

Reading Informational Text Standards Progression Grades K-5



This resource shows how each Reading Information 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-6: 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.

RI Drawing Conclusions - Grade Level Responses

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: What colors can apples be?
Student: Red, green, yellow. **Better Response:** Apples can be red and green and yellow.
Teacher: Are there any other colors?
Student: Some apples are a little red and a little yellow.
Written Response to Reading. After reading 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.



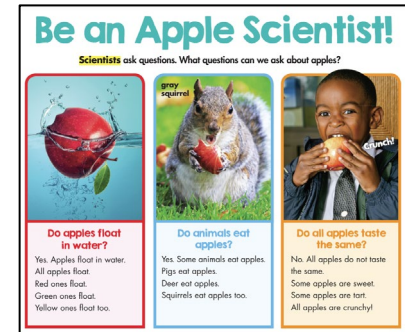
Grade 1

Ask and answer questions about key details in a text.

Prompt: Which animals eat apples?
Student: Squirrels and pigs and deer. My dog eats apples.
Teacher: Let's have our answers use details from the text only. Please try again.
Student: Squirrels and pigs and deer eat apples.
 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 1st grade appropriate spelling, capitalization, and punctuation.

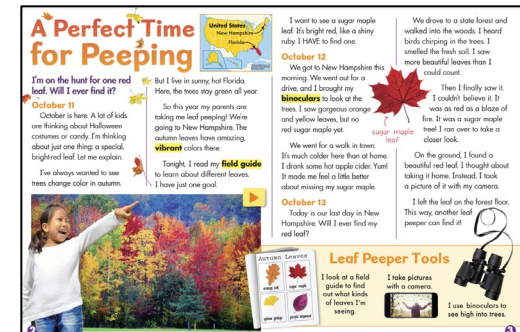


Grade 2

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

Why does the girl want to find a red leaf and what kind of tree has red leaves?
Written Response to Reading: Questions should be literal based on key details, but can also be inferential to begin working on inferencing skills.

A tree with red leaves is the Sugar Maple tree. The girl is looking for a red leaf because she lives in Florida and the trees in Florida stay green all year. She has never seen leaves change color in the fall.



RI.1 Drawing Conclusions - Grade Level Responses

Grade 3

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

Prompt: According to the Time for Kids article, "For the Birds", how are people making buildings bird friendly?

According to the Time for Kids article, "For the Birds", people are making building bird friendly in three ways. First, buildings are being designed with less glass. By using less glass, birds will not fly into windows. Next, some buildings are being wrapped in screens. Birds can see the screen instead of a reflection of their habitat. Finally, some buildings use special patterned glass so that birds do not see a reflection and fly into windows. As you can see, people are changing buildings to be bird friendly.

Grade 4

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

Prompt: According to the Time for Kids article, "For the Birds", why are architects, environmentalists, and lawmakers trying to make buildings bird friendly?

According to the Time for Kids article, "For the Birds", architects, environmentalists, and lawmakers are trying to make buildings bird friendly because millions of birds die each year by flying into glass windows. A study was done in 2014 that showed that over 365 million birds were killed in the US by flying into glass. The study also showed that birds fly into glass windows because they see a reflection of their habitat. Therefore, environmentalists are working with lawmakers and architects are to reduce the number of birds who are killed each year by flying into windows. In conclusion, the article states that making buildings bird friendly will reduce the number of birds that die each year.

Grade 5

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

Prompt: According to the Time for Kids article, "For the Birds", why are architects, environmentalists, and lawmakers trying to make buildings bird friendly?

According to the Time for Kids article, "For the Birds", architects, environmentalists, and lawmakers are trying to make buildings bird friendly because millions of birds die each year by flying into glass windows. A study was done in 2014 that showed that, "between 365 million birds and a billion birds are killed each year in the United States by flying into glass." The numbers increase during the months that birds migrate. Christine Sheppard said that "Birds take what they see literally. When they see a reflection of habitat—to them, that's just more habitat for them to fly into." Therefore, people want to reduce the number of birds who are killed each year by flying into windows. In conclusion, the article states that making buildings bird friendly will reduce the number of birds that die each year.

Reading Informational Text Standards – RI.2

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, identify the main topic and retell key details of a text.

Identify the main topic and retell key details of a text.

Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.

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

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Student Statements

Grade K

I can tell what a text is about.
I can tell what I learn from a text.

Grade 1

I can tell what a text is about.
I can tell what I learned from a text.

Grade 2

I can identify the main topic in a text with many paragraphs or the main topic of one paragraph.

Grade 3

I can determine the main idea of informational text.
I can recount key details from informational text.
I can explain how key details support a main idea.

Grade 4

I can determine the main idea of informational text.
I can explain how key details support a main idea.

Grade 5

I can determine two or more main ideas of informational text.
I can explain how key details support a main idea.

RI.2 Identify Main Topic and Key Details – Grade Level Responses

Grade K

With prompting and support, identify the main topic and retell key details of a text.

Prompt: What did we learn about apples?

A reasonable expectation would be for students to remember 3 key details at minimum. Using picture clues, a student should be able to remember all key details. Student VERBALLY: Apples are different colors. Apples are smooth. Apples are sweet. Apples are crunchy. Lots of food is made from apples.

Written Reading Response: Students can be given boxes to draw three-five events from the text and asked to write about each picture. Or students can be give all pictures and asked to write a sentence about each.

Written responses should based on grade level appropriate spelling, capitalization, and punctuation.



Grade 1

Identify the main topic and retell key details of a text.

Prompt: What did we learn about apples?

A reasonable expectation would be for students to remember 3 - 5 key details. Student VERBALLY: Apples float in water. Animals like squirrels and deer and pigs eat apples. Apples are sweet and crunchy.

Written Reading Response: Students can be given boxes to draw three - five events from the Text and asked to write about each picture OR ask students to write one sentence for each picture clue.

Written responses should based on grade level appropriate spelling, capitalization, and punctuation.



Grade 2

Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.

Prompt: What is this article about?

This article is about a girl and her family who go to New Hampshire to look at leaves. The family lives in Florida and the trees there are always green. The leaves do not change color. They go to New Hampshire where a lot of the leaves change color in the fall.



RI.2– Main Idea, Key Details - Grade Level Responses

Grade 3

Determine the main idea of a text;

Prompt: What is the main idea of the article "For the Birds" and identify three key details to support the main idea.

Article: "For the Birds" – Time for Kids magazine

Main Idea; Changing the design of building windows to reduce the number of birds that are killed each year.

Key Detail: 365 million to 1 billion birds die each year in the US by flying into windows.

Key Detail: Birds fly into windows because they see a reflection of their habitat.

Key Detail: Environmentalists are finding ways to change windows so that birds do not see a reflection and the number of bird deaths is reduced.

Grade 4

Determine the main idea of a text and explain how it is supported by key details

Prompt: Determine the main idea of the article "For the Birds", identify three key details and describe how they support the main idea.

Main Idea; Changing the design of building windows to reduce the number of birds that are killed each year.

Key Detail: 365 million to 1 billion birds die each year in the US by flying into windows.

Key Detail: Birds fly into windows because they see a reflection of their habitat.

Key Detail: Environmentalists are finding ways to change windows so that birds do not see a reflection and the number of bird deaths is reduced.

The key details support the main idea because they explain why there is a need to change the design of building windows and how that change can reduce the number of birds that die each year.

Grade 5

Determine two or more main ideas of a text and explain how they are supported by key details

Prompt: For the article "For the Birds" determine the main ideas of each section, identify key details and how they support the main idea.

Main Idea; Changing the design of building windows to reduce the number of birds that are killed each year.

Key Detail: 365 million to 1 billion birds die each year in the US by flying into windows.

Key Detail: Birds fly into windows because they see a reflection of their habitat.

Key Detail: Environmentalists are finding ways to change windows so that birds do not see a reflection and the number of bird deaths is reduced.

**The key details support the main idea because they explain why there is a need to change the design of building windows and how that change can reduce the number of birds that die each year.

Main Idea: States are passing laws requiring bird friendly building design

Key Detail: The state of Minnesota and San Francisco, California have passed laws for bird friendly building design.

Key Detail: A congressman in Illinois is trying to pass a law making bird friendly design required for government buildings.

Key Detail: People are encouraged to take action and contact their lawmakers.

**The key details support the main idea by giving more information about cities and states that are working to pass laws for bird friendly building design and what everyone can do to help.

Reading Informational Text Standards – RI.3

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, describe the connection between two individuals, events, ideas, or pieces of information in a text.

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

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.

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.

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.

Student Statements

Grade K

I can tell how people, events, and ideas are the same.

Grade 1

I can tell how two people are the same.
I can tell how two events are the same.
I can tell how two ideas or facts are the same.

Grade 2

I can describe the connection between historical events and scientific ideas.

Grade 3

I can describe how details of informational text work together.
I can use academic language in my description of details.
I can explain a cause and effect relationship.
I can describe events and ideas in sequential order.

Grade 4

I can explain parts of informational text including what happened and why.
I can use specific information from the text in my explanation.

Grade 5

I can explain how details of informational text work together.
I can use specific information from the text in my explanation.

Reading Informational Text Standards – RI.4

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

With prompting and support, ask and answer questions about unknown words in a text.

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Student Statements

Grade K

I can ask questions about words I don't know.
I can answer questions about words I don't know.

Grade 1

I can ask questions about words I do not know.
I can answer questions about words I do not know.

Grade 2

I can determine the meaning of second grade words or phrases in second grade text.

Grade 3

I can determine the meaning of an unknown word using context clues.

Grade 4

I can determine the meaning of an unknown word using context clues.

Grade 5

I can determine the meaning of an unknown word using context clues.

Reading Informational Text Standards – RI.5

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

Identify the front cover, back cover, and title page of a book.

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.

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.

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

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.

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.

Student Statements

Grade K

I can find the front cover and back cover of a book.
I can find the title of a book.

Grade 1

I can use parts of a book to find information.

Grade 2

I can use parts of a book to find facts and information.

Grade 3

I can identify informational text features.
I can use non-fiction text features to locate information in text.

Grade 4

I can describe the text structure of non-fiction text.

Grade 5

I can describe the text structure of non-fiction text.
I can compare and contrast the structure of two or more texts.

Reading Informational Text Standards – RI.6

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

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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

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

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Student Statements

Grade K

I can find the author and illustrator of a book.
I can tell what the author and illustrator do.

Grade 1

I can use the pictures and words to help me understand what is read.

Grade 2

I can identify the main purpose of an informational text.

Grade 3

I can determine my own point of view about a topic from informational text.
I can compare my point of view to that of an author.

Grade 4

I can examine firsthand and secondhand accounts of an event.
I can find similarities and differences between firsthand and secondhand accounts.

Grade 5

I can analyze multiple accounts of an events, including firsthand and secondhand accounts.
I can find similarities and differences in multiple accounts of an event.

RI.6 Presentation of Ideas in Text - Grade Level Responses

Grade K

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

TEACHER

Who wrote this book?

STUDENT VERBALLY

(Student can point to author if they do not remember the name)

Marilyn Easton

TEACHER

What does the author do?

STUDENT VERBALLY

They write the words in the book.



Grade 1




Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

The picture shows a red apple floating in water. The text says that all apples float no matter what color they are.

The picture shows a squirrel eating an apple but lots of other animals eat apples too. It says that pigs and deer can eat apples.

Be an Apple Scientist!

Scientists ask questions. What questions can we ask about apples?

 <p>Do apples float in water?</p> <p>Yes. Apples float in water. All apples float. Red ones float. Green ones float. Yellow ones float too.</p>	 <p>Do animals eat apples?</p> <p>Yes. Some animals eat apples. Pigs eat apples. Deer eat apples. Squirrels eat apples too.</p>	 <p>Do all apples taste the same?</p> <p>No. All apples do not taste the same. Some apples are sweet. Some apples are tart. All apples are crunchy!</p>
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Grade 2

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

This article is about a girl and her family who go to New Hampshire to look at leaves. The family lives in Florida and the trees there are always green. The leaves do not change color. They go to New Hampshire where a lot of the leaves change color in the fall.

A Perfect Time for Peeping

United States: New Hampshire
New England

I'm on the hunt for one red leaf. Will I ever find it?

October 11
October is here. A lot of kids are thinking about Halloween costumes or candy. I'm thinking about just one thing: a special, bright red leaf. Let me explain. I've always wanted to see trees change color in autumn.

But I live in sunny, hot Florida. Here, the trees stay green all year. So this year my parents are taking me leaf peeping! We're going to New Hampshire. The autumn leaves have amazing, vibrant colors there.

Tonight, I read my field guide to learn about different leaves. I know just one goal.

I want to see a sugar maple leaf. It's bright red, like a shiny ruby. I HAVE to find one.

October 12
We got to New Hampshire this morning. We went out for a drive and I brought my binoculars to look at the trees. I saw gorgeous orange and yellow leaves, but no red sugar maple yet.

We went for a walk in town. It's much colder here than at home. I drank some hot apple cider. Yum! It made me feel a little better about missing my sugar maple.

October 13
Today is our last day in New Hampshire. Will I ever find my red leaf?

On the ground, I found a beautiful red leaf. I couldn't believe it. It was as red as a slice of fire. It was a sugar maple leaf! I ran over to take a closer look.

On the ground, I found a beautiful red leaf. I thought about taking it home. Instead, I took a picture of it with my camera. I left the leaf on the forest floor. This way, another leaf peeper can find it!

Leaf Peeper Tools

I take pictures with a camera.

I use binoculars to see high into trees.

I look at a field guide to find out what kinds of leaves I'm seeing.

PERFECTLY GROWN CLASSROOM

RI.6 Grade Level Responses

Grade 3

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

Prompt: Compare your point of view to that of the author of "For the Birds".

In the Time for Kids article, "For the Birds" the author talks about lawmakers trying to pass laws that require buildings to be bird friendly. This means that new buildings would have to put in special windows that keep birds from flying into them. I do not agree with the author's point of view. I do think it is a good idea for builders to think of bird safety when designing a new building. I do not think that it should be a law and be required. There are so many buildings already built that do not have bird safe windows. Will these building have to change their windows too? I think it is better to give companies the information about bird safe windows and encourage them to install windows that will bird won't fly into. It should not be a law. As you can see, the point of view of the author about bird safe buildings is different from mine.

Grade 4

Compare and contrast a firsthand and secondhand account of the *same event or topic*; describe the differences in *focus and the information provided*.

Prompt: Find similarities and differences between the accounts of bird safety from the article "For the Birds".

The Time for Kids article, "For the Birds" includes both firsthand and secondhand point of view. According to the article, Jeremi Swietochowski, a fourth grader, was playing with Legos one day when he heard a thump. A bird had flown into his window and fallen onto the balcony. He rushed to check on it. "Just when I was about to open the door, it flew away," After the bird hit his window, Jeremi wanted to keep it from happening again. He got permission from his parents to draw a grid on the window glass with yellow highlighter. It's "visible for birds," his mom says, "but hardly noticeable for people." This firsthand point of view shows that Jeremi experienced first-hand what it is like to have a bird fly into his window. He wanted to do something to help birds in the future. Also in the text of the article is a secondhand account by environmentalist Connie Sanchez. Like Jeremi, she wants to help protect birds. Connie works for the National Audubon Society and she educates people about the dangers of windows and how their reflections can confuse birds. Connie encourages people to contact their lawmakers about this issue and how important it is. Jeremi and Connie have the same concerns about bird safety, but Jeremi has had a bird fly into his window, flying away injured. Connie knows about the problem but has not experienced it first hand.

Grade 5

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Prompt: Describe similarities and differences between the various accounts for bird safety in the article "For the Birds".

The Time for Kids article, "For the Birds" includes multiple viewpoints. The article is about changing the design of building windows to reduce the number of birds that are killed each year. Jeremi Swietochowski experienced this issue firsthand and encourages people to make adjustments to the windows in their home to prevent birds from flying into and hitting their windows. Connie Sanchez works for the National Audubon Society. She educates people about bird safety and encourages them to contact lawmakers about making changes to protect birds. Christine Sheppard of the American Bird Conservancy works with architects who design buildings to create ways to make building bird friendly. With her help, they have designed multiple window options that do not reflect images, but people can still see through them and sunlight can come through. The thoughts and input from all points of view are centered around helping birds. The difference is in their approach. Jeremi has found ways that all people can help in their own homes. Connie is working to help birds by encouraging people to contact lawmakers. Finally, Christine is helping birds by working with architects on building and window design.

Reading Informational Text Standards – RI.7

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 text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Use the illustrations and details in a text to describe its key ideas.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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).

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.

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*.

Student Statements

Grade K

I can tell how the pictures in a book help me to understand.

Grade 1

I can use pictures and words to help me understand what is read.

Grade 2

I can explain how a picture adds to a text.

Grade 3

I can use an illustration to show my understanding of informational text.

Grade 4

I can interpret information from a visual text feature.
I can explain how a text feature helps me to understand informational text.

Grade 5

I can find information from multiple sources.
I can use information from multiple sources to show my ability to answer questions and solve problems

RI.7 Evaluate Content Grade Level Responses

Grade K

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).

TEACHER

How does the picture of the apples tell us?

STUDENT VERBALLY

It shows all the different kinds of apples.

TEACHER

What does the picture of the boy eating the apple tell us?

STUDENT VERBALLY

It shows that apples are crunchy when you bite them.

Grade 1

Use the illustrations and details in a text to describe its key ideas.

The picture shows a red apple floating in water. The text says that all apples float no matter what color they are.

The picture shows a squirrel eating an apple. It says that pigs and deer can eat apples.

Grade 2

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

The pictures in this article helped me to understand things better. The picture of the leaves helped me to know the different kinds of leaves. The red leaf is from the sugar maple tree. The map showed me where Florida is and where New Hampshire is. I have never been to Florida or New Hampshire. I did not know where they are in the United States.

RI.7 Grade Level Responses

Grade 3

Use information gained from illustrations and the words in a text to demonstrate understanding of the text

Prompt: Describe how a photo from the article "For the Birds" helped you to understand the text.

In the Time for Kids article, "For the Birds" one of the ways that buildings can make changes to protect birds from flying and hitting windows is to put screens on them. The photo in the article helped me to know what screens would look like on a building. The building in the picture is in France called The Orange Cube. The orange screen keeps birds from seeing a reflection and flying into the windows but sunlight can still come in. Without the photo, it would have been hard for me to picture what the screens would have looked like.



Grade 4

Interpret information presented *visually, orally,* and explain how the information contributes to an understanding of the text in which it appears.

Prompt: Which text features best assisted you in understanding the text of the article "For the Birds"?

In the article "For the Birds" there were three photos with captions that helped me to better understand the text.

The first photo showed an example of a window reflecting habitat. The caption says "Birds are confused by habitat reflected in glass. They think they can fly through it."



The third photo showed the types of birds that are in danger. The caption said "These are three of the birds most affected by glass collisions."

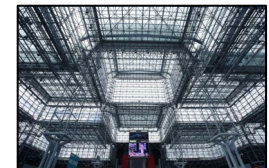
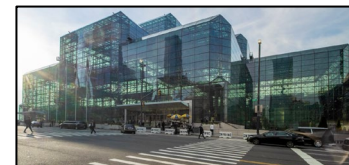


Grade 5

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.

Prompt: Find examples of each different window design that is meant to keep birds safe.

In the article, "For the Birds" the author mentions that the Javits Center in New York had a big problem with birds flying into their glass windows and dying. The Center started changing out its windows in 2009. Now, the number of birds dying from flying into windows has dropped by 90%. To be able to visualize what the Javits Center windows looked like I researched it on the internet. The photos helped me to visualize why this building was such an problem for birds.



Reading Informational Text Standards – RI.8

Anchor Standard

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

With prompting and support, identify the reasons an author gives to support points in a text.

Identify the reasons an author gives to support points in a text.

Describe how reasons support specific points the author makes in a text.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Explain how an author uses reasons and evidence to support particular points in a text.

Explain how an author uses reasons and evidence to support particular points in a text, *identifying which reasons and evidence support which point(s).*

Student Statements

Grade K

I can tell what the author wants me to know.
I can tell what words helped me to understand.

Grade 1

I can tell what the author wants me to know.
I can tell how the words the author used helped my understand.

Grade 2

I can describe how an author give reasons to support text.

Grade 3

I can describe connections between sentences and paragraphs in informational text.

Grade 4

I can explain how an author's reason supports a key point in informational text.

Grade 5

I can explain how an author's reasons and evidence supports points in text.
I can be specific about which points are supported by author's reasons and evidence.

RI.8 Author's Reasons and Points - Grade Level Responses

Grade K

With prompting and support, identify the reasons an author gives to support points in a text.

STUDENT ACTIVITY

Have the students circle, underline, or highlight key ideas from the Author about apples.

Grade 1

Identify the reasons an author gives to support points in a text.

STUDENT ACTIVITY

Have the students circle, underline, or highlight key ideas from the author about apples.

Grade 2

Describe how reasons support specific points the author makes in a text.

STUDENT ACTIVITY

Have the students circle, underline, or highlight key ideas from the author about apples.

The author wrote this article to teach us about leaves that you can go leaf peeping to look at leaves. A good place to see colorful leaves is New Hampshire. There are red leaves and yellow leaves and brown leaves. Sometimes you have to look at leaves with binoculars.

RI.8 Grade Level Responses

Grade 3

Describe the **logical connection** between *particular sentences and paragraphs* in a text.

Prompt: Describe the cause and effect relationships in the article "For the Birds".

*In the article "For the Birds" I learned that birds are dying because they fly into windows.

Cause: Windows reflect a bird's habitat so they think they can fly into it.

Effect: Birds are injured or die by flying into windows. Over 350 million birds die in the US each year.

*Humans have changed the way that windows are designed in new buildings.

Cause: Over 350 million birds die each year in the US by flying into windows.

Effect: People made the decision to help birds and have designed windows that do not reflect.

*Architects have designed windows that don't reflect the outside world.

Cause: Buildings have less windows or have windows with patterns or screens.

Effect: Bird deaths near buildings with special windows has dropped 90%.

Grade 4

Explain how an **author uses reasons and evidence to support particular points** in a text.

Prompt: What reasons does the author of "For the Birds" give to support the idea that changing window design can help birds.

In the article "For the Birds" the author, Jaime Joyce, supports the idea that changing window design can help birds. Birds see a reflection of their habitat in a window and think they can fly into it. Because of this over 350 million birds die each year in the United States. The author used the Javits Center in New York as an example to support their point of view. The Javits Center was one of the deadliest buildings in the city for birds. In 2009, city officials agreed to change some of the glass. They used metal panels and patterned glass. An architect said that "We need to find a balance between what humans need and what birds need." The new glass windows were finished in 2014 and bird deaths have dropped by 90%. As you can see, the author gave quality evidence to support the claim that window design can save bird lives.

Grade 5

Explain how an **author uses reasons and evidence to support particular points** in a text.

Prompt: What reasons does the author of "For the Birds" give to support the idea that changing window design can help birds.

In the article "For the Birds" the author, Jaime Joyce, supports the idea that changing window design can help birds. Birds see a reflection of their habitat in a window and think they can fly into it. Because of this over 350 million birds die each year in the United States. The author used the Javits Center in New York as an example to support their point of view. The Javits Center was one of the deadliest buildings in the city for birds. In 2009, city officials agreed to change some of the glass. They used metal panels and patterned glass. An architect said that "We need to find a balance between what humans need and what birds need." The new glass windows were finished in 2014 and bird deaths have dropped by 90%. As you can see, the author gave quality evidence to support the claim that window design can save bird lives.

Reading Informational Text Standards – RI.9

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, **identify** basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Compare and contrast the most important points presented by two texts on the same topic.

Compare and contrast the most important points and key details presented in two texts on the same topic.

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Student Statements

Grade K

I can say why texts are the same.
I can say how texts are different.

Grade 1

I can compare texts and say why they are the same.

Grade 2

I can compare and contrast important points of two texts with the same topic.

Grade 3

I can find similarities and differences between key details in informational text.

Grade 4

I can use information from two informational texts to communicate knowledge of a topic.

Grade 5

I can use information from multiple informational texts to communicate knowledge of a topic.

RL.9 Compare/Contrast Two Texts - Grade Level Responses

Grade K

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Prompt: How are the two articles the same? What is different about the two articles?

Let's Learn About Apples and Be an Apple Scientist.

STUDENT VERBALLY

They are both about apples.

They both say that apples are different colors.

They both say that apples are sweet and crunchy.

One says the foods you can make from apples. The other doesn't

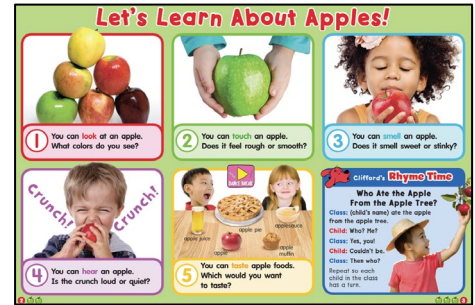
One says the animals that eat apples. The other doesn't.

Written Reading Response: Students can be given boxes to draw 1-3 similarities

From each text and asked to write about each picture. Or students can be given 1-3

pictures and asked to write a sentence about each.

Written responses should be based on grade level appropriate spelling, capitalization, and punctuation.



Grade 1

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Prompt: How are the two articles the same? What is different about the two articles?

Let's Learn About Apples and Be an Apple Scientist.

STUDENT VERBALLY

They are both about apples.

They both say that apples are different colors.

They both say that apples are sweet and crunchy.

One says the foods you can make from apples. The other doesn't

One says the animals that eat apples. The other doesn't.

Written Reading Response: Students can be given boxes to draw 1-3 similarities

From each text and asked to write about each picture. Or students can be given 1-3

pictures and asked to write a sentence about each.

Written responses should be based on grade level appropriate spelling, capitalization, and punctuation.



Grade 2

Compare and contrast the most important points presented by two texts on the same topic.

A Perfect Time for Peeping.

This article is about a family that goes to New Hampshire to look at the leaves that change colors in the fall. They have only seen trees with green leaves. It tells what kinds of trees have colored leaves. Red leaves are on the sugar maple tree.

Welcome Fall: Leaves

This book talks about colored leaves. This is the same as the peeping article.

But this book tells about how the leaves change color. Leaves have a pigment.

Pigment gives a leaf its color.



RI.9 Grade Level Responses

Grade 3

Compare and contrast the most important points and key details presented in two texts on the same topic.

Prompt: Find similarities and differences between the main idea and key details of the articles "For the Birds" and "Safe Travels"

The articles "For the Birds" and "Safe Travels" have similar main ideas. They are both about finding ways to help animals survive. In both articles, humans are changing the way they build things to make it easier for animals to live. In "For the Birds" birds are dying because they are flying into windows. People are finding ways to change the windows in buildings so that birds do not see a reflection and think they can fly into them. In "Safe Travels" people are finding ways to keep animals from being hit by cars. They are building bridges and underpasses that let animals get to where they need to go without having to cross busy streets and highways. In conclusion, there are many similarities with the two articles. The only difference are the strategies being used to help animals survive.

Grade 4

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

Prompt: Describe how the information given in "For the Birds" and "Safe Travels" can teach us how to better help animals.

In the article "For the Birds" I learned that millions of birds die each year from flying into windows. The birds see a reflection of their habitat and think they can continue to fly. To solve this problem, humans are designing windows that do not reflect an image, but still allow sunlight through. In the article "Safe Travels" I learned that millions of animals are killed each year crossing busy streets and highways. Many places, like National Parks are building bridges and underpasses that allow animals to travel and find food and shelter without having to cross highways. After reading these two articles I now know how important it is for humans to help animals. We are the ones building new buildings and highways that make it difficult for animals to survive. If we are the ones making changes in their habitats then we should also be the ones to help them survive.

Grade 5

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Prompt: After reading the articles "For the Birds" and "Safe Travels" find another resource that supports the main idea of helping animals and present key points.

The Time for Kids articles "For the Birds" and "Safe Travels" are both about finding ways to help animals survive. Another article in Time for Kids titled "Back to the Wild" is about how humans helped the gray wolf go from near extinction and to a growing population. Birds are being helped by people redesigning windows in tall buildings so that they do not see a reflection of their habitat and get confused. Animals in National Parks are being helped by humans building bridges and underpasses to allow animals to cross busy highways and not get hit by traffic. According to the article "Back to the Wild" the gray wolf was hunted almost to extinction. The Endangered Species Act was made law in 1973. Soon after, the gray wolf was put on the list which made killing them illegal. Because of this, the gray wolf population has increased over time and they are now being taken off the endangered species list. I have learned that humans can help animals by the way they build things and also with the laws they make.



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