Naı	me:	© 2012	Na	me:	© 2012	I	Namo	e: © 2012
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		Kindergarten: Reading - Literature:			Kindergarten: Reading - Literature:	-		Kindergarten: Reading - Literature:
)etails		RL.K.1. With prompting and support, ask and answer questions about key details in a text.)etails		RL.K.1. With prompting and support, ask and answer questions about key details in a text.)etails	RL.K.1. With prompting and support, ask and answer questions about key details in a text.
Key Ideas and Details		RL.K.2. With prompting and support, retell familiar stories, including key details.	Key Ideas and Details		RL.K.2. With prompting and support, retell familiar stories, including key details.		Key Ideas and Details	RL.K.2. With prompting and support, retell familiar stories, including key details.
Key Ide		RL.K.3. With prompting and support, identify characters, settings, and major	Key Ide		RL.K.3. With prompting and support, identify characters, settings, and major		Key Ide	RL.K.3. With prompting and support, identify characters, settings, and major
		events in a story. RL.K.4. Ask and answer questions about unknown words in a text.	Ire		events in a story. RL.K.4. Ask and answer questions about unknown words in a text.	ŀ	<u>e</u>	events in a story. RL.K.4. Ask and answer questions about unknown words in a text.
Craft and Structure		RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	d Structu		RL.K.5. Recognize common types of texts (e.g., storybooks, poems).		d Structu	RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
Craft an		RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Craft and Structure		RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		Craft and Structure	RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas		RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	owledge and Ideas		RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		Integration of Knowledge and Ideas	RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
of Kn		RL.K.8. (Not applicable to literature)	F K		RL.K.8. (Not applicable to literature)		집	RL.K.8. (Not applicable to literature)
Integration		RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Integration of Knowledge		RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity	-	RL.K.10. Actively engage in group reading activities with purpose and understanding.	Range of Reading and Level of Text Complexity		RL.K.10. Actively engage in group reading activities with purpose and understanding.	Range of Reading and	Level of Text Complexity	RL.K.10. Actively engage in group reading activities with purpose and understanding.
	Kinde	ergarten: Reading - Informational Texts:		Kinde	ergarten: Reading - Informational Texts:		Ki	ndergarten: Reading - Informational Texts:
Details		RI.K.1. With prompting and support, ask and answer questions about key details in a text.	ails		RI.K.1. With prompting and support, ask and answer questions about key details in a text.		ails	RI.K.1. With prompting and support, ask and answer questions about key details in a text.
0		RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	Key Ideas and Details		RI.K.2. With prompting and support, identify the main topic and retell key details of a text.		eas and Details	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
Key Ideas an		RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Key Ide		RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		Key Ideas an	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
ture		RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	ture		RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.		ture	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
Craft and Structure		RI.K.5. Identify the front cover, back cover, and title page of a book.	Craft and Structure		RI.K.5. Identify the front cover, back cover, and title page of a book.		Ind Structure	RI.K.5. Identify the front cover, back cover, and title page of a book.
Craft		RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Craft		RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		Craft and	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas		RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Integration of Knowledge and Ideas		RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		Integration of Knowledge and Ideas	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
of Knowled		RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	f Knowledg		RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.		of Knowled	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
Integration c		RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Integration o		RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		Integration c	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity		RI.K.10. Actively engage in group reading activities with purpose and understanding.	Range of Reading and Level of Text Complexity		RI.K.10. Actively engage in group reading activities with purpose and understanding.	Range of Reading and	Level of Text Complexity	RI.K.10. Actively engage in group reading activities with purpose and understanding.

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"		Grade 1: Reading - Literature: RL.1.1. Ask and answer questions about	· ·		Grade 1: Reading - Literature: RL.1.1. Ask and answer questions about	S		Grade 1: Reading - Literature: RL.1.1. Ask and answer questions about
Key Ideas and Details		key details in a text.	Key Ideas and Details		key details in a text.	Key Ideas and Details		key details in a text.
] pur		RL.1.2. Retell stories, including key details,	Jpur		RL.1.2. Retell stories, including key details,			RL.1.2. Retell stories, including key details, and demonstrate understanding of their
eas s		and demonstrate understanding of their central message or lesson.	eas s		and demonstrate understanding of their central message or lesson.	eas 9		central message or lesson.
ey Id		RL.1.3. Describe characters, settings, and	ey Id		RL.1.3. Describe characters, settings, and	ey Id		RL.1.3. Describe characters, settings, and
호		major events in a story, using key details. RL.1.4. Identify words and phrases in	~		major events in a story, using key details. RL.1.4. Identify words and phrases in	云		major events in a story, using key details. RL.1.4. Identify words and phrases in
		stories or poems that suggest feelings or			stories or poems that suggest feelings or			stories or poems that suggest feelings or
cture		appeal to the senses.	cture		appeal to the senses.	cture		appeal to the senses.
Craft and Structure		RL.1.5. Explain major differences between books that tell stories and books that give	Craft and Structure		RL.1.5. Explain major differences between books that tell stories and books that give	Craft and Structure		RL.1.5. Explain major differences between books that tell stories and books that give
t and		information, drawing on a wide reading of a	tand		information, drawing on a wide reading of a	tand		information, drawing on a wide reading of a
Craf		range of text types. RL.1.6. Identify who is telling the story at	Craf		range of text types. RL.1.6. Identify who is telling the story at	Craf		range of text types. RL.1.6. Identify who is telling the story at
		various points in a text.			various points in a text.			various points in a text.
leas		RL.1.7. Use illustrations and details in a	leas		RL.1.7. Use illustrations and details in a	leas		RL.1.7. Use illustrations and details in a
and lo		story to describe its characters, setting, or	and lo		story to describe its characters, setting, or	and lo		story to describe its characters, setting, or
wledge		events.	wledge		events.	wledge		events.
Integration of Knowledge and Ideas		RL.1.8. (Not applicable to literature)	Integration of Knowledge and Ideas		RL.1.8. (Not applicable to literature)	Integration of Knowledge and Ideas		RL.1.8. (Not applicable to literature)
ration c		RL.1.9. Compare and contrast the adventures and experiences of characters	ration		RL.1.9. Compare and contrast the adventures and experiences of characters	ration		RL.1.9. Compare and contrast the adventures and experiences of characters
Integ		in stories.	Integ		in stories.	Integ		in stories.
and lexity			and			and		
Range of Reading and Level of Text Complexity		RL.1.10. With prompting and support, read	Range of Reading and Level of Text Complexity		RL.1.10. With prompting and support, read prose and poetry of appropriate complexity	Range of Reading and		RL.1.10. With prompting and support, read prose and poetry of appropriate complexity
e of Ro of Text		prose and poetry of appropriate complexity for grade 1.	e of R		for grade 1.	e of R		for grade 1.
Rang Level		To grant 1	Rang		3	Rang		
	Gra	ade 1: Reading - Informational Texts:		Gr	ade 1: Reading - Informational Texts:		Gr	ade 1: Reading - Informational Texts:
		RI.1.1. Ask and answer questions about key			RI.1.1. Ask and answer questions about key			RI.1.1. Ask and answer questions about key
<u>s</u>		details in a text.	<u>s</u>		details in a text.	<u> </u>		details in a text.
eas and Details		DIAO Identifi the main tenis and estallibra	eas and Details		DIAO Identifi the majo tonio and matellilari	eas and Details		DI 1.2. Identify the main tenis and retall leave
and		RI.1.2. Identify the main topic and retell key details of a text.	and		RI.1.2. Identify the main topic and retell key details of a text.	and		RI.1.2. Identify the main topic and retell key details of a text.
deas			deas			deas	⊢	
Key Id		RI.1.3. Describe the connection between	Key Id		RI.1.3. Describe the connection between	Key Id		RI.1.3. Describe the connection between
		two individuals, events, ideas, or pieces of information in a text.			two individuals, events, ideas, or pieces of information in a text.			two individuals, events, ideas, or pieces of information in a text.
		RI.1.4. Ask and answer questions to help			RI.1.4. Ask and answer questions to help			RI.1.4. Ask and answer questions to help
		determine or clarify the meaning of words			determine or clarify the meaning of words			determine or clarify the meaning of words
(D)		and phrases in a text.	a)		and phrases in a text.	a)		and phrases in a text.
Craft and Structure		RI.1.5. Know and use various text features	Craft and Structure		RI.1.5. Know and use various text features	Craft and Structure		RI.1.5. Know and use various text features (e.g., headings, tables of contents,
l Str		(e.g., headings, tables of contents, glossaries, electronic menus, icons) to	d Stri		(e.g., headings, tables of contents, glossaries, electronic menus, icons) to	d Str		glossaries, electronic menus, icons) to
ff and		locate key facts or information in a text.	ft and		locate key facts or information in a text.	ftan		locate key facts or information in a text.
Cra		RI.1.6. Distinguish between information provided by pictures or other illustrations	Cra		RI.1.6. Distinguish between information provided by pictures or other illustrations	S		RI.1.6. Distinguish between information provided by pictures or other illustrations
		and information provided by the words in a			and information provided by the words in a			and information provided by the words in a
		text.			text.			text.
leas		RI.1.7. Use the illustrations and details in a	leas		RI.1.7. Use the illustrations and details in a	leas		RI.1.7. Use the illustrations and details in a
ol bu		text to describe its key ideas.	ol bu		text to describe its key ideas.	의 의		text to describe its key ideas.
dge a			lge a		7.00	lge a		
owlec		RI.1.8. Identify the reasons an author gives	owlec		RI.1.8. Identify the reasons an author gives	owled		RI.1.8. Identify the reasons an author gives
of Kn		to support points in a text.	of Kn		to support points in a text.	of Kn		to support points in a text.
Integration of Knowledge and Ideas		RI.1.9. Identify basic similarities in and	Integration of Knowledge and Ideas		RI.1.9. Identify basic similarities in and	Integration of Knowledge and Ideas		RI.1.9. Identify basic similarities in and
tegra		differences between two texts on the same	tegra		differences between two texts on the same	tegra		differences between two texts on the same
<u>=</u>		topic (e.g., in illustrations, descriptions, or procedures).			topic (e.g., in illustrations, descriptions, or procedures).			topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity		DI 4 40 MIII	Range of Reading and Level of Text Complexity		DI 4 40 MEII	Range of Reading and Level of Text Complexity		DIA 40 Mail
xt Com		RI.1.10. With prompting and support, read informational texts appropriately complex for	Readin xt Corr		RI.1.10. With prompting and support, read informational texts appropriately complex for	Readin xt Com		RI.1.10. With prompting and support, read informational texts appropriately complex for
nge of . I of Te		grade 1.	nge of I		grade 1.	nge of I		grade 1.
Rar			Rar			Rar		
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Na	me:	2040	Na	me:	2040	Н	Nan	ne:	9 2040
		© 2012 PrimaryTools.co.uk			© 2012 Oct. PrimaryTools.co.uk	Ц			© 2012 PrimaryTools.co.uk
	ı	Grade 2: Reading - Literature:			Grade 2: Reading - Literature:	ŀ			Grade 2: Reading - Literature:
ils		RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to	<u>s</u>		RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to	П	ils		RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to
Key Ideas and Details		demonstrate understanding of key details in a text.	Key Ideas and Details		demonstrate understanding of key details in a text.	П	Key Ideas and Details		demonstrate understanding of key details in a text.
as an		RL.2.2. Recount stories, including fables and	as an		RL.2.2. Recount stories, including fables and	П	as an		RL.2.2. Recount stories, including fables and
y Ide		folktales from diverse cultures, and determine their central message, lesson, or moral.	y Idea		folktales from diverse cultures, and determine their central message, lesson, or moral.	П	y Ide		folktales from diverse cultures, and determine their central message, lesson, or moral.
3		RL.2.3. Describe how characters in a story	출		RL.2.3. Describe how characters in a story	П	Αe		RL.2.3. Describe how characters in a story
		respond to major events and challenges. RL.2.4. Describe how words and phrases			respond to major events and challenges. RL.2.4. Describe how words and phrases	lŀ			respond to major events and challenges. RL.2.4. Describe how words and phrases
		(e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in			(e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in	П			(e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in
an		a story, poem, or song.	nre		a story, poem, or song.	П	nre		a story, poem, or song.
Struct		RL.2.5. Describe the overall structure of a story, including describing how the beginning	Struct		RL.2.5. Describe the overall structure of a story, including describing how the beginning	П	Struct		RL.2.5. Describe the overall structure of a story, including describing how the beginning
Craft and Structure		introduces the story and the ending concludes the action.	Craft and Structure		introduces the story and the ending concludes the action.	П	Craft and Structure		introduces the story and the ending concludes the action.
Craf		RL.2.6. Acknowledge differences in the points	Craf		RL.2.6. Acknowledge differences in the points	П	Craf		RL.2.6. Acknowledge differences in the points
		of view of characters, including by speaking in a different voice for each character when			of view of characters, including by speaking in a different voice for each character when	П			of view of characters, including by speaking in a different voice for each character when
		reading dialogue aloud.			reading dialogue aloud.	Ц			reading dialogue aloud.
Integration of Knowledge and Ideas		RL.2.7. Use information gained from the illustrations and words in a print or digital text	Integration of Knowledge and Ideas		RL.2.7. Use information gained from the illustrations and words in a print or digital text		Integration of Knowledge and Ideas		RL.2.7. Use information gained from the illustrations and words in a print or digital text
ge and		to demonstrate understanding of its characters, setting, or plot.	ge and		to demonstrate understanding of its characters, setting, or plot.	П	ge and		to demonstrate understanding of its characters, setting, or plot.
owled		RL.2.8. (Not applicable to literature)	pelwor		RL.2.8. (Not applicable to literature)	П	owled		RL.2.8. (Not applicable to literature)
n of Kr		RL.2.9. Compare and contrast two or more	n of Kr		RL.2.9. Compare and contrast two or more	П	n of Kr		RL.2.9. Compare and contrast two or more
gration		versions of the same story (e.g., Cinderella stories) by different authors or from different	gration		versions of the same story (e.g., Cinderella stories) by different authors or from different	П	gration		versions of the same story (e.g., Cinderella stories) by different authors or from different
		cultures.			cultures.	ŀ			cultures.
ing and mplexit		RL.2.10. By the end of the year, read and comprehend literature, including stories and	ing and mplexit		RL.2.10. By the end of the year, read and comprehend literature, including stories and		ng and mplexit		RL.2.10. By the end of the year, read and comprehend literature, including stories and
f Read Fext Co		poetry, in the grades 2–3 text complexity band	f Read Fext Co		poetry, in the grades 2-3 text complexity band		r Kead Fext Co		poetry, in the grades 2-3 text complexity band
Range of Reading and evel of Text Complexity		proficiently, with scaffolding as needed at the high end of the range.	Range of Reading and evel of Text Complexity		proficiently, with scaffolding as needed at the high end of the range.		Kange of Keading and Level of Text Complexity		proficiently, with scaffolding as needed at the high end of the range.
- 3		ade 2: Reading - Informational Texts:			ade 2: Reading - Informational Texts:	ľ	יב -	Gr	ade 2: Reading - Informational Texts:
		RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to			RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to				RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to
ails		demonstrate understanding of key details in a	ails		demonstrate understanding of key details in a	П	ails		demonstrate understanding of key details in a
Key Ideas and Details		RI.2.2. Identify the main topic of a	Key Ideas and Details		text. RI.2.2. Identify the main topic of a	П	Key Ideas and Details		RI.2.2. Identify the main topic of a
eas ar		multiparagraph text as well as the focus of specific paragraphs within the text.	eas ar		multiparagraph text as well as the focus of specific paragraphs within the text.	П	eas ar		multiparagraph text as well as the focus of specific paragraphs within the text.
ey Ide		RI.2.3. Describe the connection between a	ey Ide		RI.2.3. Describe the connection between a	П	ey Ide		RI.2.3. Describe the connection between a
		series of historical events, scientific ideas or concepts, or steps in technical procedures in a	×		series of historical events, scientific ideas or concepts, or steps in technical procedures in a	П	χ		series of historical events, scientific ideas or concepts, or steps in technical procedures in a
\vdash		text. RI.2.4. Determine the meaning of words and			text. RI.2.4. Determine the meaning of words and	ŀ			text. RI.2.4. Determine the meaning of words and
		phrases in a text relevant to a grade 2 topic or subject area.			phrases in a text relevant to a grade 2 topic or subject area.	П			phrases in a text relevant to a grade 2 topic or subject area.
cture		RI.2.5. Know and use various text features	cture		RI.2.5. Know and use various text features	П	cture		RI.2.5. Know and use various text features
Stru		(e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to	Stru		(e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to	П	Stru		(e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to
Craft and Structure		locate key facts or information in a text efficiently.	Craft and Structure		locate key facts or information in a text efficiently.	П	Craft and Structure		locate key facts or information in a text efficiently.
ပ်		RI.2.6. Identify the main purpose of a text,	Ö		RI.2.6. Identify the main purpose of a text,	П	Ö		RI.2.6. Identify the main purpose of a text,
		including what the author wants to answer, explain, or describe.			including what the author wants to answer, explain, or describe.	П			including what the author wants to answer, explain, or describe.
Jeas		RI.2.7. Explain how specific images (e.g., a	leas		RI.2.7. Explain how specific images (e.g., a		deas		RI.2.7. Explain how specific images (e.g., a
and lo		diagram showing how a machine works) contribute to and clarify a text.	and lc		diagram showing how a machine works) contribute to and clarify a text.		and l		diagram showing how a machine works) contribute to and clarify a text.
vledge		RI.2.8. Describe how reasons support specific	vledge		RI.2.8. Describe how reasons support specific	П	wledge		RI.2.8. Describe how reasons support specific
Integration of Knowledge and Ideas		points the author makes in a text.	Integration of Knowledge and Ideas		points the author makes in a text.	П	Integration of Knowledge and Ideas		points the author makes in a text.
ration (RI.2.9. Compare and contrast the most important points presented by two texts on the	ation c		RI.2.9. Compare and contrast the most important points presented by two texts on the		ration		RI.2.9. Compare and contrast the most important points presented by two texts on the
		same topic.	Integr		same topic.		_		same topic.
g and plexity		RI.2.10. By the end of year, read and	g and olexity		RI.2.10. By the end of year, read and		g and plexity		RI.2.10. By the end of year, read and
Readin t Com		comprehend informational texts, including history/social studies, science, and technical	Reading t Com		comprehend informational texts, including history/social studies, science, and technical		keadin t Com		comprehend informational texts, including history/social studies, science, and technical
Range of Reading and Level of Text Complexity		texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the	Range of Reading and Level of Text Complexity		texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the	and of Rea	Kange of Reading and Level of Text Complexity		texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the
Ran Level		high end of the range.	Ran Level		high end of the range.		Kar Leve		high end of the range.

Nar	me: © 2012 PrimaryTools.co.uk	Nan	ne:	© 2012 PrimaryTools.co.uk	Nan	ne:	© 2012 PrimaryTools.co.uk
	Grade 3: Reading - Literature:			Grade 3: Reading - Literature:			Grade 3: Reading - Literature:
Key Ideas and Details	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3. Describe characters in a story (e.g., their	Key Ideas and Details		RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3. Describe characters in a story (e.g., their	Key Ideas and Details	F C E F f	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3. Describe characters in a story (e.g., their
Ke	traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Ke		traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Ke	t t	raits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6. Distinguish their own point of view from	Craft and Structure		RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6. Distinguish their own point of view from	Craft and Structure	F F C C C	RL.3.4. Determine the meaning of words and ohrases as they are used in a text, distinguishing iteral from nonliteral language. RL.3.5. Refer to parts of stories, dramas, and ocems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6. Distinguish their own point of view from
ledge and Ideas	that of the narrator or those of the characters. RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	ledge and Ideas		that of the narrator or those of the characters. RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	ledge and Ideas	F il v	that of the narrator or those of the characters. RL.3.7. Explain how specific aspects of a text's llustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Integration of Knowledge and Ideas	RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Integration of Knowledge and Ideas		RL.3.8. (Not applicable to literature) RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Integration of Knowledge and Ideas	F	RL.3.8. (Not applicable to literature) RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity		RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity	a t	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
	Grade 3: Reading - Informational Texts:		Gr	ade 3: Reading - Informational Texts:			de 3: Reading - Informational Texts:
Key Ideas and Details	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Key Ideas and Details		RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text, recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Key Ideas and Details	F F F S C C	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a ext, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Craft and Structure		RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Craft and Structure	p s F k	RI.3.4. Determine the meaning of general academic and domain-specific words and obrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
O	RI.3.6. Distinguish their own point of view from that of the author of a text.	S		RI.3.6. Distinguish their own point of view from that of the author of a text.	S		RI.3.6. Distinguish their own point of view from hat of the author of a text.
edge and Ideas	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	edge and Ideas		RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	edge and Ideas	F (r tr	RI.3.7. Use information gained from illustrations e.g., maps, photographs) and the words in a ext to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Integration of Knowledge and Ideas	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.9. Compare and contrast the most important points and levy details presented in	Integration of Knowledge and Ideas		RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.9. Compare and contrast the most important points and key details precented in	Integration of Knowledge and Ideas	p (t	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text e.g., comparison, cause/effect, first/second/hird in a sequence). RI.3.9. Compare and contrast the most proportion to particular and key details presented in
Range of Reading and Level of Text Complexity	important points and key details presented in two texts on the same topic. RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity		important points and key details presented in two texts on the same topic. RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity	F co	mportant points and key details presented in wo texts on the same topic. RI.3.10. By the end of the year, read and comprehend informational texts, including nistory/social studies, science, and technical exts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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Н		Grade 4: Reading - Literature:			Grade 4: Reading - Literature:			Grade 4: Reading - Literature:
Key Ideas and Details		RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details		RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details		RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2. Determine a theme of a story, drama, or
as and		RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3. Describe in depth a character, setting, or	as and		RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3. Describe in depth a character, setting, or	as and		poem from details in the text; summarize the text. RL.4.3. Describe in depth a character, setting, or
Key Ide		event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Key Ide		event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Kev Ide		event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Φ		RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Φ		RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Φ		RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Craft and Structure		RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person	Craft and Structure		RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person	Craft and Structure		RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person
and Ideas		RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	and Ideas		RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	and Ideas		RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
owledge		RL.4.8. (Not applicable to literature)	owledge		RL.4.8. (Not applicable to literature)	wledge		RL.4.8. (Not applicable to literature)
Integration of Knowledge and Ideas		RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Integration of Knowledge and Ideas		RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Integration of Knowledge and Ideas		RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range of Reading and Level of Text Complexity		RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Range of Reading and Level of Text Complexity		RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Range of Reading and	Level of Text Collipserity	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		Grade 4: Reading - Informational Texts:			Grade 4: Reading - Informational Texts:			Grade 4: Reading - Informational Texts:
)etails		RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2. Determine the main idea of a text and	Details		RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2. Determine the main idea of a text and)etails		RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2. Determine the main idea of a text and
Ideas and Details		explain how it is supported by key details; summarize the text.	Key Ideas and Details		explain how it is supported by key details; summarize the text.	Ideas and Details		explain how it is supported by key details; summarize the text.
Key Ide		RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Key Ide		RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Kev Ide		RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
e e		RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<u>υ</u>		RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<u>و</u>		RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Craft and Structure		RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text.	Craft and Structure		RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text.	Craft and Structure		RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text.
		RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas		RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8. Explain how an author uses reasons and	Integration of Knowledge and Ideas		RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8. Explain how an author uses reasons and	Integration of Knowledge and Ideas)	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8. Explain how an author uses reasons and
Integration o		evidence to support particular points in a text. RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integration o		evidence to support particular points in a text. RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integration o	,	evidence to support particular points in a text. RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Range of Reading and Level of Text Complexity		RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Range of Reading and	Level of Text Complexity	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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		Grade 5: Reading - Literature:			Grade 5: Reading - Literature:			Grade 5: Reading - Literature:
Key Ideas and Details		RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text	Key Ideas and Details		RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text		Key Ideas and Details	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
Craft and Structure		(e.g., how characters interact). RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Craft and Structure		(e.g., how characters interact). RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		Craft and Structure	(e.g., how characters interact). RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Ö		RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	Or		RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.		ర్ 🗕	RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.
rledge and Ideas		RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	rledge and Ideas		RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		viedge and ideas	RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Integration of Knowledge and Ideas		RL.5.8. (Not applicable to literature) RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integration of Knowledge and Ideas		RL.5.8. (Not applicable to literature) RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		Integration of Knowledge and Ideas	RL.5.8. (Not applicable to literature) RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity		RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Range of Reading and	Level of Text Complexity	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		Grade 5: Reading - Informational Texts:			Grade 5: Reading - Informational Texts:			Grade 5: Reading - Informational Texts:
etails		RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a	etails		RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a		etails	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a
Key Ideas and Details		text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions	Key Ideas and Details		text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions		Key Ideas and Details	text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions
Key I		between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Key I		between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		Key	between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
ucture		RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall	ucture		RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall		ucture	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall
Craft and Structure		structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same	Craft and Structure		structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same		Craft and Structure	structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same
3S		event or topic, noting important similarities and differences in the point of view they represent. RI.5.7. Draw on information from multiple print or	SE		event or topic, noting important similarities and differences in the point of view they represent. RI.5.7. Draw on information from multiple print or		as	event or topic, noting important similarities and differences in the point of view they represent. RI.5.7. Draw on information from multiple print or
dge and Ide		digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	dge and Idea		digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		dge and Ide	digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Integration of Knowledge and Ideas		RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate information from several texts	Integration of Knowledge and Ideas		RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate information from several texts		Integration of Knowledge and Ideas	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate information from several texts
		on the same topic in order to write or speak about the subject knowledgeably.			on the same topic in order to write or speak about the subject knowledgeably.			on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity		RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		range of reading and Level of Text Complexity	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

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	PrimaryTools.co.uk Kindergarten: Reading - Literature:			PrimaryTools.co.uk Kindergarten: Reading - Literature:	-		PrimaryTools.co.uk Kindergarten: Reading - Literature:
	RL.K.1. With prompting and support, ask			RL.K.1. With prompting and support, ask			RL.K.1. With prompting and support, ask
tails	and answer questions about key details in a	tails		and answer questions about key details in a	tails		and answer questions about key details in a
d De	text.	d Dei		text.	d De		text.
san	RL.K.2. With prompting and support, retell familiar stories, including key details.	san		RL.K.2. With prompting and support, retell familiar stories, including key details.	sand		RL.K.2. With prompting and support, retell familiar stories, including key details.
Key Ideas and Details	RL.K.3. With prompting and support,	Key Ideas and Details		RL.K.3. With prompting and support,	Key Ideas and Details		RL.K.3. With prompting and support,
Key	identify characters, settings, and major	Key		identify characters, settings, and major	Key		identify characters, settings, and major
	events in a story.			events in a story.	<u> </u>		events in a story.
<u>e</u>	RL.K.4. Ask and answer questions about unknown words in a text.	<u>e</u>		RL.K.4. Ask and answer questions about unknown words in a text.	ē		RL.K.4. Ask and answer questions about unknown words in a text.
Craft and Structure	RL.K.5. Recognize common types of texts	Craft and Structure		RL.K.5. Recognize common types of texts	Craft and Structure		RL.K.5. Recognize common types of texts
l St	(e.g., storybooks, poems).	Jd St		(e.g., storybooks, poems).	od St		(e.g., storybooks, poems).
aft a	RL.K.6. With prompting and support, name	aft aı		RL.K.6. With prompting and support, name	aft aı		RL.K.6. With prompting and support, name
Ö	the author and illustrator of a story and define the role of each in telling the story.	Ö		the author and illustrator of a story and define the role of each in telling the story.	ပ်		the author and illustrator of a story and define the role of each in telling the story.
sas	RL.K.7. With prompting and support,	as		RL.K.7. With prompting and support,	as		RL.K.7. With prompting and support,
ap I de	describe the relationship between	əpi pi		describe the relationship between	b de		describe the relationship between
ge ar	illustrations and the story in which they appear (e.g., what moment in a story an	ge ar		illustrations and the story in which they appear (e.g., what moment in a story an	ge ar		illustrations and the story in which they appear (e.g., what moment in a story an
wled	illustration depicts).	wled		illustration depicts).	wled		illustration depicts).
Integration of Knowledge and Ideas	RL.K.8. (Not applicable to literature)	Integration of Knowledge and Ideas		RL.K.8. (Not applicable to literature)	Integration of Knowledge and Ideas		RL.K.8. (Not applicable to literature)
tion c	RL.K.9. With prompting and support,	tion o		RL.K.9. With prompting and support,	tion o		RL.K.9. With prompting and support,
tegra	compare and contrast the adventures and	egraf		compare and contrast the adventures and	tegraf		compare and contrast the adventures and
>	experiences of characters in familiar stories.			experiences of characters in familiar stories.			experiences of characters in familiar stories.
Range of Reading and evel of Text Complexity		Range of Reading and evel of Text Complexity			Range of Reading and Level of Text Complexity		
Readi ext Col	RL.K.10. Actively engage in group reading	Readii ext Cor		RL.K.10. Actively engage in group reading	Readi ext Co		RL.K.10. Actively engage in group reading
of ge	activities with purpose and understanding.	nge of		activities with purpose and understanding.	nge of		activities with purpose and understanding.
		Rar Leve					
K	Kindergarten: Reading - Informational Texts:		Kinde	ergarten: Reading - Informational Texts:		Kinde	ergarten: Reading - Informational Texts:
	RI.K.1. With prompting and support, ask and			RI.K.1. With prompting and support, ask and			RI.K.1. With prompting and support, ask and
Details	answer questions about key details in a text.	Details		answer questions about key details in a text.	Details		answer questions about key details in a text.
d Def	RI.K.2. With prompting and support, identify	d Det		RI.K.2. With prompting and support, identify	~		RI.K.2. With prompting and support, identify
s and	the main topic and retell key details of a text.	sand		the main topic and retell key details of a text.	san		the main topic and retell key details of a text.
Key Ideas and	RI.K.3. With prompting and support,	Key Ideas and		RI.K.3. With prompting and support,	Key Ideas and		RI.K.3. With prompting and support,
Key	describe the connection between two	Key		describe the connection between two	Key		describe the connection between two
	individuals, events, ideas, or pieces of information in a text.			individuals, events, ideas, or pieces of			individuals, events, ideas, or pieces of information in a text.
	RI.K.4. With prompting and support, ask and	\vdash		information in a text. RI.K.4. With prompting and support, ask and	-		RI.K.4. With prompting and support, ask and
	answer questions about unknown words in a			answer questions about unknown words in a			answer questions about unknown words in a
ture	text.	ture		text.	antic		text.
Struc	RI.K.5. Identify the front cover, back cover,	Struc		RI.K.5. Identify the front cover, back cover,	Struc		RI.K.5. Identify the front cover, back cover,
Craft and Structure	and title page of a book.	Craft and Structure		and title page of a book.	Craft and Structure		and title page of a book.
Craft	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting	Sraft		RI.K.6. Name the author and illustrator of a	Sraft		RI.K.6. Name the author and illustrator of a
	the ideas or information in a text.			text and define the role of each in presenting the ideas or information in a text.			text and define the role of each in presenting the ideas or information in a text.
\vdash		\vdash			\vdash		
	RI.K.7. With prompting and support, describe the relationship between			RI.K.7. With prompting and support, describe the relationship between			RI.K.7. With prompting and support, describe the relationship between
deas	illustrations and the text in which they	deas		illustrations and the text in which they	deas		illustrations and the text in which they
and	appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	and I		appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	and I		appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
egge	RI.K.8. With prompting and support, identify	dge		RI.K.8. With prompting and support, identify	dge		RI.K.8. With prompting and support, identify
owle	the reasons an author gives to support	owle		the reasons an author gives to support	owle		the reasons an author gives to support
Integration of Knowledge and Ideas	points in a text.	Integration of Knowledge and Ideas		points in a text.	Integration of Knowledge and Ideas		points in a text.
tion	RI.K.9. With prompting and support, identify	tion		RI.K.9. With prompting and support, identify	ltion (RI.K.9. With prompting and support, identify
tegra	basic similarities in and differences between	tegra		basic similarities in and differences between	tegra		basic similarities in and differences between
i i	two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Ξ		two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<u>=</u>		two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	indottations, descriptions, or procedures).			masaanons, aesonphons, or procedures).	\vdash		masadions, assoriptions, or procedures).
g and olexity		and slexity			and		
eadin _t	RI.K.10. Actively engage in group reading	eading : Comp		RI.K.10. Actively engage in group reading	eading		RI.K.10. Actively engage in group reading
Range of Reading and Level of Text Complexity	activities with purpose and understanding.	Range of Reading and Level of Text Complexity		activities with purpose and understanding.	Range of Reading and Level of Text Complexity		activities with purpose and understanding.
Rang		Rang		~	Rang evel c		
						<u> </u>	

Name:	© 2012	Name	© 2012	Name	© 2012
	PrimaryTools.co.uk Grade 1: Reading - Literature:		PrimaryTools.co.uk Grade 1: Reading - Literature:		PrimaryTools.co.uk Grade 1: Reading - Literature:
<u>ග</u>	RL.1.1. Ask and answer questions about	<u> </u>	RL.1.1. Ask and answer questions about	<u> </u>	RL.1.1. Ask and answer questions about
etai	key details in a text.	etai	key details in a text.)etai	key details in a text.
Key Ideas and Details	RL.1.2. Retell stories, including key details,	Key Ideas and Details	RL.1.2. Retell stories, including key details,	Key Ideas and Details	RL.1.2. Retell stories, including key details,
as al	and demonstrate understanding of their	as al	and demonstrate understanding of their	as a	and demonstrate understanding of their
- lde	central message or lesson. RL.1.3. Describe characters, settings, and	lde.	central message or lesson. RL.1.3. Describe characters, settings, and	l de	central message or lesson. RL.1.3. Describe characters, settings, and
Key	major events in a story, using key details.	Key	major events in a story, using key details.	Key	major events in a story, using key details.
	RL.1.4. Identify words and phrases in		RL.1.4. Identify words and phrases in		RL.1.4. Identify words and phrases in
o)	stories or poems that suggest feelings or		stories or poems that suggest feelings or		stories or poems that suggest feelings or
Craft and Structure	appeal to the senses.	Craft and Structure	appeal to the senses.	Craft and Structure	appeal to the senses.
Stru	RL.1.5. Explain major differences between books that tell stories and books that give	Stru	RL.1.5. Explain major differences between books that tell stories and books that give	Stru	RL.1.5. Explain major differences between books that tell stories and books that give
and	information, drawing on a wide reading of a	and	information, drawing on a wide reading of a	and	information, drawing on a wide reading of a
raft (range of text types.	raff a	range of text types.	raft a	range of text types.
J	RL.1.6. Identify who is telling the story at various points in a text.	0	RL.1.6. Identify who is telling the story at various points in a text.	0	RL.1.6. Identify who is telling the story at various points in a text.
leas	RL.1.7. Use illustrations and details in a	leas	RL.1.7. Use illustrations and details in a	leas	RL.1.7. Use illustrations and details in a
and Ic	story to describe its characters, setting, or	and lc	story to describe its characters, setting, or	and lc	story to describe its characters, setting, or
edge	events.	edge (events.	egbe (events.
Integration of Knowledge and Ideas	RL.1.8. (Not applicable to literature)	Integration of Knowledge and Ideas	RL.1.8. (Not applicable to literature)	Integration of Knowledge and Ideas	RL.1.8. (Not applicable to literature)
ration	RL.1.9. Compare and contrast the adventures and experiences of characters	ration	RL.1.9. Compare and contrast the adventures and experiences of characters	ration	RL.1.9. Compare and contrast the adventures and experiences of characters
	in stories.		in stories.		in stories.
evel of Text Complexity	DI 1.10 With presenting and account	Range of Reading and Level of Text Complexity	DI 110 With promoting and account	Range of Reading and Level of Text Complexity	DI 110 With promoting and support and
Com	RL.1.10. With prompting and support, read	eadin t Com	RL.1.10. With prompting and support, read prose and poetry of appropriate complexity	eadin t Com	RL.1.10. With prompting and support, read prose and poetry of appropriate complexity
Text	prose and poetry of appropriate complexity for grade 1.	of Ref	for grade 1.	of Ref	for grade 1.
evel o	ioi giade i.	Range evel o	ioi grado i.	Range evel o	ioi grado i.
	rade 1: Reading - Informational Texts:		I Grade 1: Reading - Informational Texts:		Grade 1: Reading - Informational Texts:
	RI.1.1. Ask and answer questions about key		RI.1.1. Ask and answer questions about key		RI.1.1. Ask and answer questions about key
tails	details in a text.	tails	details in a text.	tails	details in a text.
as and Details	RI.1.2. Identify the main topic and retell key details of a text.	s and Details	RI.1.2. Identify the main topic and retell key details of a text.	as and Details	RI.1.2. Identify the main topic and retell key details of a text.
Key Idea	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Key Ideas	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Key Idea	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
+				\vdash	
	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words		RI.1.4. Ask and answer questions to help determine or clarify the meaning of words		RI.1.4. Ask and answer questions to help determine or clarify the meaning of words
	and phrases in a text.		and phrases in a text.		and phrases in a text.
Craft and Structure	RI.1.5. Know and use various text features	ture	RI.1.5. Know and use various text features	ture	RI.1.5. Know and use various text features
Struc	(e.g., headings, tables of contents,	štruc	(e.g., headings, tables of contents,	štruc	(e.g., headings, tables of contents,
pi pi	glossaries, electronic menus, icons) to	bu S	glossaries, electronic menus, icons) to	ы Б	glossaries, electronic menus, icons) to
aft a	locate key facts or information in a text. RI.1.6. Distinguish between information	Craft and Structure	locate key facts or information in a text. RI.1.6. Distinguish between information	Craft and Structure	locate key facts or information in a text. RI.1.6. Distinguish between information
ت	provided by pictures or other illustrations	Ō	provided by pictures or other illustrations	Ō	provided by pictures or other illustrations
	and information provided by the words in a		and information provided by the words in a		and information provided by the words in a
	text.		text.		text.
SS	RI.1.7. Use the illustrations and details in a	Se	RI.1.7. Use the illustrations and details in a	gs	RI.1.7. Use the illustrations and details in a
1 106	text to describe its key ideas.	g Ide	text to describe its key ideas.	7 Ide	text to describe its key ideas.
<u> </u>		anc		anc	
	DIAO Harris II	eg þe	DIAO Harifa ii	eg þe	DI 4 0 11. "" "
Š S	RI.1.8. Identify the reasons an author gives	owle	RI.1.8. Identify the reasons an author gives	owle	RI.1.8. Identify the reasons an author gives
	to support points in a text.	Ā	to support points in a text.	Ř	to support points in a text.
	RI.1.9. Identify basic similarities in and	Integration of Knowledge and Ideas	RI.1.9. Identify basic similarities in and	Integration of Knowledge and Ideas	RI.1.9. Identify basic similarities in and
ga	differences between two texts on the same	grat	differences between two texts on the same	grat	differences between two texts on the same
	topic (e.g., in illustrations, descriptions, or	Inte	topic (e.g., in illustrations, descriptions, or	Inte	topic (e.g., in illustrations, descriptions, or
	procedures).		procedures).		procedures).
olexity		Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity	
Com	RI.1.10. With prompting and support, read	Comp	RI.1.10. With prompting and support, read	Somp	RI.1.10. With prompting and support, read
Level of Text Complexity	informational texts appropriately complex for	of Ref	informational texts appropriately complex for	of Re f Text	informational texts appropriately complex for
ō	grade 1.	ange /el of	grade 1.	ange vel of	grade 1.
Š		≈ ≈			

Nar	ne.		Nai	me.		ΙГ	Nam	ne.
ING	110.	© 2012	INGI	no.	© 2012	П	INGII	© 2012
⊢		PrimaryTools.co.uk			PrimaryTools.co.uk	lŀ		PrimaryTools.co.uk
		Grade 2: Reading - Literature:			Grade 2: Reading - Literature:	lŀ	-	Grade 2: Reading - Literature:
<u>s</u>		RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to	<u>s</u>		RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to		<u>s</u>	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to
)eta		demonstrate understanding of key details in a)eta		demonstrate understanding of key details in a)eta	demonstrate understanding of key details in a
Key Ideas and Details		text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine	from diverse cultures, and determine folktales from diverse cultures, and determine	RL.2.2. Recount stories, including fables and		Key Ideas and Details	text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine	
l ye		their central message, lesson, or moral.	pi 🧎		their central message, lesson, or moral.		p k	their central message, lesson, or moral.
Ā		RL.2.3. Describe how characters in a story	_{\$\overline{\sigma}}		RL.2.3. Describe how characters in a story		조	RL.2.3. Describe how characters in a story
┝		respond to major events and challenges. RL.2.4. Describe how words and phrases			respond to major events and challenges. RL.2.4. Describe how words and phrases	lŀ	1	respond to major events and challenges. RL.2.4. Describe how words and phrases
		(e.g., regular beats, alliteration, rhymes,			(e.g., regular beats, alliteration, rhymes,			(e.g., regular beats, alliteration, rhymes,
		repeated lines) supply rhythm and meaning in			repeated lines) supply rhythm and meaning in			repeated lines) supply rhythm and meaning in
ure		a story, poem, or song.	arre		a story, poem, or song.		ınre	a story, poem, or song.
truci		RL.2.5. Describe the overall structure of a	truct		RL.2.5. Describe the overall structure of a		truct	RL.2.5. Describe the overall structure of a
S pt		story, including describing how the beginning introduces the story and the ending concludes	S P		story, including describing how the beginning introduces the story and the ending concludes		Sp	story, including describing how the beginning introduces the story and the ending concludes
Craft and Structure		the action.	Craft and Structure		the action.		Craft and Structure	the action.
Cre		RL.2.6. Acknowledge differences in the points	Sign		RL.2.6. Acknowledge differences in the points		S	RL.2.6. Acknowledge differences in the points
		of view of characters, including by speaking in			of view of characters, including by speaking in			of view of characters, including by speaking in
		a different voice for each character when reading dialogue aloud.			a different voice for each character when reading dialogue aloud.			a different voice for each character when reading dialogue aloud.
3S		RL.2.7. Use information gained from the	SK.		RL.2.7. Use information gained from the	 -	3S	RL.2.7. Use information gained from the
Idea		illustrations and words in a print or digital text	Idea		illustrations and words in a print or digital text		Idea	illustrations and words in a print or digital text
anc		to demonstrate understanding of its	anc		to demonstrate understanding of its		auc	to demonstrate understanding of its
edge		characters, setting, or plot.	edge		characters, setting, or plot.		edge	characters, setting, or plot.
Integration of Knowledge and Ideas		RL.2.8. (Not applicable to literature)	Integration of Knowledge and Ideas		RL.2.8. (Not applicable to literature)		Integration of Knowledge and Ideas	RL.2.8. (Not applicable to literature)
n of k		RL.2.9. Compare and contrast two or more	n of k		RL.2.9. Compare and contrast two or more		n of h	RL.2.9. Compare and contrast two or more
ration		versions of the same story (e.g., Cinderella stories) by different authors or from different	ration		versions of the same story (e.g., Cinderella stories) by different authors or from different		ration	versions of the same story (e.g., Cinderella stories) by different authors or from different
Integ		cultures.	Integ		cultures.		Integ	cultures.
		DL 2.10. By the end of the year read and	nd		DL 2.10. By the end of the year, read and	3		RL.2.10. By the end of the year, read and
ing a omple		RL.2.10. By the end of the year, read and comprehend literature, including stories and	ling a		RL.2.10. By the end of the year, read and comprehend literature, including stories and	3	omple	comprehend literature, including stories and
Read ext C		poetry, in the grades 2-3 text complexity band	Read ext C		poetry, in the grades 2-3 text complexity band		ext C	poetry, in the grades 2-3 text complexity band
Kange of Keading and Level of Text Complexity		proficiently, with scaffolding as needed at the	Range of Reading and evel of Text Complexity		proficiently, with scaffolding as needed at the	90	Level of Text Complexity	proficiently, with scaffolding as needed at the
Kar		high end of the range.	Rar		high end of the range.	ă	Leve	high end of the range.
Щ		ade 2: Reading - Informational Texts:		Gr	ade 2: Reading - Informational Texts:	I L		Grade 2: Reading - Informational Texts:
		RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to			RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to			RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to
<u>s</u>		demonstrate understanding of key details in a	sis.		demonstrate understanding of key details in a		sis	demonstrate understanding of key details in a
Det		text.	Deta		text.		Deti	text.
and		RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of	and		RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of		and	RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of
Key Ideas and Details		specific paragraphs within the text.	Key Ideas and Details	L	specific paragraphs within the text.		Key Ideas and Details	specific paragraphs within the text.
³y ld		RI.2.3. Describe the connection between a	ž lą		RI.2.3. Describe the connection between a		ey ld	RI.2.3. Describe the connection between a
꼭		series of historical events, scientific ideas or	▎┃≚		series of historical events, scientific ideas or		조	series of historical events, scientific ideas or
		concepts, or steps in technical procedures in a text.			concepts, or steps in technical procedures in a text.			concepts, or steps in technical procedures in a text.
		RI.2.4. Determine the meaning of words and			RI.2.4. Determine the meaning of words and		7	RI.2.4. Determine the meaning of words and
		phrases in a text relevant to a grade 2 topic or			phrases in a text relevant to a grade 2 topic or			phrases in a text relevant to a grade 2 topic or
;nre		subject area. RI.2.5. Know and use various text features	inre	-	subject area. RI.2.5. Know and use various text features		ture	subject area. RI.2.5. Know and use various text features
truci		(e.g., captions, bold print, subheadings,	truct		(e.g., captions, bold print, subheadings,		truc	(e.g., captions, bold print, subheadings,
S pt		glossaries, indexes, electronic menus, icons) to	S P		glossaries, indexes, electronic menus, icons) to		Sp	glossaries, indexes, electronic menus, icons) to
Craft and Structure		locate key facts or information in a text efficiently.	Craft and Structure		locate key facts or information in a text efficiently.		Craft and Structure	locate key facts or information in a text efficiently.
ပြံ		RI.2.6. Identify the main purpose of a text,	ပြံ		RI.2.6. Identify the main purpose of a text,		ర్	RI.2.6. Identify the main purpose of a text,
		including what the author wants to answer,			including what the author wants to answer,			including what the author wants to answer,
Н		explain, or describe.			explain, or describe.	-	4	explain, or describe.
deas		RI.2.7. Explain how specific images (e.g., a	deas		RI.2.7. Explain how specific images (e.g., a		deas	RI.2.7. Explain how specific images (e.g., a
and I		diagram showing how a machine works) contribute to and clarify a text.	and I		diagram showing how a machine works) contribute to and clarify a text.		and	diagram showing how a machine works) contribute to and clarify a text.
agpa		·	dge		,		agge	•
owle		RI.2.8. Describe how reasons support specific points the author makes in a text.	lowle		RI.2.8. Describe how reasons support specific points the author makes in a text.		owle	RI.2.8. Describe how reasons support specific points the author makes in a text.
of K			of K				of K	-
ation		RI.2.9. Compare and contrast the most	ation		RI.2.9. Compare and contrast the most		ation	RI.2.9. Compare and contrast the most
Integration of Knowledge and Ideas		important points presented by two texts on the same topic.	Integration of Knowledge and Ideas		important points presented by two texts on the same topic.	П	Integration of Knowledge and Ideas	important points presented by two texts on the same topic.
								·
Range of Reading and Level of Text Complexity		RI.2.10. By the end of year, read and comprehend informational texts, including	Range of Reading and Level of Text Complexity		RI.2.10. By the end of year, read and comprehend informational texts, including		Kange or Reading and Level of Text Complexity	RI.2.10. By the end of year, read and comprehend informational texts, including
t Con		history/social studies, science, and technical	t Con		history/social studies, science, and technical		t Cor.	history/social studies, science, and technical
e of F f Tex		texts, in the grades 2–3 text complexity band	of R		texts, in the grades 2–3 text complexity band		f Tex	texts, in the grades 2–3 text complexity band
kang€ vel o		proficiently, with scaffolding as needed at the high end of the range.	ange vel o		proficiently, with scaffolding as needed at the high end of the range.		vel o	proficiently, with scaffolding as needed at the high end of the range.
Le A		riigit ond or the range.	유의		riigit ond or the range.	Ľ	- Fe	mgn ond of the fange.

Nar	ne:		Na	me:			Nam	
		© 2012 PrimaryTools.co.uk			© 2012 PrimaryTools.co.uk	Ш		© 2012 PrimaryTools.co.uk
Г		Grade 3: Reading - Literature:			Grade 3: Reading - Literature:			Grade 3: Reading - Literature:
Details		RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures;	Details		RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures;		Details	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures;
Key Ideas and Details		determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Key Ideas and Details		determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		Key Ideas and Details	determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Key		RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Key		RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		Key	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
ture		RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	ture		RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		ture	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Craft and Structure		RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	Craft and Structure		RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.		Craft and Structure	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas		RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Integration of Knowledge and Ideas		RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		Integration of Knowledge and Ideas	RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Know		RL.3.8. (Not applicable to literature)	Von		RL.3.8. (Not applicable to literature)		Know	RL.3.8. (Not applicable to literature)
		RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).			RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	-		RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity		RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity		RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.		Kange of Keading and Level of Text Complexity	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
		ade 3: Reading - Informational Texts:		Gı	rade 3: Reading - Informational Texts:			Grade 3: Reading - Informational Texts:
tails		RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text;	tails		RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text:		tails	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text;
Key Ideas and Details		recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a	Key Ideas and Details		recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a		Key Ideas and Details	recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a
Key Ide		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.	Key Ide		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.		Key Ide	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.
tructure		RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	tructure		RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		tructure	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Craft and Structure		RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text.	Craft and Structure		RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text.		Craft and Structure	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas		RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Integration of Knowledge and Ideas		RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		Integration of Knowledge and Ideas	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
on of Knowl		RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	es and paragraphs in a text , cause/effect, first/second/ ie).	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		on of Know	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
		RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrati		RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.			RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity		RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Range of Reading and		RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		Range of Reading and Level of Text Complexity	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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	PrimaryTools.co.uk Grade 4: Reading - Literature:		PrimaryTools.co.uk Grade 4: Reading - Literature:		PrimaryTools.co.uk Grade 4: Reading - Literature:
	RL.4.1. Refer to details and examples in a text		RL.4.1. Refer to details and examples in a text		RL.4.1. Refer to details and examples in a text
Key Ideas and Details	when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details	when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details	when explaining what the text says explicitly and when drawing inferences from the text.
and D	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	and D	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	and D	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
leas 9	RL.4.3. Describe in depth a character, setting, or	eas 9	RL.4.3. Describe in depth a character, setting, or	leas 9	RL.4.3. Describe in depth a character, setting, or
(ey lo	event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts,	(ey lo	event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts,	(ey lo	event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts,
	words, or actions).		words, or actions).		words, or actions).
	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
cture	RL.4.5. Explain major differences between	Craft and Structure	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the	Craft and Structure	RL.4.5. Explain major differences between
Craft and Structure	poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	Stru	structural elements of poems (e.g., verse, rhythm,	Stru	poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,
ft and	meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)	ft and	meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)	ft and	meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)
Crai	when writing or speaking about a text.	Crai	when writing or speaking about a text.	Crai	when writing or speaking about a text.
	RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
leas	RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of	eas	RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of	leas	RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of
and Id	the text, identifying where each version reflects	and Id	the text, identifying where each version reflects	and Id	the text, identifying where each version reflects
edge 9	specific descriptions and directions in the text. RL.4.8. (Not applicable to literature)	edge (specific descriptions and directions in the text. RL.4.8. (Not applicable to literature)	edge (specific descriptions and directions in the text. RL.4.8. (Not applicable to literature)
Integration of Knowledge and Ideas	RL.4.9. Compare and contrast the treatment of	Integration of Knowledge and Ideas	RL.4.9. Compare and contrast the treatment of	Integration of Knowledge and Ideas	RL.4.9. Compare and contrast the treatment of
ion of	similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in	ion of	similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in	ion of	similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in
tegrat	stories, myths, and traditional literature from	tegrat	stories, myths, and traditional literature from	tegrat	stories, myths, and traditional literature from
\vdash	different cultures.		different cultures.		different cultures.
ding an omplex	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas,	ding an omplex	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas,	ding an omplex	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas.
of Read Text C	and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at	of Read Text C	and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at	of Read Text C	and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at
Range of Reading and evel of Text Complexity	the high end of the range.	Range of Reading and evel of Text Complexity	the high end of the range.	Range of Reading and evel of Text Complexity	the high end of the range.
	Grade 4: Reading - Informational Texts:		Grade 4: Reading - Informational Texts:		Grade 4: Reading - Informational Texts:
	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and		RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and		RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and
etails	when drawing inferences from the text.	etails	when drawing inferences from the text.	etails	when drawing inferences from the text.
O pur	RI.4.2. Determine the main idea of a text and explain how it is supported by key details;	o pur	RI.4.2. Determine the main idea of a text and explain how it is supported by key details;	O pur	RI.4.2. Determine the main idea of a text and explain how it is supported by key details;
leas s	summarize the text. RI.4.3. Explain events, procedures, ideas, or	leas a	summarize the text. RI.4.3. Explain events, procedures, ideas, or	leas 9	summarize the text. RI.4.3. Explain events, procedures, ideas, or
Key Ideas and Details	concepts in a historical, scientific, or technical text, including what happened and why, based on	Key Ideas and Details	concepts in a historical, scientific, or technical text,	Key Ideas and Details	concepts in a historical, scientific, or technical text,
	specific information in the text.		including what happened and why, based on specific information in the text.		including what happened and why, based on specific information in the text.
	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in		RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in		RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in
e L	a text relevant to a grade 4 topic or subject area. RI.4.5. Describe the overall structure (e.g.,	e.n.	a text relevant to a grade 4 topic or subject area. RI.4.5. Describe the overall structure (e.g.,	e L	a text relevant to a grade 4 topic or subject area. RI.4.5. Describe the overall structure (e.g.,
Struc	chronology, comparison, cause/effect, problem/	Struc	chronology, comparison, cause/effect, problem/	Struck	chronology, comparison, cause/effect, problem/
Craft and Structure	solution) of events, ideas, concepts, or information in a text or part of a text.	Craft and Structure	solution) of events, ideas, concepts, or information in a text or part of a text.	Craft and Structure	solution) of events, ideas, concepts, or information in a text or part of a text.
Craft	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic;	Craft	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic;	Craft	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic;
	describe the differences in focus and the		describe the differences in focus and the		describe the differences in focus and the
as	information provided. RI.4.7. Interpret information presented visually,	as	information provided. RI.4.7. Interpret information presented visually,	as	information provided. RI.4.7. Interpret information presented visually,
d Ide	orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive	od Ide	orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive	ld lde	orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive
ge ar	elements on Web pages) and explain how the	ge ar	elements on Web pages) and explain how the	gear	elements on Web pages) and explain how the
owled	information contributes to an understanding of the text in which it appears.	owled	information contributes to an understanding of the text in which it appears.	owled	information contributes to an understanding of the text in which it appears.
of Kn	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	of Kn	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	of Kņ	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
ation	RI.4.9. Integrate information from two texts on the	ation	RI.4.9. Integrate information from two texts on the	ation	RI.4.9. Integrate information from two texts on the
Integration of Knowledge and Ideas	same topic in order to write or speak about the subject knowledgeably.	Integration of Knowledge and Ideas	same topic in order to write or speak about the subject knowledgeably.	Integration of Knowledge and Ideas	same topic in order to write or speak about the subject knowledgeably.
ding a omple	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies,	ding ai omple,	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies,	ding ai omple	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies,
of Rea Text C	science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as	of Real	science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as	of Rea Text C	science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as
Range of Reading and Level of Text Complexity	needed at the high end of the range.	Range of Reading and Level of Text Complexity	needed at the high end of the range.	Range of Reading and Level of Text Complexity	needed at the high end of the range.
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Nam	© 2012 © PrimaryTools.co.uk	Name	© 2012 PrimaryTools.co.uk	Name	© 2012 PrimaryTools.co.uk
	Grade 5: Reading - Literature:		Grade 5: Reading - Literature:		Grade 5; Reading - Literature:
Key Ideas and Details	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text	Key Ideas and Details	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text	Key Ideas and Details	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
Craft and Structure	(e.g., how characters interact). RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	Craft and Structure	(e.g., how characters interact). RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	Craft and Structure	(e.g., how characters interact). RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.8. (Not applicable to literature) RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integration of Knowledge and Ideas	RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.8. (Not applicable to literature) RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integration of Knowledge and Ideas	RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.8. (Not applicable to literature) RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
	Grade 5: Reading - Informational Texts:		Grade 5: Reading - Informational Texts:		Grade 5: Reading - Informational Texts:
Key Ideas and Details	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Key Ideas and Details	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Key Ideas and Details	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the paint of time they represent	Craft and Structure	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and	Craft and Structure	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of the same event or topic, noting important similarities and
Integration of Knowledge and Ideas	differences in the point of view they represent. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integration of Knowledge and Ideas	differences in the point of view they represent. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integration of Knowledge and Ideas	differences in the point of view they represent. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.