proficient and is in need of rigor, a teacher can provide extension by using the progression of standards to see the expectation for the grade above.

Each set of pages for a standard include the following:

The Anchor Standard: The overarching standard for all grade levels.

The Common Core Standard for each grade level K-5: The standard for each grade level with key words underlined and in bold.

I Can Statements for students: The key details of what kids need to be able to do, written in simple, kid friendly statements.

Grade Level Responses: Examples of a student response. Responses are short and can be extended in length based on the prompt and expectations of the teacher.

\*\*Please note that student responses are based on end of grade level expectations.

# Reading Literature Standards — R.L.1 Drawing Conclusions

## Anchor Standard

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade K → Grade 1 → Grade 2 → Grade 3 → Grade 4 → Grade 5

With prompting and support, ask and answer questions about key details in a text.

Ask and answer questions about key details in a text.

Ask/Answer who, what, when, where, why, and how questions to show understanding of details in a text.

Ask/Answer questions to show understanding of details in a text, referring explicitly to the text as the basis for the answers.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

## Student Statements

### Grade K

I can ask questions about a story read aloud to me.  
I can answer questions about a story read aloud to me.

### Grade 1

I can ask questions about details in a story read to me or read independently.  
I can answer questions about details in a story read to me or red independently

### Grade 2

I can explain literal details about a text to answer who, what, when, where, and why.  
I can show understanding of details in a text through my answers.

### Grade 3

I can ask questions (who, what, when, where, why) to show my understanding of of a text.  
I can answer questions about a text by giving details from the text to show my understanding.

### Grade 4

I can explain literal details about a text, using specific examples from the text in my explanation.  
I can explain inferences made about a text, using specific examples from the text in my explanation.

### Grade 5

I can explain literal details about a text, by quoting directly from the text in my explanation.  
I can explain inferences about a text, by quoting directly from the text in my explanation.

# RL.1 Sample Student Responses - Drawing Conclusions

## Grade K

With prompting and support, ask and answer questions about key details in a text.

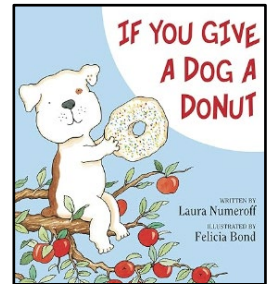
Based on a read aloud or decodable reader, ask detail based literal questions from the story. Encourage students to answer **VERBALLY** with a complete sentence rather than one word answers. If appropriate, ask students to expand on their thinking and/or explain how they know something. Task students with asking their own questions about a story. Ask questions beginning with: **Who, what, when, where, why, how**  
**Teacher:** After the dog hit a home run, how was he feeling?  
**Student:** Happy **Better Response:** The dog was feeling happy.  
**Teacher:** How do you know?  
**Student:** The dog was doing a happy dance.  
**Written Response to Reading.** After a read aloud, ask a question about the story. Have the students draw a picture to represent their answer and write their answer using grade appropriate sound spelling, capitalization, and punctuation.



## Grade 1

Ask and answer questions about key details in a text.

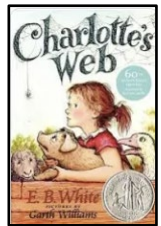
**Prompt:** After the dog hit a home run, how was he feeling?  
**Student:** The dog was feeling happy.  
**Better Response:** When the dog hit a home run, he was feeling happy.  
**Teacher:** How do you know?  
**Student:** I know the dog was happy because he was doing a happy dance.  
Task students with asking their own questions about a story. Ask questions beginning with: **Who, what, when, where, why, how**  
**Written Response to Reading:** Have students respond to reading in a journal or on paper to be submitted and assessed for standard 1.RL.1  
Give picture prompts from the story or have students draw a pictorial representation of their answer then write with 1<sup>st</sup> grade appropriate spelling, capitalization, and punctuation.



## Grade 2

Ask/Answer who, what, when, where, why, and how questions to show understanding of details in a text.

From *Charlotte's Web* by EB White  
Why does Fern have to sell Wilbur the pig to her uncle?  
**Written Response to Reading:** Questions should be literal based on key details, but can also be inferential to begin working on inferencing skills.  
Fern has to sell Wilbur because he is growing really fast. Her father doesn't want to keep buying food for him because it costs a lot of money.  
**Better Answer:** Fern has to sell Wilbur because he is growing really fast. **Fern's** father doesn't want to keep buying food for **Wilbur** because it costs a lot of money.

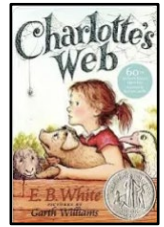


# RLI - Sample Student Responses - Drawing Conclusions

## Grade 3

Students must REFER back to the text to SHOW UNDERSTANDING of LITERAL details.

From Charlotte's Web by EB White  
Who does Fern sell Wilbur the pig to?



Fern sells Wilbur to her uncle, Homer Zuckerman. I know this because in the story Mrs. Arable tells Fern to call her uncle who sometimes raises pigs, he might let Wilbur live there. Also, Fern's dad says that once Uncle Homer hears that the price of the pig is only six dollars, he will buy him. Finally, the story says that Wilbur leaves his home under the apple tree and goes to live in a manure pile in Zuckerman's barn. As you can see, Fern sells Wilbur to her Uncle Homer Zuckerman.

## Grade 4

Students must REFER back to text to EXPLAIN their understanding of LITERAL details and INFERENCES.

Why does Fern have to sell Wilbur the pig to her uncle?

Fern has to sell Wilbur the pig to her uncle because Wilbur is growing and her father no longer wants to pay for food to feed him. In Chapter 2 it states that Wilbur's appetite has increased and he's eating more food. Because of this, Mr. Arable is not willing to pay for his food any more. Mr. Arable also tells Fern that Wilbur is not a baby anymore and needs to be sold. As you can see, Fern sells Wilbur to her uncle because he is growing and eating more food and her father doesn't want to pay for it.

## Grade 5

Students must QUOTE from the text to EXPLAIN their understanding of LITERAL details and INFERENCES.

Why does Fern have to sell Wilbur the pig to her uncle?

Fern has to sell Wilbur the pig to her uncle because **Wilbur is growing and her father no longer wants to pay for food to feed him.** According to the text, "When he (Wilbur) was five weeks old, Mr. Arable said he was now big enough to sell, and would have to be sold." Fern was very upset by this. The text continues with, "Wilbur's appetite had increased; he was beginning to eat scraps of food in addition to milk. Mr. Arable was not willing to provide for him any longer." Mr. Arable also says to Fern, "You've had your fun raising a baby pig, but Wilbur is not a baby any longer and he has got to be sold." This evidence shows that Wilbur is growing and eating more, therefore Mr. Arable does not want to provide for him anymore.

# Reading Literature Standards – RL.2 Recount/Summarize

## Anchor Standard

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade K



Grade 1



Grade 2



Grade 3



Grade 4



Grade 5

With prompting and support, retell familiar stories, including key details.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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.

## Student Statements

**Grade K**

I can retell details from a familiar story

**Grade 1**

I can retell details from a story read independently or read to me.

**Grade 2**

I can recount the details of a story read independently or read to me.

**Grade 3**

I can recount details of a story to describe what happened in the beginning, middle, and end.  
I can recount details of fables, folktales, and myths.

**Grade 4**

I can summarize the text of a story and include all essential elements of a summary.  
I can summarize the text of a drama or poem.

**Grade 5**

I can summarize the text of a story and include all essential elements of a summary.  
I can summarize the text of a drama or poem.

# RL.2 Retell/Summarize – Sample Student Responses

## Grade K

With prompting and support, retell familiar stories, including key details.

**Prompt:** What are some things that happen to the dog after you give him a donut?

A reasonable expectation would be for students to remember 3 events at minimum.

**Student VERBALLY:** The dog asks for apple juice. He drinks all of it and wants more so he goes up into the tree to get apples so he can make more.

**Teacher prompting:** What happens after that?

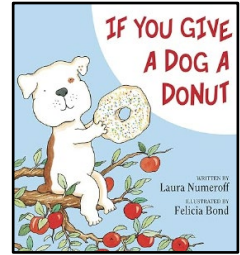
**Student VERBALLY:** He plays

baseball. He hits a homerun and does a happy dance.

**Teacher prompting:** Does the dog do anything else?

**Student VERBALLY:** Yes. He makes a kite, too.

**Written Reading Response:** Students can be given boxes to draw three events from the story and asked to write about each picture. Written responses should be based on grade level appropriate spelling, capitalization, and punctuation.



## Grade 1

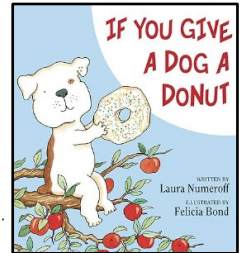
Retell stories, including key details

**Prompt:** What are some things that happen to the dog after you give him a donut? Try to remember something from the beginning, middle, and end of the story.

A reasonable expectation would be for students to remember 3 - 5 events from the beginning, middle and the end of the story.

**Student VERBALLY:** "The dog asks for apple juice and then when it is all gone he goes up into the tree and picks apples because he wants to make his own apple juice. Then he plays baseball and hits a homerun so he does a happy dance. He flies a kite that gets stuck in the apple tree. At the end he wants some apple juice and that makes him want a donut again"

**Written Reading Response:** Students can be given boxes to draw three events from the story, **BEGINNING, MIDDLE, AND END** and asked to write about each picture OR ask students to write one sentence for the BME and draw an illustration. Written responses should be based on grade level appropriate spelling, capitalization, and punctuation.



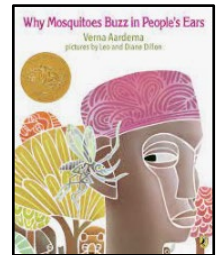
## Grade 2

Recount stories, including fables and folktales from diverse cultures

**Prompt:** What are the major events in the story, "Why Mosquitoes Buzz in People's Ears"?

Be sure to recall events from the beginning, middle, and end of the story.

**Student Oral or Written Reading Response:** This story is about a mosquito who tries to whisper a story in the ear of an iguana. The iguana doesn't want to hear the story so he plugs his ears with sticks. The iguana doesn't hear a python calling for him so the python gets mad. The python hides in a rabbit hole. Other animals get frustrated along the way and a baby owl is killed. The King Lion tries to find out who killed the baby owl and hears about what all the other animals did all the way back to the mosquito. All of the animals are mad at the mosquito because he started it all. Now, mosquitoes buzz in people's ears to say "Zeee! Is everyone still angry with me?"



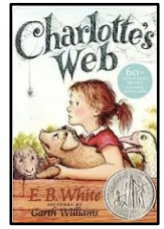
## RL.2 Retell/Summarize – Sample Student Responses

### Grade 3

RECOUNT stories, including fables, folktales, and myths from diverse cultures

Prompt: Recount details from the story Charlotte's Web.  
(Using Somebody, Wanted, But, So, Then)

The book Charlotte's Web is about a pig named Wilbur that lives on Zuckerman's farm. Wilbur is lonely and becomes friends with a spider named Charlotte. Wilbur finds out that he will probably be killed for Christmas dinner. Charlotte says she will find a way to save him. Charlotte spins words into her web like "Some Pig" and "Terrific". Everyone is amazed and Wilbur becomes a famous pig. The Zuckerman's take Wilbur to the fair. He does not win first prize but does earn a special medal. Charlotte makes her last message in her web saying "Humble", she spins an egg sac, and then she dies. Wilbur saves Charlotte's egg sac and brings it back to Zuckerman's barn. Charlotte's babies are born, and they all fly away except for three who stay in the barn to be friends with Wilbur.



### Grade 4

Story, Drama, or Poem  
SUMMARIZE the text

Prompt: Summarize the novel Charlotte's Web.  
(Using Somebody, Wanted, But, So, Then)

The book Charlotte's Web by E.B. White is about a pig named Wilbur who needs to save himself from being butchered for Christmas dinner and learns about friendship along the way. Wilbur the pig lives on Zuckerman's farm. He is lonely and wants a friend. The problem is that Wilbur finds out that as a pig, he will be killed for Christmas dinner. Charlotte is a spider that befriends Wilbur and promises to help. Charlotte spins words into her web causing Wilbur to become famous. The Zuckerman's take their amazing pig, Wilbur, to the county fair where he earns a medal and the Zuckerman's get \$25 prize money. Wilbur is not killed for Christmas dinner and continues to live on the farm with his friends.

### Grade 5

Story, Drama, or Poem  
SUMMARIZE the text

Prompt: Summarize the novel Charlotte's Web.  
(Using Somebody, Wanted, But, So, Then)

The book Charlotte's Web by E.B. White is about a pig named Wilbur who needs to save himself from being butchered for Christmas dinner and learns about friendship along the way. Wilbur the pig lives on Zuckerman's farm where he is lonely and wants a friend. The problem is that Wilbur finds out that as a pig, he will be killed for Christmas dinner. Charlotte is a spider that befriends Wilbur and promises to help. Charlotte spins words into her web like "Some Pig" and "Terrific" causing Wilbur to become famous. The Zuckerman's take their amazing pig, Wilbur, to the county fair where he earns a medal and the Zuckerman's get \$25 prize money. Wilbur is not killed for Christmas dinner and continues to live on the farm with his friends.

# Reading Literature Standards – RL.2 Theme, Message, Moral, Lesson

## Anchor Standard

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade K



Grade 1



Grade 2



Grade 3



Grade 4

Grade 5

With prompting and support, retell familiar stories, including key details.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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.

## Student Statements

**Grade K**

I can retell details from a familiar story

**Grade 1**

I can show understanding of story by stating the overall message or lesson.

**Grade 2**

I can use details from a story to determine the overall message, lesson, or moral.

**Grade 3**

I can recount details of a story to describe what happened in the beginning, middle, and end.  
I can recount details of fables, folktales, and myths.

**Grade 4**

I can summarize the text of a story and include all essential elements of a summary.  
I can summarize the text of a drama or poem.

**Grade 5**

I can summarize the text of a story and include all essential elements of a summary.  
I can summarize the text of a drama or poem.



# RL.2 Theme, Message, Moral, Lesson – Sample Student Responses

## Grade k

With prompting and support, retell familiar stories, including key details.

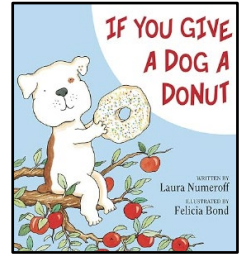
Prompt: Not a required skill

## Grade 1

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Prompt: Is there a message or lesson we can learn from “If You Give a Dog a Donut?”

Student **VERBALLY** or **Written Reading Response**: Sometimes we get distracted and forget what we were doing in the first place. The dog wanted some more apple juice but then he ended up playing baseball, and making a kit before he remembered he wanted some apple juice.

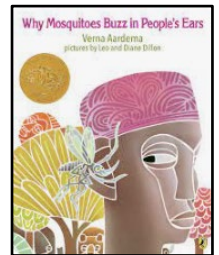


## Grade 2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Prompt: What is the overall lesson in “Why Mosquitoes Buzz in People’s Ears?”

Student **Written Reading Response**: The story, “Why Mosquitoes Buzz in People’s Ears” is about a mosquito that tells a lie and tries to spread gossip to an iguana and all the things that happen because of it. When we tell a lie or say things that aren’t true we don’t know how it will affect others.



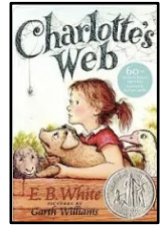
# RL.2 – Theme, Message, Moral, Lesson – Sample Student Responses

## Grade 3

Message, Lesson, Moral  
**EXPLAIN** using  
details/evidence.  
*Fables, Folktales, Myths*

**Prompt:** Explain how the lesson of Friendship is shown in the novel Charlotte's Web.

In the story Charlotte's Web, Wilbur learns the lesson of what friendship is and how to be a good friend. In the beginning of the story, Wilbur and Fern are friends. Fern takes care of Wilbur, and Wilbur follows her everywhere. Sometimes Fern pushes Wilbur in her doll carriage. When Wilbur is sold to the Zuckerman's, he lives in their barn. Fern comes to visit, but Wilbur is lonely. He becomes friends with a spider named Charlotte. When Wilbur learns that he may be killed for Christmas dinner, Charlotte shows friendship by promising to save him. Charlotte spins words in her web and Wilbur becomes famous. At the end of the story, Charlotte dies, and Wilbur shows friendship by saving her egg sac and making sure it is safe in the barn. Wilbur becomes friends with Charlotte's children and grandchildren. As you can see, there are many examples of friendship in Charlotte's Web.



## Grade 4

Find **THEME**  
Use details/evidence,  
*Story, Drama, Poem*

**Prompt:** Determine the theme of Charlotte's Web and support your answer with details from the text.

The theme of the novel Charlotte's Web is friendship. Fern is Wilbur's first friend. Fern feeds Wilbur and takes care of Wilbur. Wilbur's companionship brings Fern joy. Another example of friendship is when Wilbur first arrives at Zuckerman's farm, he is very lonely until Charlotte comes along and offers to be his friend. At first, Wilbur is a little put off by the way Charlotte kills insects and catches them in her web. In chapter 7, Wilbur decides he likes Charlotte more and more. He decides that he admires Charlotte and thinks she is thoughtful. In this same chapter, Charlotte offers to save Wilbur when he learns that he will become Christmas dinner. Charlotte works tirelessly to create messages in her web that will capture everyone's attention and show how amazing Wilbur is. She spins the words, "Some Pig", "Terrific", and "Humble". In the end when Charlotte dies, Wilbur honors his promise to Charlotte to bring her egg sac back to the barn so that her eggs can hatch. Wilbur becomes friends with her children and grandchildren who live in the barn. The theme of friendship is shown in many ways.

## Grade 5

Find **THEME**  
Use details/evidence,  
*Story, Drama, Poem*

**Prompt:** Determine the theme of Charlotte's Web and support your answer with details from the text.

The theme of the novel Charlotte's Web is friendship. Fern is Wilbur's first friend. Fern feeds Wilbur and takes care of Wilbur. Wilbur's companionship brings Fern joy. Another example of friendship is when Wilbur first arrives at Zuckerman's farm, he is very lonely until Charlotte comes along and offers to be his friend. At first, Wilbur is a little put off by the way Charlotte kills insects and catches them in her web. In chapter 7, Wilbur decides he likes Charlotte more and more. He decides that he admires Charlotte and thinks she is thoughtful. In this same chapter, Charlotte offers to save Wilbur when he learns that he will become Christmas dinner. Charlotte works tirelessly to create messages in her web that will capture everyone's attention and show how amazing Wilbur is. She spins the words, "Some Pig", "Terrific", and "Humble". In the end when Charlotte dies, Wilbur honors his promise to Charlotte to bring her egg sac back to the barn so that her eggs can hatch. Wilbur becomes friends with her children and grandchildren that live in the barn. The theme of friendship is shown in many ways.

# Reading Literature Standards – RL.3 Story Elements

## Anchor Standard

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade K → Grade 1 → Grade 2 → Grade 3 → Grade 4 → Grade 5

With prompting and support, identify characters, settings, and major events in a story.

Describe characters, settings, and major events in a story, using key details.

Describe how characters in a story respond to major events and challenges.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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).

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).

## Student Statements

**Grade K** I can remember the character, setting, and events in a story.

**Grade 1** I can tell the characters, setting, and events in a story.

**Grade 2** I can describe a character's actions in a story.

**Grade 3** I can describe a character using character traits.  
I can tell how a character's action affect the events of a story.

**Grade 4** I can give details about a character, setting, or event of a story.

**Grade 5** I can give details about a character, setting, or event of a story.

# RL.3 Story Elements – Sample Student Responses

## Grade K

With prompting and support, identify **characters**, **settings**, and **major events** in a story.

TEACHER: Who are the characters in this book?

STUDENT VERBALLY: There is a dog and a boy.

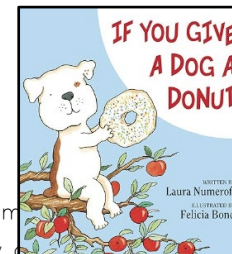
TEACHER: Where are the boy and his dog in the story?

STUDENT VERBALLY: They are in their house. They are also in their backyard playing baseball and flying a kite.

TEACHER: What are some things that happen to the dog and the boy? At least 3 events should be remembered.

STUDENT VERBALLY: The dog climbs an apple tree. They play baseball together. The dog does a happy dance. The dog eats a donut and drinks apple juice.

WRITTEN READING RESPONSE: Have students draw a picture of the characters, the setting, or events and write a sentence about them using grade appropriate spelling, capitalization, and punctuation.



## Grade 1

Describe **characters**, **settings**, and **major events** in a story, using **key details**.

TEACHER: Who are the characters in this book?

STUDENT VERBALLY: There is a dog and a boy who is his owner.

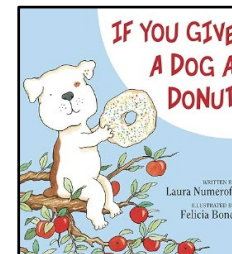
TEACHER: Where are the boy and his dog in the story?

STUDENT VERBALLY: The dog and the boy are in the kitchen of their house. Then the dog is in the apple tree in the backyard.

TEACHER: What are some things that happen to the dog and the boy? At least 3 events should be remembered from the beginning, middle, and end of the story.

STUDENT VERBALLY: The dog climbs an apple tree. They play baseball together. The dog does a happy dance. They make a kite. The dog eats a donut and drinks apple juice.

WRITTEN READING RESPONSE: Have students draw a picture of the characters, the setting, or events and write sentences about them using grade appropriate spelling, capitalization, and punctuation.

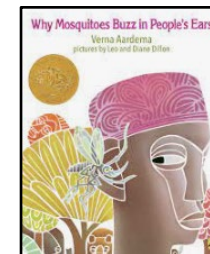


## Grade 2

Describe how **characters** in a story **respond to** **major events** and **challenges**.

Prompt: In the story, "Why Mosquitoes Buzz in People's Ears" tell me about three of the characters react after mosquito tries to tell his lie or "tall tale".

When the mosquito tells Iguana about the yams, Iguana puts sticks in his ears so that he doesn't have to hear mosquito. The python thinks Iguana is angry with him so he hides in a rabbit burrow. The rabbit is afraid when the python comes in so she ran away. The crow sees the rabbit running away and thinks there is a problem so he cried loudly so all the animals could hear him.



# RL.3 Story Elements – Sample Student Responses

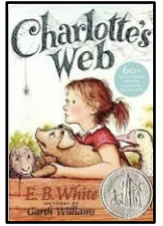
## Grade 3

DESCRIBE CHARACTERS in a story and EXPLAIN how their ACTIONS CONTRIBUTE to the sequence of events.

**Prompt:** Describe the Wilbur as a character either by his actions, thoughts, and/or feelings.

Wilbur the pig in Charlotte's Web is sensitive, emotional, and dramatic. In the story, Wilbur cries a lot over simple things. One day in the barn, it is raining, Wilbur cries because Fern won't come to visit him in the rain, and he has no one else to play with. He throws himself on a manure pile and sobs. When Wilbur hears that he will be killed for holiday dinner, he runs around crying and screaming begging someone to save him.

Another time Wilbur cries is when he finds out that Charlotte is going to die, and she cannot come home to the barn. Wilbur throws himself on the ground in agony and pain and sorrow. These examples show that Wilbur can be very sensitive, emotional, and dramatic.



## Grade 4

DESCRIBE IN DEPTH a CHARACTER, SETING, or EVENT in a story or drama, drawing on SPECIFIC DETAILS in the text.

**Prompt:** Describe the Wilbur as a character either by his actions, thoughts, and/or feelings using specific details from the text.

In the novel Charlotte's Web by E.B. White, the main character Wilbur is sensitive, emotional, and dramatic. In the story Wilbur cries a lot over simple things. The first time he cries is in chapter 3. Wilbur escapes the barn and everyone is chasing him. He doesn't know what to do so he starts to cry. Another example of how dramatic Wilbur is is in chapter 4. One day in the barn, it is raining, Wilbur cries because Fern won't come to visit him in the rain and he has no one else to play with. He throws himself on a manure pile and sobs. In chapter 7, the sheep tells Wilbur that he will be killed for holiday dinner. Wilbur runs around crying and screaming begging someone to save him. The last time Wilbur cries is in chapter 21 when he finds out that Charlotte is going to die and she cannot come home to the barn. Wilbur throws himself on the ground in agony and pain and sorrow. These examples of Wilbur's reaction to challenges show that Wilbur can be very sensitive, emotional, and dramatic.

## Grade 5

DESCRIBE IN DEPTH a CHARACTER, SETING, or EVENT in a story or drama, drawing on SPECIFIC DETAILS in the text.

**Prompt:** Describe the Wilbur as a character either by his actions, thoughts, and/or feelings using specific details from the text.

In the novel Charlotte's Web by E.B. White, the main character Wilbur is sensitive, emotional, and dramatic. In the story Wilbur cries a lot over simple things. The first time he cries is in chapter 3. Wilbur escapes the barn and everyone is chasing him. He doesn't know what to do so he starts to cry. Another example of how dramatic Wilbur is is in chapter 4. One day in the barn, it is raining, Wilbur cries because Fern won't come to visit him in the rain and he has no one else to play with. He throws himself on a manure pile and sobs. In chapter 7, the sheep tells Wilbur that he will be killed for holiday dinner. Wilbur runs around crying and screaming begging someone to save him. The last time Wilbur cries is in chapter 21 when he finds out that Charlotte is going to die and she cannot come home to the barn. Wilbur throws himself on the ground in agony and pain and sorrow. These examples of Wilbur's reaction to challenges show that Wilbur can be very sensitive, emotional, and dramatic.

# Reading Literature Standards — RL.4 Meaning or Words and Phrases

## Anchor Standard

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade K



Grade 1



Grade 2



Grade 3



Grade 4



Grade 5

Ask and answer questions about unknown words in a text

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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).

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

## Student Statements

Grade K

I can ask questions about words I do not know.

Grade 1

I can find words that show feelings.

Grade 2

I can tell how words have a rhythm and meaning.

Grade 3

I can determine the meaning of an unknown word using context clues.  
I can determine if a word or phrase is used literally or nonliterally.

Grade 4

I can determine the meaning of an unknown word using context clues.  
I can determine the meaning or words and phrases used figuratively.  
I can determine the meaning of words and phrases with roots in mythology.

Grade 5

I can determine the meaning of an unknown word using context clues.  
I can determine the meaning or words and phrases used figuratively.

# Reading Literature Standards – RL.5 Text Structure

## Anchor Standard

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade K



Grade 1



Grade 2



Grade 3



Grade 4



Grade 5

Recognize common types of texts (e.g., storybooks, poems).

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama when writing or speaking about a text.

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

## Student Statements

**Grade K**

I can identify real and not real stories.

**Grade 1**

I can explain the differences between books that give information and books that are stories.

**Grade 2**

I can name the parts of a story.

**Grade 3**

I can name parts of stories, dramas, and poems.  
I can describe how parts of stories, dramas, and poems build on each other to create a complete text.

**Grade 4**

I can name structural elements of stories, dramas, and poems.  
I can write and speak about text using the vocabulary of structural elements.  
I can explain major differences between poems, drama, and prose.

**Grade 5**

I can name structural elements of stories, dramas, and poems.  
I can explain how structural elements fit together to create a full story, drama, or poem.

# Reading Literature Standards – RL.6 Point of View

## Anchor Standard

Assess how point of view or purpose shapes the content and style of a text.

Grade K



Grade 1



Grade 2



Grade 3



Grade 4

Grade 5

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Identify who is telling the story at various points in a text.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Distinguish their own point of view from that of the narrator or those of the characters.

Describe how a narrator's or speaker's point of view influences how events are described.

Explain how an author develops the point of view of the narrator or speaker in a text.

## Student Statements

**Grade K**

I can find the author and illustrator of a story and explain what they do.

**Grade 1**

I can tell who is telling a story (the narrator).

**Grade 2**

I can know when different characters are speaking in a story.

**Grade 3**

I can recognize a narrator's point of view and compare it to my own.  
I can recognize a character's point of view and compare it to my own.

**Grade 4**

I can determine the point of view of a story as 1<sup>st</sup> or 3<sup>rd</sup> person.  
I can compare and contrast the points of view of different stories I read.

**Grade 5**

I can determine the point of view of a story as 1<sup>st</sup> or 3<sup>rd</sup> person.  
I can describe how the point of view affects a story.



# Reading Literature Standards – RL.7 Illustrations, Visual Presentations

## Anchor Standard

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade K → Grade 1 → Grade 2 → Grade 3 → Grade 4 → Grade 5

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).

Use illustrations and details in a story to describe its characters, setting, or events.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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)

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.

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).

## Student Statements

<b>Grade K</b>	I can tell how illustrations help to tell a story.
<b>Grade 1</b>	I can describe characters and events in a story using illustrations and details.
<b>Grade 2</b>	I can show understanding of characters using illustrations and text.
<b>Grade 3</b>	I can explain how an illustration helps my understanding of a text. I can explain how an illustration helps to emphasize the characters or setting of a story.
<b>Grade 4</b>	I can make connections between the text of a story and the movie/video version. I can make connections between the text of a story and the audio version.
<b>Grade 5</b>	I can analyze how visuals help with the overall meaning of a text. I can analyze how visuals help with the overall tone of a text. I can analyze how visuals help with the overall beauty of a text.

# RL.7 Grade Level Responses

## Grade K

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).

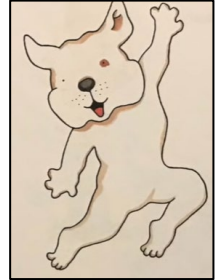
Prompt: In the story, "If You Give a Dog a Donut" what does this picture show us?

### STUDENT RESPONSE VERBAL

The dog is doing a happy dance because he hit a home run.

### WRITTEN READING RESPONSE

When given a picture prompt, students can write a sentence to tell what is happening in the picture.



## Grade 1

Use illustrations and details in a story to describe its characters, setting, or events.

Prompt: What does this picture tell us about the dog in the story, "If You Give a Dog a Donut"?

### WRITTEN READING RESPONSE

He is a funny dog.

When he is happy he does a happy dance.

He hit a home run and did a happy dance.



## Grade 2

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Prompt: What does this picture tell us about the Mother owl in "Why Mosquitoes Buzz in People's Ears"?

### WRITTEN READING RESPONSE

The Mother owl is sad because her baby owl is dead. It is her job to wake up the sun everyday.

She is so sad that she does not wake up sun in the morning. All the animals are

worried that the sun would never come back.



# RL.7 Grade Level Responses

## Grade 3

EXPLAIN how SPECIFIC ASPECTS of a text's ILLUSTRATIONS contribute to what is CONVEYED BY THE WORDS in a story

**Prompt:** Choose an illustration from the book Charlotte's Web and explain how it help you to understand the text of the story.

In chapter 1 of Charlotte's Web, Fern is very upset to hear that her father is planning to kill a pig because it was born a runt. The text says that Mr. Arable is going out to the barn with an ax. Fern shrieks that her father is going to kill the pig just because it is small. She runs out the door to catch up to her father and is sobbing. She screams at him to please not kill it. Mr. Arable tells Fern that she needs to learn to control herself. There is an illustration of this event in the book. The illustration helps me to understand the scene because it shows Mr. Arable carrying the ax and a look of surprise on his face. He must be surprised at the way Fern is behaving. I can also tell from the picture how upset Fern is. She is grabbing the ax trying to stop her dad. The illustration helped me to understand this event better.



## Grade 4

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.

**Prompt:** Choose a setting from Charlotte's Web and describe how the text and movie version assisted you in the understanding of the story.

The text of the story Charlotte's Web helps me to visualize the setting. In chapter 3, the book gives a detailed description of Zuckerman's barn. First, is a detailed description of how the barn smells. Then, the barn is described as having stalls for horses, tie-ups for cows, a sheepfold for sheep, and a pigpen for Wilbur. A list of items is given for what could be seen in the barn like pitchforks, grindstones, scythes, and milk pails. By reading the text of the book I can visualize in my head what I think the barn must look like full of animals and tools. I also watched the movie Charlotte's Web. In the scene where Fern takes Wilbur to Zuckerman's barn for the first time, there is a narrator talking about the smells and the life in the barn. Fern walks through the entire barn with Wilbur in her arms. I am able to see all of the parts of the barn and the animals that live in it. Fern walks from the upper level down to the lower level. There are horses, and cows, and sheep. I can see each of the animals pens and the hay on the ground. While the setting details and descriptions in the text of Charlotte's Web and the movie version of Charlotte's web are not exactly the same, they are very similar and they both helped me to visualize this setting in the story

## Grade 5

ANALYZE how VISUAL AND MULTIMEDIA elements contribute to the MEANING, TONE, AND BEAUTY of a text

# Reading Literature Standards – RL.9 Compare/Contrast Texts

## Anchor Standard

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade K



Grade 1



Grade 2



Grade 3



Grade 4



Grade 5

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

Compare and contrast the adventures and experiences of characters in stories.

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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)

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.

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).

## Student Statements

Grade K

I can find what is the same and different about characters of a book.

Grade 1

I can find what is the same and different about characters of a book

Grade 2

I can compare and contrast versions of the same story.

Grade 3

I can compare and contrast stories by the same author or stories with similar characters.  
I can find similarities and differences between the themes in two stories.  
I can find similarities and differences between the settings in two stories.  
I can find similarities and differences between the plots of two stories.

Grade 4

I can compare and contrast stories with similar themes and patterns of events.  
I can find similarities and differences between the themes in two stories.  
I can find similarities and differences between the pattern of events in two stories.

Grade 5

I can compare and contrast stories with the same genre with similar themes.  
I can find similarities and differences between the themes of two stories.  
I can find similarities and differences between two stories in the same genre.

# RL.9 Grade Level Responses

## Grade K

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

Prompt: We have read the stories, If You Give a Pig a Pancake and If You Give a Dog a Donut. Is there anything about these two stories that is the same?

### STUDENT RESPONSE VERBAL

The pig and the dog are funny. The pig dances and the dog dances.

### WRITTEN READING RESPONSE

Provide picture prompts from the book and ask students to write something about how the pictures are the same or different.



## Grade 1

Compare and contrast the adventures and experiences of characters in stories.

Prompt: We have read the stories, If You Give a Pig a Pancake and If You Give a Dog a Donut. Is there anything about these two stories that is the same? Is there anything about the stories that is different?

### STUDENT RESPONSE VERBAL

They are the same because the pig and the dog do funny things. They both dance. The pig tap dances and the dog happy dances.

### WRITTEN READING RESPONSE

Provide picture prompts from the book and ask students to write something about how the pictures are the same or different.

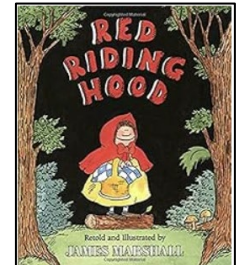
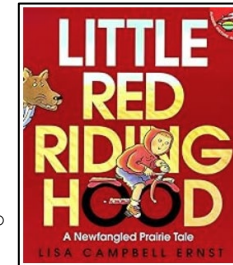
## Grade 2

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Compare and contrast the two versions of Little Red Riding Hood. What is something about these stories that is the same? What is something about these stories that is different?

### STUDENT WRITTEN RESPONSE

The books are the same because both have Little Red Riding Hood and her grandmother and the wolf. These stories are different because in one Little Red Riding Hood walks to her grandmother's house and one rides her bike. Another thing that is different is that one of them wears a red cape and the other wears a red sweatshirt. Finally, one story is in the forest and the other is in the prairie.



# RL.9 Grade Level Responses

## Grade 3

COMPARE AND CONTRAST the *themes, settings, and plots* of stories written by the *same author* about the *same or similar characters*

**Prompt:** Find similarities in the theme of friendship for the novels Charlotte's Web and Trumpet of the Swan.

The story Charlotte's Web and Trumpet of the Swan are both written by EB White and both have a theme of friendship. The theme of friendship in these two books is similar because you have two characters becoming friends. In Charlotte's Web, Wilbur and Charlotte are friends. In Trumpet of the Swan, Louis and Sam are friends. In both stories, one friend is determined to help the other. Charlotte is determined to help Wilbur when he finds out that he will be killed for holiday dinner. Charlotte spins webs with words to describe Wilbur to bring attention to him so that the Zuckerman's will want to keep him. Sam is determined to help Louis when they find out that Louis cannot speak or Ko-hoh like the other swans. Sam takes Louis to school so that he can learn to read and write. Sam gets Louis a job at Camp Kookooskoos playing the trumpet so that he can earn money to pay back the cost of the trumpet his father stole. As you can see, these two stories have a similar theme of friendship.

## Grade 4

COMPARE AND CONTRAST the treatment of *similar themes and topics* and *patterns of events* in *stories, myths, and traditional literature* from different cultures.

**Prompt:** Find similarities and differences in the theme of friendship for the novels Charlotte's Web and Trumpet of the Swan.

The novels Charlotte's Web and Trumpet of the Swan by EB White both have the theme of friendship. The theme of friendship in these two stories is similar because both involve a friendship where one friend is determined to help another. Charlotte's Web is the story of Wilbur, a pig born as a runt who is saved and sent to live on Zuckerman's farm. He is lonely and becomes friends with Charlotte. Charlotte proves to be a loyal friend as she finds creative ways to save Wilbur's life. Trumpet of the Swan is the story of Louis, a swan born with a defect and unable to speak who becomes friends with Sam. Sam proves to be a loyal friend because he helps Louis learn to read and write and get a job so that he can repay the debt of his stolen trumpet. The theme of friendship in these two stories have differences. The most important difference is that Wilbur is an insecure, helpless character that looks for others to solve his problems. When he learns that he will be killed, he begs for someone to save him, rather than thinking of ways that he can save himself. On the other hand, Louis is worried about his defect but motivated to find a solution on his own. He is fortunate to get help from Sam, but ultimately takes charge of his own fate. The theme in these two stories has both similarities and differences.

## Grade 5

COMPARE AND CONTRAST stories in the *same genre* on their *approaches to similar themes and topics*.

**Prompt:** Find similarities and differences in the theme of friendship for the novels Charlotte's Web and Trumpet of the Swan.

The novels Charlotte's Web and Trumpet of the Swan by EB White both have the theme of friendship. The theme of friendship in these two stories is similar because both involve a friendship where one friend is determined to help another. Charlotte's Web is the story of Wilbur, a pig born as a runt who is saved and sent to live on Zuckerman's farm. He is lonely and becomes friends with Charlotte. Charlotte proves to be a loyal friend as she finds creative ways to save Wilbur's life. Trumpet of the Swan is the story of Louis, a swan born with a defect and unable to speak who becomes friends with Sam. Sam proves to be a loyal friend because he helps Louis learn to read and write and get a job so that he can repay the debt of his stolen trumpet. The theme of friendship in these two stories as differences, as well. The most important difference is that Wilbur is an insecure, helpless character that looks for others to solve his problems. When he learns that he will be killed he begs for someone to save him, rather than thinking of ways that he can save himself. On the other hand, Louis is worried about his defect but motivated to find a solution on his own. He is fortunate to get help from Sam, but ultimately takes charge of his own fate. In the end, Wilbur realizes the sacrifices that Charlotte made to save him, therefore, he pledges his loyalty to devote his life to her children and grandchildren. The theme in these two stories has both similarities and differences. Louis is a strong character throughout the story because he takes charge of his life. He accepts help from Sam, but Sam doesn't need to make any sacrifices for Louis. Louis ultimately determines his own fate. The theme of friendship in these two stories begin in very similar ways but are very different in the resolution of each story.



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