

Key Ideas and Details

Anchor 1 / Literature

Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking conclusions drawn from the text.

Reading closely



Thinking like a detective

Grade	3	4	5	6
Standard	Ask and answer questions to demonstrate understanding of 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 from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Essential Skills/ Concepts	<ul style="list-style-type: none"> Ask and answer questions (who, what, when, why, where) Refer to text for answer Synthesize information in text in order to answer questions about the text 	<ul style="list-style-type: none"> Know that what is read needs to make sense Identify details and examples Draw inferences Explain what the text says Understand the text Cite specific examples and details to support inferences 	<ul style="list-style-type: none"> Use author's name or expressions such as, "the author states", or "in the author's opinion" when quoting from texts Cite specific examples and details to support inferences When inferring from the text, cite what the author said that led to that conclusion 	<ul style="list-style-type: none"> Reading Comprehension Draw Inferences Cite specific examples and details to support inferences Analyze the text
Academic Vocabulary	<ul style="list-style-type: none"> Question Text Demonstrate Details Understanding Sequence 	<ul style="list-style-type: none"> Infer Cite Author's Purpose Details Example Support Specific Explain 	<ul style="list-style-type: none"> Inference Cite Text Evidence Author's Purpose Explicit Conclude Quote 	<ul style="list-style-type: none"> Inference Cite Text Evidence Author's Purpose Explicit Conclude Analyze

Written Response to Reading Prompts

Grade 3

- Retell using Beginning, Middle, and End stating main events in the text.
- What is the setting? Describe the setting using words /phrases from the text.
- What is the conflict/problem (character) faces in the text?
- Discuss how the author wants us to feel/think about (character name/s). Use details from the text to support your answer.
- Use a Two Column Chart: who, what, where, why, when, why/ responses.

Grade 4

- Identify at least one sentence that explicitly describes (character/setting/event).
- What is the conflict/problem (character) faces in the text? Use explicit words/phrases to support your response.
- How does the author help you feel that you are really there in the story?
- How important is the place and time to the story?
- Use Two Column Chart: what the text says/my inference.

Grade 5

- What inferences/conclusions can you make from the paragraph/section/event?
- Using details and examples, where does the author clearly describe (character/setting/events)?
- Is there a part of the story where the author did not describe the (character/setting/events) explicitly?
- Who is the narrator and what conclusions can you draw about the narrator?
- How does the setting impact the characters/events?
- Use a Two Column Chart: inferences/text evidence.

Teacher-Student Conference Prompts

Grade 3

- How much time passes in the text? How do you know?
- Describe the (character/setting/specific event/problem/resolution) using words from the text.
- Identify the key words the author uses to describe the (character/setting/specific event/problem/resolution).
- What are the main events that make up the plot in the text?
- Who are the main characters? Are there any other characters?

Grade 4

- Tell about an inference you made?
- Share a detail in the story that is true about the character/setting/event.
- Describe something that is not true about the character/setting/event.
- How realistic is the story and what words or phrases did the author use to make you feel this way?

Grade 5

- Share inferences or conclusions that you made and show where this would be supported in the text.
- Based on what you are reading, tell me something that is true and show me where it could be found in text.
- How does the author show the relationships between the characters?
- Tell me about a character in the story. What does the author do to make you feel this way?

Key Ideas and Details

Anchor 2 / Literature

Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Central Idea/theme



Getting to the point

Grade	3	4	5	6
Standard	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.	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.
Essential Skills/ Concepts	<ul style="list-style-type: none"> Retell stories in sequential order Distinguish different genre: fables, folktales, myths Determine the central message, lesson, or moral of a story Identify key details that support central message, lesson, moral Sequence Author's Purpose Literary elements 	<ul style="list-style-type: none"> Understand universal themes in stories Determine the theme or main message of the text Determine which key details decide the theme Summarize the text Sequence 	<ul style="list-style-type: none"> Identify Universal themes in stories, dramas, or poems Identify the topics in writing Locate details that support the theme Understand that characters respond to challenges in different ways, such as internally and externally Understand that reflection is an inner process Summarize the text 	<ul style="list-style-type: none"> Reading Comprehension Recognize and analyze theme Understand symbolism Make inferences Support theme or idea with details from the text Summarize Understand the difference between fact, opinion and judgment
Academic Vocabulary	<ul style="list-style-type: none"> Retell Fable, folktale, myth Culture Central message, Lesson, moral Key details Text 	<ul style="list-style-type: none"> Theme Details Character's actions Message Universal themes 	<ul style="list-style-type: none"> Theme Details Characters Summarize Drama, poem Reflects Topic Conflict, resolution, solution 	<ul style="list-style-type: none"> Theme, central idea Details Summarize Distinct Fact, opinion, judgment

Key Ideas and Details **Anchor 2 / Literature**

Written Response to Reading Prompts

Grade 3

- What is the central message (lesson or moral) of the story?
- Explain how a character is acting and why you think the character is acting that way.
- Explain how the author uses details to convey the author’s purpose?
- Pick one character and explain why you would or would not like to have that character as a friend.
- Retell the story with key details.
- Use a Two Column Chart: main ideas/details.

Grade 4

- What is the main conflict in the text and how does it relate to the theme?
- Using details from the text, summarize the story and identify the theme.
- What did the character learn in the story, and what lesson can the reader learn from this?
- Create a story map include characters, setting, problems, solution, theme.
- Use a Two Column Chart: theme/key details. _____

Grade 5

- Identify challenges the characters face. Explain how the characters respond to the challenges.
- What is the best way to paraphrase the paragraph you just read?
- Summarize the text using details and include theme.
- How does the character’s action’s reflect the theme?
- Find a quote in the text that best supports the theme.
- Use a Two Column Chart: theme/quotes from the text.

Teacher-Student Conference Prompts

Grade 3

- What is the lesson or message the author wants you to think about?
- Who are the key characters in the story?
- In what order was the story written?
- If you were telling someone about the story, which detail would most important to include?
- Does the title give you a clue to the story?

Grade 4

- Do you think this the best title for this story?
- How does author use the character/setting/events to teach the theme?
- Which details are important to the summary and which ones are not important?
- What was the main conflict and what was the resolution?
- Find a part in the story that supports the theme of the story/drama/poem.

Grade 5

- What type of reader would enjoy this book and why?
- What did you learn from reading this story/poem?
- Why did the author write this story/poem?
- Were there other themes in the story/poem? Explain.
- Try to summarize what you have read in 3 sentences.

Key Ideas and Details

Anchor 3/ Literature

Reading Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of the text.



Grade	3	4	5	6
Standard	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).	Compare and contrast two of more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
Essential Skills/ Concepts	<ul style="list-style-type: none"> Understand the sequence of events in a story Identify major/minor characters Describe characters by citing their traits, motivations and emotions Understand and explain how the characters’ actions contribute to major and minor events in the story 	<ul style="list-style-type: none"> Provide specific details when describing a character, setting (time, place) or event in a story Recognize what a character says, thinks or does 	<ul style="list-style-type: none"> Identify the characters, setting and major events of a story Compare and contrast characters, settings, and events in a story or drama Provide specific details when comparing or contrasting settings or events 	<ul style="list-style-type: none"> Describe a plot Sequence a series of episodes in a story or drama Identify the problem Summarize Describe how characters change throughout a story or drama Describe how characters respond as the plot moves towards a resolution
Academic Vocabulary	<ul style="list-style-type: none"> Interpretation of characters Character/character traits Motivation Emotion (feelings) Sequence Problem/ resolution/ solution 	<ul style="list-style-type: none"> Specific details Character/character traits Setting, location, environment Sequence Major/minor event Dialogue 	<ul style="list-style-type: none"> Character Trait/characteristic Compare/contrast Analyze Dialogue 	<ul style="list-style-type: none"> Plot Episodes Characters/ character traits Resolution Dialogue

Key Ideas and Details**Anchor 3 / Literature****Written Response to Reading Prompts****Grade 3**

- After reading the selection, what can you tell about the character?
- What word best describes the character and use words/phrases from the text to support?
- In what ways has the character changed from the beginning of the story?
- Explain how two characters are alike/different?
- How did the character solve the problem?
- Use a Two Column Chart: character trait/text evidence.

Grade 4

- Identify and describe a character using specific details.
- What trait describes the main character?
- What action or event impacts how the character behaves?
- Did you learn something about the character? What did the character say or do to support your response?
- How would the story change if the story was different?
- Use a Two Column Chart: event/importance.

Grade 5

- Was there a change in the setting? What caused this change?
- What event had the biggest impact in the story?
- Choose an event from the story and compare/contrast how two characters feel/acted.
- Identify a character trait and explain how this trait reflects the character's behavior?
- Did the character's relationship with others change throughout the story?
- Use a Two Column Chart: cause/effect.

Teacher-Student Conference Prompts**Grade 3**

- Describe characters in a story and explain how their actions contribute to the sequence of events.
- If the character had to solve the problem again, what might they do differently?
- Did the actions of one character affect the actions of another?
- Did the character learn anything? What did the character say or do to make you think they learned something?
- Retell the events of the story.

Grade 4

- How does the author let you know what the character is thinking?
- What key words does the author use to convey feelings, mood, and attitude?
- What word describes the character?
- What word does not describe the character?
- How does the author show how the characters feel about each other?


Grade 5

- Did the character's trait help or hinder them?
- Tell me about 2 major events and how they are alike and different?
- Is there another way the character could have solved the problem?
- What key words does the author use to convey feelings/mood/attitude?
- How has the character change throughout the story?
- What trait is shared by two of the characters?

Craft and Structure

Anchor 4 / Literature

Reading Anchor 4: 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.

	Word meanings		Knowing the word	
Grade	3	4	5	6
Standard	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Determine the meaning of words and phrases as they are use 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 language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
Essential Skills/ Concepts	<ul style="list-style-type: none"> Distinguish between words, phrases, and sentences Determine word and phrase meaning through context Distinguish between literal and non-literal language 	<ul style="list-style-type: none"> Use context clues to help determine the meaning of unknown words or phrases in text Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in a text Use resources (ex. glossary, footnote) to determine an unknown word or phrase Identify major mythological characters and their traits 	<ul style="list-style-type: none"> Use context clues to determine unknown words/ phrases Use definitions, examples, or restatements to help figure out unknown words / phrases in text Understand that words/ phrases often have literal/ figurative meanings Know that similes and metaphors are words used to compare Use resources (ex. glossary, footnote) to determine an unknown word or phrase 	<ul style="list-style-type: none"> Understand synonyms and connotations Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia) Compare and contrast Understand how word choice impacts meaning and tone Interpret words and phrases Make inferences
Academic Vocabulary	<ul style="list-style-type: none"> Context clues Determine Phrases Literal and non-literal Distinguish 	<ul style="list-style-type: none"> Context clues Definition Restatement Phrase, sentence Mythology 	<ul style="list-style-type: none"> Context clues Symbolize Imagery Literal and figurative meaning Impression 	<ul style="list-style-type: none"> Figurative/Connotative Meaning Analyze/ Determine Specific Tone Word choice

Craft and Structure

Anchor 4 / Literature

Written Response to Reading Prompts

Grade 3

- What words did the author use to “paint a picture” in your mind?
- Do the author’s words provide a direct/literal or indirect/nonliteral description of the character/detail/setting? Explain.
- Which quote from the text, includes non-literal language (similes, idioms, personification, metaphors)?
- Which 2 words from the story have almost the same meaning?
- Use a Two Column Chart: key words/ context clues.

Grade 4

- Find where the author compared two things and describe the language the author used?
- Is there a character/problem in the text that reminds you of a (Greek) mythology?
- Find an example of where the author sets a positive or negative mood? Explain the language the author uses.
- Find a word that has multiple meanings and how it is used in the text.
- Use a Two Column Chart: figurative language/ meaning.

Grade 5

- Find an example of figurative language and how does it give you more information about (character/setting/plot)?
- How does the figurative language set a tone/mood for the text?
- How does the figurative language help you visualize/explain what the author wants us to know?
- Find a word that has multiple meanings and how it is used in the text.
- Use a Two Column Chart: figurative language/ meaning.

Teacher-Student Conference Prompts

Grade 3

- What does the word _____ mean?
- What strategy did you use to figure out the meaning of important words?
- Tell me some interesting words you found in the text.
- Look through the text to find where the author used a metaphor/simile. Share why the author included that language.
- How does this _____ help us understand what the author is trying to tell us about the _____? What is the author suggesting?

Grade 4

- What words did the author use to describe (person, place/event/myth)?
- What does the word _____ mean? What strategy did you use to figure out the meaning of important words?
- Identify a word that has more than one meaning and how the word was used in the text.
- Did the author compare (character) to someone or thing who is well-known?

Grade 5

- What did you notice about the author’s writing style/vocabulary/figurative language?
- What images are reflected in the author’s descriptive language?
- What literary device did the author use to describe _____?
- What words did the author use to describe (person, place/event/myth)?
- Share examples of a strategy you used to identify the meaning of the word.

Craft and Structure

Anchor 5 / Literature

Reading Anchor 5: 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.

Text structures



Examining how the text is built

Grade	3	4	5	6
Standard	Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, or 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 (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.
Essential Skills/ Concepts	<ul style="list-style-type: none"> Understand differences between story, drama, and poem and their parts (chapter, scene, stanza) Use vocabulary particular to each genre when speaking or writing Describe how each part builds upon earlier sections when discussing or writing about story, drama or poem 	<ul style="list-style-type: none"> Identify/ define elements of a poem Identify/ define elements of prose Identify/ define elements of drama Explain the differences between these text types Compare and contrast differences between poems, prose, and drama 	<ul style="list-style-type: none"> Understand stories, poems, and dramas have different organizational elements Follow the message of the story, poem, or drama across chapters, stanzas, or scenes Understand that dramas have scenes, cast of characters, setting, narrator Understand that stories have beginnings, conflicts/ problems, and conclusions Understand that often poems have stanzas or verses that provide additional details 	<ul style="list-style-type: none"> Understand text structure and their parts Understand how a theme, setting, or plot develops Understand and analyze how text structure contributes to the development of the theme, setting and plot
Academic Vocabulary	<ul style="list-style-type: none"> Drama/ play Act/scene/cast Story/ chapter Poem/ verse/ stanza 	<ul style="list-style-type: none"> Rhythm, meter, verse Alliteration, symbolism Theme Cast, stage directions Setting, story 	<ul style="list-style-type: none"> Drama, dialogue, scenes, cast, act, stage directions Dramatic literature Poem, stanza 	<ul style="list-style-type: none"> Analyze Text structure Theme Setting, plot Scene, stanza

Craft and Structure

Anchor 5/ Literature

Written Response to Reading Prompts

Grade 3

- How is the story organized?
- Choose a part of the story and what was its purpose?
- What events occurred in this section/ chapter?
- What is the genre and how can you know ?
- Use a Two Column Chart: story elements.

Grade 4

- Describe the genre and the features that support the genre.
- Explain how the text be would be written in a different genre (poem/play).
- How does the structure of this text help you understand?
- Use a Two Column Chart: sequence of events/summary.

Grade 5

- How is the text organized?
- Based on how the text is organized, what type of text is it?
- What clues does the author give that helps you draw conclusions?
- Explain how the structure aides your understanding in the text?
- Use a Two Column Chart: sequence of events/summary.

Teacher-Student Conference Prompts

Grade 3

- How does what the author said help us understand what is happening now?
- How is this different that a poem/play/narrative?
- Retell the major events.
- If this were a play, who would the cast of characters be?

Grade 4

- Identify the special structural elements found in this text.
- What is the setting and how do you know?
- What is the genre and how do you know?

Grade 5

- Describe how the author's organization of the text leads from one event to another.
- Why is the beginning of the story important? How did the author set the tone for future sections?
- How does the plot evolve in the story?
- Did the author build suspense?

Craft and Structure

Anchor 6 / Literature

Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text.



Grade	3	4	5	6
Standard	Distinguish their own point of view from that of the narrator or those of the characters.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	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
Essential Skills/ Concepts	<ul style="list-style-type: none"> Understand point of view Distinguish between one’s own point of view and another’s Know what is meant by “first person”, “third person” 	<ul style="list-style-type: none"> Identify who is telling the story Understand that point of view/perspective impacts how a story is told Compare and contrast points of view within and between texts Recognize point of view indicators: I or we = first person, he, she, it or they = third person 	<ul style="list-style-type: none"> Identify who is telling the story Know that a story will be influenced by the narrator’s role and the outcomes of the story Understand how the narrator’s point of view influences the description of events 	<ul style="list-style-type: none"> Identify point of view Understand and explain how point of view is developed by the author
Academic Vocabulary	<ul style="list-style-type: none"> Point of view Narrator First person Third person Distinguish 	<ul style="list-style-type: none"> Point of view Narrator Perspective Narrator/ narrate First person Third person Compare and contrast 	<ul style="list-style-type: none"> Point of view Narrator, speaker Influence 	<ul style="list-style-type: none"> Point of view Narrator, speaker Develop

Craft and Structure**Anchor 6 / Literature****Written Response to Reading Prompts****Grade 3**

- Who is telling the story? How do you know?
- Do you agree or disagree with the character's point of view?
- What can the reader tell about the narrator?
- How would the story be different if it were told by another character?
- Use a Two Column Chart: character says/agree or disagree.

Grade 4

- What signal words do you see in the text that help you identify if the story is written in first or third person?
- Is the story written in first or third person? How do you know?
- How would the story be different if it was told in a different point of view?
- Why do you think the author chose to tell the story in first or third person?
- Use a Two Column Chart: narrator says/ meaning.

Grade 5

- What is the narrator's perspective? Are they part of the story?
- How does the narrator's point of view influence the events described?
- What information does the narrator provide the readers that the characters in the story do not have?
- Whose perspective, point of view, or thoughts do not know?
- Use a Two Column Chart: narrator's view/text evidence.

Teacher-Student Conference Prompts**Grade 3**

- Is this selection written in first or third person?
- Who is telling the story and why did the author choose that narrator?
- Discuss how the story would change if it were told from another character's point of view.
- Do you agree or disagree with the narrator's point of view?

Grade 4

- Why do you think the author wrote this in ___ point of view?
- After reading this part, what can you tell about the narrator?
- Does the narrator's point of view influence the story?
- What is the difference between the first or third person point of view ?
- What information does the narrator provide you that the characters in the story do not have?

Grade 5

- Describe how the point of view determines what you know and how you feel about this story?
- Is the story told in first or third person? What were the signal words?
- Discuss how the event would be described differently if told by another point of view.
- Why do you think the author chose to write in this perspective/point of view?

Integration of Knowledge and Ideas

Anchor 7 / Literature

Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Content in media



Putting it together

Grade	3	4	5	6
Standard	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in story (e.g., create mood, emphasize aspects of a character or setting).	Make connections between the text of a story or drama and 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).	Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
Essential Skills/ Concepts	<ul style="list-style-type: none"> Understand character, plot, setting Recognize how illustrations contribute to a story Explain how illustrations contribute to create mood and describe character or setting 	<ul style="list-style-type: none"> Read and understand the main ideas of the text/drama Compare the text with visual media or an oral presentation Compare the text of a story or drama with a visual presentation (movie, video, etc) 	<ul style="list-style-type: none"> Identify how visual and multimedia elements help increase the understanding of text Explain how images, sounds and movements contribute to the tone of a text Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text 	<ul style="list-style-type: none"> Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video, or live version of the text Contrast mental images to what they perceive when they listen or watch
Academic Vocabulary	<ul style="list-style-type: none"> Illustrations Contribute/contribution Convey Aspects Mood 	<ul style="list-style-type: none"> Compare/contrast Visual/oral presentation Visual media Version Descriptions 	<ul style="list-style-type: none"> Multimedia elements Graphic novel Tone Visual 	<ul style="list-style-type: none"> Compare and contrast Similarities and differences Experience Perception Audio, viewing

Integration of Knowledge and Ideas

Anchor 7 / Literature

Written Response to Reading Prompts

Grade 3

- Based on the author's words, would you add anything to the illustration?
- How does the illustration help you to understand the story?
- What do the illustrations tell you about what the character are like?
- What does the illustration convey to you about the character/mood/setting?
- Use a Two Column Chart: story elements /comic strip.

Grade 4

- What does the illustration convey to you about the character/mood/setting?
- Choose a section of your story that you think would be perfect for and oral presentation.
- Describe the illustration that you think is most important to the story.
- Use a Two Column Chart: illustrations/ what you notice.

Grade 5

- Would this story be better as a play or movie? Explain.
- Choose a chapter or event that does not have any visual elements. Describe the perfect visual element for that chapter or event.
- Does the illustrator's style match the tone of the story?
- Explain how the visuals in your story are connected to the story. How do they support or enhance the story?
- Use a Two Column Chart: illustrations/ what you notice.

Teacher-Student Conference Prompts

Grade 3

- What words/phrases from the text do you think the illustrator used when creating the picture on page_____?
- Discuss why you think the illustrator included a specific illustration.
- According to the illustrations, do they show a different story than the text?
- What mood does the illustration portray? Did it help you understand the text?

Grade 4

- Does the illustrator's style match the tone of the story?
- Would this story be better as a play or movie?
- According to the illustrations, do they show a different story than the text?
- How do the illustrations help create the mood?
- How does an illustration relate to what the author tells us about the setting?

Grade 5

- What types of video clips would you add to the text?
- How does the illustrator interpret the character/setting described by the author?
- According to the illustrations, do they show a different story than the text?
- Describe the illustration that you think is most important to the story.

Integration of Knowledge and Ideas

Anchor 9 / Literature

Reading Anchor 9: Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Comparing and contrasting



Weighing the works

Grade	3	4	5	6
Standard	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).	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Compare and contrast stories in the same genre (e.g., mysteries, and adventure stories) on their approaches to similar themes and topics.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Essential Skills/ Concepts	<ul style="list-style-type: none"> • Compare and contrast • Understand theme, setting and plot • Recognize author • Recognize how a character remains the same or changes throughout a text or throughout a series • Compare and contrast the themes, settings and plots 	<ul style="list-style-type: none"> • Identify themes and topics • Sequence events and find patterns • Understand the structure of stories, myths, and stories from other cultures 	<ul style="list-style-type: none"> • Be familiar with characteristics of most genres (fables, folk tales, mysteries, poems, adventure stories) • Identify the approaches authors take by analyzing two or more texts of similar themes 	<ul style="list-style-type: none"> • Understand the compare/contrast pattern • Recognize text forms and genres • Understand how themes are developed • Identify text topics
Academic Vocabulary	<ul style="list-style-type: none"> • Compare, contrast • Theme, plot • Setting • Author • Character 	<ul style="list-style-type: none"> • Compare, contrast • Theme • Culture • Patterns • Events 	<ul style="list-style-type: none"> • Compare, contrast • Theme • Patterns of events • Genre 	<ul style="list-style-type: none"> • Compare/contrast • Similarities/ differences • Genres • Fantasy and realism • Theme • Historical novels

Integration of Knowledge and Ideas

Anchor 9 / Literature

Written Response to Reading Prompts

Grade 3

- How is this text the same as the last text you read?
- How is this text different than the last text you read?
- How is this text like another book you have read?
- Use a Two Column Chart: beginning, middle, and end/two books.

Grade 4

- Describe another text with a similar theme.
- Compare a character from this text to a similar character from another text.
- Use a Two Column Chart: compare, contrast /2 texts.

Grade 5

- Describe another text with a similar theme.
- Describe how you could adapt this book using a different genre.
- How is the message/theme similar/different?
- Use a Two Column Chart: compare, contrast /2 texts.

Teacher-Student Conference Prompts

Grade 3

- What is the theme or message in each story?
- Describe the theme or lesson of two books.
- Does the character remind you of another character from another book?

Grade 4

- What similarities/differences do you notice about the organization in this book compared to another book?
- Were the problems the same/different in each book?

Grade 5

- What similarities/differences do you notice about the organization in this book compared to another book?
- Tell me about the character traits of this character and what book had a character with similar traits?

Range of Reading and Text Complexity

Anchor 10 / Literature

Reading Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

Text complexity



Stepping higher

Grade	3	4	5	6
Standard	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Skills/ Concepts	<ul style="list-style-type: none"> Recognize genre in literature, including stories, dramas, and poetry Read grade-level material independently and proficiently Comprehend literature read at the high end of the 2-3 grade complexity band 	<ul style="list-style-type: none"> Select books at the appropriate grade level Understand and appreciate various genres of literature Use media (audio, technology) to help understand books slightly above current reading level Practice higher level comprehension listening to texts slightly above current reading level Monitor understanding 	<ul style="list-style-type: none"> Select books at the appropriate grade level Have the opportunity to read and listen to books from a variety of genres Use a recording sheet to track titles and genres read 	<ul style="list-style-type: none"> Read various forms of literature fluently Comprehend various forms of literary text Independently read and comprehend complex texts Make an effort to independently read texts of increasing complexity Monitor comprehension
Academic Vocabulary	<ul style="list-style-type: none"> Literature Story, drama, poetry Comprehend Independent 	<ul style="list-style-type: none"> Independent reading Just-Right books Genres Literature 	<ul style="list-style-type: none"> Literature Genres Independent reading Just Right books 	<ul style="list-style-type: none"> Literature Comprehension Fluency

Range of Reading and Text Complexity**Anchor 10 / Literature****Written Response to Reading Prompts****Grade 3**

- Is this book a good fit for you? Why or why not?
- How did you monitor your reading?
- Describe a reading strategy you used in this text (visualize, ask questions, determine importance, draw conclusions, etc.).
- What parts of the book were difficult/easy?

Grade 4

- Is this book a good fit for you? Why or why not?
- How did you monitor your reading?
- Describe a reading strategy you used in this text (visualize, ask questions, determine importance, draw conclusions, etc.).
- What parts of the book were difficult/easy?

Grade 5

- Is this book a good fit for you? Why or why not?
- How did you monitor your reading?
- Describe a reading strategy you used in this text (visualize, ask questions, determine importance, draw conclusions, etc.).
- What parts of the book were difficult/easy?

Teacher-Student Conference Prompts**Grade 3**

- How did you choose this book was it a good fit?
- Reread a paragraph. Give feedback (e.g.: fluency).
- Did you find this book interesting? How did this help your understanding?

Grade 4

- How did you choose this book was it a good fit?
- Reread a paragraph. Give feedback (e.g.: fluency).
- Did you find this book interesting? How did this help your understanding?

Grade 5

- How did you choose this book was it a good fit?
- Reread a paragraph. Give feedback (e.g.: fluency).
- Did you find this book interesting? How did this help your understanding?