Key Ideas and Details				Anchor 1 / Informational

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 to support 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 test 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	• Monitor Understanding • Ask and answer questions • Understand the details in the text • Answer questions that demonstrate understanding such as who, what, when, where, why • Refer to text for answers • Inferences	• Monitor Understanding • Identify details and examples • Draw inferences • Explain what the text says • Understand the text • Cite specific examples and details to support • Draw inferences	• Monitor Understanding • Understand and explain text • Quote accurately from the text • Use quotation marks • Cite specific examples and details to support inferences • Draw Inferences	• Monitor Understanding • Reading Comprehension • Draw Inferences • Support inferences with evidence from the text • Analyze the text • Draw Inferences
Academic Vocabulary	• Close Reading • Monitor • Annotating • Demonstrate, explain, show • Text • Support • Details • Evidence • Inference	• Close Reading • Monitor • Annotating • Demonstrate, explain, show • Text • Support • Details • Evidence • Inference	• Close Reading • Quote • Explicit , Accurate • Drawing Inferences, Conclude • Cite • Evidence • Generalization	• Close Reading • Analyze • Explicit • Inference • Textual Evidence • Generalizations • Accurate • Concepts

Key Ideas and Details	Anchor 1 / Informational
Written Response to Reading Prompts	**Teacher-Student Conference Prompts**

Written Response to Reading Prompts

Grade 3

☐ What is something important the author taught?

☐ What question could be answered after reading this paragraph/passage?

☐ Explain 3 details or examples that support an important event or concept.

☐ Who or What is this text about?

☐ Use Two Column Chart: Who? What? Where? When? Why? /details that answer these questions.

Grade 4

☐ What can you infer after reading this section? What details helped you make this inference?

☐ What is the purpose for reading this text?

☐ What are the important ideas related to the purpose?

☐ What specific words from the text can you sue to help support the important ideas?

☐ Use a Two Column Chart: interesting pieces of information/details and o quotations from text.

Grade 5

☐ Write a statement that the author most likely would agree.

☐ Find and explain 3 quotes from the text.

☐ Summarize a key argument, opinion, or piece of information.

☐ Explain how you monitored your reading to show understanding using specific areas from the text.

☐ Use Two Column Chart: important inference/evidence from text.

Teacher-Student Conference Prompts

Grade 3

☐ Tell about an interesting piece of information you found in this text.

☐ Share key information (5Ws) from a part of the text.

☐ What do you think is the most important thing the author wants you to know?

☐ Show me where in the text the author gave important information?

☐ What is the purpose for reading this piece?

☐ Do you have any questions for the author?

Grade 4

☐ What is the message so far?

☐ What was the purpose of this text?

☐ Tell me a part in the text where the author wanted you to make an inference and what clues did the author use to help you?

☐ Tell me about an important piece from the text and why do you think the author included this information?

Grade 5

☐ Tell about a conclusion you can draw from reading this text?

☐ What quote from the text can help support your conclusion?

☐ Where did you need to read between the lines?

☐ Tell me about an important piece from the text and why do you think the author included this information?

Key Ideas and Details			Anchor 2 / Informational	

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	Determine the main idea of a test; 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.	Determine a central idea of the text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Essential Skills/ Concepts	• Author's purpose • Determine the main idea • Recount key details • Explain how the key details support the main idea	• Author's purpose • Identify the main idea of the text • Identify supporting details • Explain how the main idea is supported by details • Use main idea and details to summarize the text	• Author's purpose • Explain how each main idea is support by key details • Determine 2 or more main ideas in a text • Analyze how the author supported the main idea/details • Summarize multiple ideas of a text with key details	• Author's purpose • Reading comprehension • Determine the central idea • Identify the supporting details • Summarize • Understand fact, opinion, and judgment
Academic Vocabulary	• Main idea • Key details • Recount	• Main idea • Key details • Summarize	• Main idea/central idea • Key details • Summarize	• Theme/idea • Details • Summary • Fact, opinion, judgment

Key Ideas and Details	Anchor 2 / Informational
Written Response to Reading Prompts	**Teacher-Student Conference Prompts**

Written Response to Reading Prompts

Grade 3
- ☐ Recount what detail you felt is most important.
- ☐ What is the main idea? What information is used to support the main idea?
- ☐ What is another title for the passage and use details from the text to support?
- ☐ Use Two Column Chart: main idea/details.

Grade 4
- ☐ What is this passage about and what were used details to support?
- ☐ Based on what you have read, what is the gist of the text?
- ☐ What was the author's purpose in writing this text?
- ☐ Which question cannot be answered after reading this text?
- ☐ Use Two Column Chart: key details/ how it supports main idea.

Grade 5
- ☐ Identify 2 main ideas and how are the main ideas connected to each other?
- ☐ How did you decide which details are important?
- ☐ Write a short summary of what you have learned?
- ☐ Which detail from the passage is least important to the main idea?
- ☐ Use a Two Column Chart: Choose a section from the text/ add or change heading.

Teacher-Student Conference Prompts

Grade 3
- ☐ What does author want you to learn about this topic?
- ☐ In this section, what is the most important information?
- ☐ What information does the author use to support the main idea?
- ☐ How did the author make important information stand out?
- ☐ What detail do you think is important? Why?

Grade 4
- ☐ Why did the author write what you have read?
- ☐ Tell me about some of the important ideas that struck you?
- ☐ How would you summarize what you have read so far?

Grade 5
- ☐ What have you learned after reading this text?
- ☐ What is important and essential to the text?
- ☐ Which details are most and least significant?
- ☐ How can you use key ideas to condense the information in the text?
- ☐ Can you summarize the main ideas in a sentence or two?

Key Ideas and Details				Anchor 3 / Informational

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

	Development of characters, events, and ideas		Following the thread	

Grade	3	4	5	6
Standard	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 o specific information in the text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Essential Skills/ Concepts	• Describe relationships • Identify historical events and scientific ideas • Use the language of time, such as long ago, in this decade, century, in the future • Use language of cause and effect • Understand a "series of events" and "steps on a procedure" • Describe the impact an early event had on something that happened later in the text	• Understand the differences between events, procedures, ideas or concepts • Read and understand history, science, and technical text • Explain what happened and why it happened based on the information in the text	• Recognize the difference between an event, idea, individual, or concept • Understand information read in historical, scientific, technical • Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science or technology • Cite specific information that supports observations about relationships or interactions	• Understand and identify how a key individual, event, idea is introduced, illustrated, or elaborated on • Identify examples and anecdotes • Understand how an idea or event is introduced
Academic Vocabulary	• Relationship • Events • Concepts • Technical ,scientific, historical, • Procedure • Sequence • Cause and effect	• Explain • Procedure • Events, ideas, concepts • Historical, scientific, technical • Specific information • Results • Cause and effect	• Events, concepts, ideas, interactions • Historical, technical, scientific • Information • Cause and effect	• Explain, anecdotes • Analyze • Detail • Event • Elaborate

Key Ideas and Details	Anchor 3 / Informational
Written Response to Reading Prompts	**Teacher-Student Conference Prompts**

Written Response to Reading Prompts

Grade 3
- ☐ Tell about 2 ideas and how they are related.
- ☐ Take some notes to describe/explain the parts of this (event, concept, set of procedures).
- ☐ Share an important event and what would be the result if it did not happen?
- ☐ Explain how two ideas are connected.
- ☐ Use a Two Column Chart: timeline/sequence of events.

Grade 4
- ☐ Explain what is happening in this text and why you think it is happening.
- ☐ What impact did an early event have on something that happened later in the text?
- ☐ Share how two or more events are connected to each other? Explain.
- ☐ How does one part influence the next?
- ☐ Use a Two Column Chart: timeline/sequence of events.

Grade 5
- ☐ Write about two ideas or concepts in the text and how they are related.
- ☐ Explain something in the text that had multiple effects.
- ☐ What caused a change or event? What were the effects?
- ☐ Use a two Column Chart: cause/effect.

Teacher-Student Conference Prompts

Grade 3
- ☐ How does one part influence the next?
- ☐ What impact did an early event have on something that happened later in the text?
- ☐ What do the illustrations show about how one (individual, event, idea) impacts another?
- ☐ Ask cause and effect questions.

Grade 4
- ☐ Tell about the relationship between two or more ideas/events/
- ☐ Tell about an important event and what led up to it?
- ☐ Ask cause and effect questions.
- ☐ How does one part influence the next?

Grade 5
- ☐ How do these individuals/events/ideas connect with or influence one another?
- ☐ Tell me about a key event and the sequence of events that led up to it.
- ☐ Tell about a decision that had positive or negative consequences.
- ☐ What caused a specific change or event? What are the effects?

Craft and Structure				Anchor 4 / Informational

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.

	Text structures		Examining how the text is built	

Grade	3	4	5	6
Standard	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.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Essential Skills/ Concepts	- Understand that words may have multiple meanings - Use root words, Latin and Greek suffixes and prefixes, to determine the meaning of academic words - Understand that words may be used as figurative language - Use synonyms and antonyms as clues to find the meaning of grade level words	- Know how to use a resource to determine the meaning of unknown words - Understand that words may have multiple meanings - Use root words, Latin and Greek suffixes and prefixes - Use antonyms and synonyms as clues to find the meaning of grade level words - Understand that words may be used as figurative language - Recognize when words are used as a common idiomatic expression	- Know how to use references to determine meanings of words - Know how to use Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase - Use context to help determine the meaning of figurative language - Recognize when a phrase is being used : idiomatic expression - Understand that words may have multiple meanings	- Identify and interpret connotations - Identify and interpret figurative language - Identify and interpret technical language - Make inferences
Academic Vocabulary	- Context clues - Roots, prefixes, suffixes - Multiple meanings - Figurative language - Synonyms and antonyms	- Domain - Prefix, suffix, roots - Multiple meanings - Figurative language - Idioms	- Multiple meaning words - Figurative language - Idiom - Synonym, antonym - Prefix, suffix, root - References, resources	- Phrases - Figurative meaning - Connotative meaning - Synonyms, antonyms - Tone - Words choice

Craft and Structure	Anchor 4 / Informational

Written Response to Reading Prompts	Teacher-Student Conference Prompts
Grade 3	**Grade 3**
☐ If you did not know a word, explain what tools you can use to figure out what it means. Give a specific example from what you are reading.	☐ What does the word ___ mean in this sentence?
☐ Tell about a word in the text that can have more than 1 meaning. Explain how it is used in the text.	☐ Are there sentences around the word that help you figure out its meaning?
☐ Choose 3 words that reflect an important concept or what the section is about. Explain.	☐ Find a word in the text that has parts that help you figure out its meaning. Explain how to do this.
☐ How/why does the author use special type (bold, italics) words?	☐ How would you explain in your own words what ____means?
☐ Use a Two Column Chart: Words Worth Noticing words/meaning.	
Grade 4	**Grade 4**
☐ Find a word in the text that had a prefix or suffix that can help you determine meaning. Explain.	☐ What would you do if you came to a word you didn't understand? Show me in the text.
☐ Could you explain in your own words what a specific phrase means?	☐ Show me some examples of figurative language?
☐ How/why does the author use special type (bold, italics) words?	☐ Share an important phrase in the book and explain what it means.
☐ Choose 4 words that reflect an important concept or what the section is about. Explain.	☐ Tell about a word in the text that can have more than 1 meaning. Explain how it is used in the text.
☐ Use a Two Column Chart: words/visual representation.	**Grade 5**
Grade 5	☐ Show me some examples of figurative language?
☐ Find a part of the book where the author used figurative language. Explain what it means.	☐ Show me some words that have prefixes and suffixes. How do they help with meaning?
☐ Find an important phrase in the book and explain what it means.	☐ Where is there a word that has more than one meaning. What does the word mean in the text? How do you know?
☐ Choose 5 words that reflect an important concept or what the section is about. Explain.	☐ Tell me a word that is essential to understanding and one that is not as important.
☐ Explain how text features could help you with word meaning.	
☐ Use a Two Column Chart: key word/how it relates to topic.	

Craft and Structure   Anchor 5 / Informational

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	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, and 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, and problem -solution) of events, ideas, concepts or information in two or more texts.	Analyze how a particular sentence, paragraph chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.
Essential Skills/ Concepts	• Use text features • Understand basic keyboarding skills • Understand internet usage • Determine relevant information • Understand the importance of key words	• Know that organizational structures are used to convey information (chronology, comparison, cause/effect, problem/solution)	• Know that organizational structures are used to convey information (chronology, comparison, cause/effect, problem/solution) • Compare and contrast how two different authors wrote about ideas, events, concepts or information in two or more texts	• Analyze text structure and its smaller parts • Understand how ideas develop • Understand and analyze how sentence/ paragraph/ chapter. Section/ contributes to the development of ideas.
Academic Vocabulary	• Key words • Text features • Relevant • Organized	• Organization • Structure • Chronology • Comparison • Cause/effect • Problem/solution • Order, sequence • Events, ideas	• Chronological order • Cause and effect • Comparison • Problem/solution • Text structure • Events, concepts	• Analyze • Heading • Text structure • Section, paragraph, • Graphics • Captions • Media

Craft and Structure	Anchor 5 / Informational

Written Response to Reading Prompts	Teacher-Student Conference Prompts

Written Response to Reading Prompts

Grade 3
- ☐ What did the author do to make important information stick out?
- ☐ Describe one text feature and explain how it helps a reader understand the text.
- ☐ What text feature could be added to help someone who may have trouble with the text?
- ☐ What text feature can you use if you don't understand what you are reading?
- ☐ Use a Two Column Chart: text feature/used in the text.

Grade 4
- ☐ What are the ways the author presents information on this topic?
- ☐ Explain why or why not the events or concepts need to happen in a certain order.
- ☐ What text features does the author use to organize the text?
- ☐ Use a Two Column Chart: text feature/used in the text.

Grade 5
- ☐ Explain how the text is organized, and how a reader can use the structure to help understanding.
- ☐ What would be a different way the text could be organized?
- ☐ How do the headings help you find information in the text?
- ☐ Use a Two Column Chart: text feature/how it supports understanding.

Teacher-Student Conference Prompts

Grade 3
- ☐ What can you do if you don't understand what you are reading?
- ☐ Tell me about some of the text features in this book.
- ☐ Can you locate key words? How do you know they are important?
- ☐ Explain how the information in this text is organized.

Grade 4
- ☐ How is this text organized? Why do you think the author chose to organize it this way?
- ☐ What would be a different way the text could be organized?
- ☐ What transition/ signal words give clues to how the text is organized?

Grade 5
- ☐ Does the total format of the text help you understand topic better?
- ☐ Retell the information in the way the author organizes the information.
- ☐ What signal words give clues to its text structure?

Craft and Structure			Anchor 6 / Informational

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

Point of view		Seeing in a different way

Grade	3	4	5	6
Standard	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.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Essential Skills/ Concepts	• Demonstrate understanding of the author's purpose • Determine information from the text • Look for language or ideas expressing what the author believes about the information s/he is presenting • Understand who is speaking • Express their own thoughts about the information they have read	• Understand the difference between a first and secondhand account • Compare/contrast the first and secondhand accounts • Describe the differences in the information provided • Recognize that focus of a person who was there, would be different from someone who was not	• Understand that the word *account* is a synonym for a description of an event or experience • Understand that multiple accounts might include both firsthand and secondhand accounts • Describe similarities and differences between two or more accounts of the same event or topic • Explain point of view	• Identify point of view • Identify author's purpose • Understand and explain how point of view/ purpose develops, and is conveyed
Academic Vocabulary	• Author's purpose • Point of view	• Point of view • Firsthand and secondhand • Compare and contrast • Focus, topic	• Point of view • Firsthand, secondhand • Similarities and differences • Topic	• Point of view • Author • Narrator/ speaker in text • Develop

Craft and Structure	Anchor 6 / Informational

Written Response to Reading Prompts	Teacher-Student Conference Prompts
Grade 3 ☐ Is the author giving information, or is he/she trying to convince you of an idea? ☐ Give an example of a fact and an opinion in your text. ☐ What is the author's point of view? ☐ Use a Two Column Chart: author's point of view/ agree, disagree. **Grade 4** ☐ How do you think the author feels about this subject? Do you agree or disagree? ☐ Is it important to know about the author of this text? How might the text be different if it was written by someone else? ☐ Was this a firsthand or a secondhand account? How do you know? ☐ Did the author write this text based on personal experience or research? How do you know? ☐ Use a Two Column Chart: point of view/relevant details. **Grade 5** ☐ How might the text change if the author had a different point of view? ☐ If you wanted to learn more about this topic, what types of text would you look for? ☐ Is it important to read another text on this subject. Why? ☐ Use a Two Column Chart: point of view/relevant details.	**Grade 3** ☐ Show me a sentence in the text that contains a fact/opinion. How do you know? ☐ Do you agree or disagree with what the author has said so far? ☐ Can you explain your thoughts about what you read? Do you agree with the author? ☐ Did the author write this text based on personal experience or research? How do you know? **Grade 4** ☐ One statement the author would agree with and one statement that the author would not agree with? ☐ What is the author's purpose in writing this piece? ☐ How would this piece be different if it were written from another perspective (firsthand, secondhand) account? **Grade 5** ☐ Is this a firsthand or secondhand account? ☐ What is the author's point of view? How do you know? ☐ Did the author provide an objective point of view ?

Integration of Knowledge and Ideas   Anchor 7 / Informational

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	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, timelines, 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.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Essential Skills/ Concepts	• Understand maps and legends • Understand the importance of pictures and how they relate to text • Understand that key information is found in the graphics that accompany the text	• Know that information can be presented in various forms • Understand how to read charts, graphs, diagrams and timelines in print media and now that they enhance understanding • Have experience/ access to Web sources	• Be familiar with print (glossaries, encyclopedias) and digital (Google, Wikipedia)sources • Know how to use key terms to focus a search • Know how to skim and scan print media to locate answers • Determine if a source is credible	• Integrate information from diverse media and formats • Summarize and synthesize information • Develop an understanding of a topic/ issue
Academic Vocabulary	• Illustration • Text feature • Map, legend, key • Event	• Text features, graphs, charts, maps, diagrams, legend, • Animation • Contributes • Interpret	• Print sources, digital sources • Locate • Synthesize • Summarize	• Media format • Topic, issue • Synthesize • Summarize

Integration of Knowledge and Ideas	Anchor 7 / Informational
Written Response to Reading Prompts	**Teacher-Student Conference Prompts**

Written Response to Reading Prompts

Grade 3
☐ Tell about an illustration and how it relates to the text.
☐ What information can you get form the map, chart, photograph?
☐ How does the information from the map, photograph, chart support information from the text?
☐ Use a Two Column Chart: illustration, image/that shows importance to text.

Grade 4
☐ Find a chart, map or diagram and explain how it can help with understanding.
☐ Describe a visual feature and explain how it supported the text.
☐ Use a Two Column Chart: list the visual information/purpose in text.

Grade 5
☐ If someone wanted to use the internet to learn more about this topic, what key terms would you suggest they use for their search?
☐ What information did you learn from the map, photograph, chart that was not in the text?
☐ Use a Two Column Chart: visual feature/question that could be answered using the feature.

Teacher-Student Conference Prompts

Grade 3
☐ Why did the author include this illustration/ map/ diagram?
☐ How does the illustrator support the author's point of view?
☐ Is there a section of the text where a visual would have been helpful?

Grade 4
☐ What information did you learn from the map, photograph, chart that was not in the text?
☐ Where in the text can you find information about this illustration?
☐ If someone wanted to use the internet to learn more about this topic, what key terms would you suggest they use for their search?

Grade 5
☐ If you wanted to learn more about this topic. What search engine/ topic would you use on the internet?
☐ If you had a question related to the text, name 2 sources that could help you locate information.
☐ Why does the author include some graphics/text features?

Integration of Knowledge and Ideas		Anchor 8 / Informational

Reading Anchor 8: 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.

Reasons and evidence		Hearing the argument

Grade	3	4	5	6
Standard	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).	Trace 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.
Essential Skills/ Concepts	• Identify facts and details the author has cited as evidence to support points • Identify how one sentence is connected to the sentence before and after it • Understand how a concept continues from one paragraph to another • Understand cause, effect, comparisons, sequencing	• Identify the points an author is making • Know the difference between evidence and reasons • Describe how an author explains a point in the text • Explain what evidence is used and how it supports what the author is saying	• Recognize the points the author is trying to make and reasons for making these points • Explain what evidence is used and how it supports what he/she has written • Define the difference between reasons and evidence	• Understand how claims and/or arguments are supported • Trace and evaluate arguments and claims • Distinguish valid claims from claims that aren't supported
Academic Vocabulary	• Author's message/claim • Reasons • Justify • Fact, opinion • Details • Comparison , cause, effect, sequencing • Evidence	• Reasons, evidence, support, proof • Points • Explanation	• Evidence, reasons, support • Points • Identify	• Evaluate • Argument, claim • Evidence • Valid/ validity

Integration of Knowledge and Ideas	Anchor 8 / Informational

Written Response to Reading Prompts	Teacher-Student Conference Prompts

Written Response to Reading Prompts

Grade 3

☐ What is the author's message in this text? What facts or details are used to support this message?

☐ How does the author connect the ideas in each of the paragraphs to the topic?

☐ Use a Two Column Chart: fact/opinion.

Grade 4

☐ Identify at least two points the author is trying to make in this text.

☐ How did the author use evidence to support what they are thinking?

☐ What reasons do you think the author had for writing this?

☐ Use a Two Column Chart: key point/evidence.

Grade 5

☐ Does the author state their point before or after providing reasons to support it?

☐ Describe a part of the text where the author influences the reader.

☐ Did the author state new information that changed or supported your thinking?

☐ Use a Three Column Chart: claim/evidence/evidence provided sufficient or insufficient?

Teacher-Student Conference Prompts

Grade 3

☐ What are the main ideas the author wants us to consider in this section?

☐ Discuss the words the author used to let you know s/he was comparing two things?

☐ Is the connection between two sections a comparison, sequence, or cause/effect?

Grade 4

☐ Does the author state their point before or after providing reasons to support it?

☐ Identify two pieces of evidence that support the author's point in this text.

☐ Describe a part of the text where the author influences the reader.

Grade 5

☐ Can you trust what the author is saying? Why or why not?

☐ What evidence could the author have added to make the points stronger?

☐ Does the author provide enough evidence to support their claim?

☐ What additional information could have been added?

Integration of Knowledge and Ideas   Anchor 9 / Informational

Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order 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 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.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Essential Skills/ Concepts	- Use organizers or note-taking to keep track of important points in a text - Compare and contrast the key details and points made in two different texts	- Read informational text - Compare/contrast details in both texts - Find the common details about a topic from two different texts - Determine which details in both texts are important - Combine the information to meet the purpose for writing or speaking	- Have access to several texts on the same topic - Have a system for organizing information from several sources - Find common details about a topic from multiple sources - Compare the text/s to find key details that are different - Combine the most important information - Write or speak about a subject knowledgeably	- Compare and contrast differing presentations of the same event - Synthesize information
Academic Vocabulary	- Compare, contrast - Similarities - Differences - Topics - Points - Key details	- Compare, contrast - Combine, integrate	- Compare, contrast - Integrate - Knowledgeably	- Compare, contrast - Presentation - Sources - Point of view - Perspective

Integration of Knowledge and Ideas	Anchor 9 / Informational
Written Response to Reading Prompts	**Teacher-Student Conference Prompts**

Written Response to Reading Prompts

Grade 3

☐ Explain why it may be important to read another text related to this topic?

☐ If you were reading two books on this topic, how would you keep track of the information?

☐ Compare the similarities and differences to your last reading?

☐ Use Two Column Chart: similarities/differences.

Grade 4

☐ What information is unique to each text?

☐ Is the information presented in the same way?

☐ Compare the text you are reading to your last reading?

☐ Use Two Column Chart: important points from title 1/important points from title 2.

Grade 5

☐ Compare and contrast this text to your last reading.

☐ How do both authors present the information?

☐ Compare your understanding of the two texts. Which text did you know more about before? After?

☐ Use Two Column Chart: text features title 1/text features title 2.

Teacher-Student Conference Prompts

Grade 3

☐ What information is unique to each text?

☐ Is the information presented in the same way?

Grade 4

☐ What information is unique to each text?

☐ Compare your understanding of the two texts. Which text did you know more about before? After?

Grade 5

☐ What information is unique to each text?

☐ Did you learn anything new?

Range of Reading and Level of Text Complexity   Anchor 10 / Informational

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

	Text complexity		Stepping higher	

Grade	3	4	5	6
Standard	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently.	By the end of the year, read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Skills/ Concepts	• Know how to use text features to help comprehend informational text • Have experience reading grade level science/ history/ social science textbooks • Read informational texts independently and proficiently • Know how to self-monitor for understanding	• Know the difference between narrative and informational texts • Understand how to use text features to comprehend informational text • Have access to many different types of informational text such as: magazines, online websites, textbooks, that vary in the range of text complexity	• Understand how to use text features to comprehend informational text • Understand that the purpose of reading informational text is to learn about or understand a subject better • Know how to access many different types of informational text such as: magazines, online websites, textbooks, that vary in the range of text complexity	• Read various forms of literary nonfiction fluently • Demonstrate comprehension of various forms of literary text • Independently read and comprehend complex text • Make an effort to read texts of increasing complexity • Monitor comprehension
Academic Vocabulary	• Science • History • Informational • Monitor	• Technical text • Complexity • Comprehend, understand	• Complexity • Comprehend, understand • Fluently	• Comprehension • Complex text • Fluency

Range of Reading and Level of Text Complexity | Anchor 10 / Informational

Written Response to Reading Prompts	Teacher-Student Conference Prompts
Grade 3	**Grade 3**
☐ What parts of the book were difficult/easy? ☐ Was this a genre that you would normally choose? ☐ 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).	☐ How did you choose this book? Was it a good fit? ☐ How did reading this book improve your reading? ☐ Did you do anything to prepare to read this book (preview, prior knowledge)? ☐ Was this topic interesting? Did this help understanding? ☐ Reread a paragraph. Give feedback (example: fluency).
Grade 4	**Grade 4**
☐ What parts of the book were difficult/easy? ☐ Was this a genre that you would normally choose? ☐ 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).	☐ How did you choose this book? Was it a good fit? ☐ How did reading this book improve your reading? ☐ Did you do anything to prepare to read this book (preview, prior knowledge)? ☐ Was this topic interesting? Did this help understanding? ☐ Reread a paragraph. Give feedback (example: fluency).
Grade 5	**Grade 5**
☐ What parts of the book were difficult/easy? ☐ Was this a genre that you would normally choose? ☐ 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).	☐ How did you choose this book? Was it a good fit? ☐ How did reading this book improve your reading? ☐ Did you do anything to prepare to read this book (preview, prior knowledge)? ☐ Was this topic interesting? Did this help understanding? ☐ Reread a paragraph. Give feedback (example: fluency).