

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

Grade	KINDERGARTEN	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	With prompting and support ask and answer questions about key details in a text	With prompting and support ask and answer questions about key details in a text
Essential Elements	EERL.K.1 With guidance and support, identify details in familiar stories.	EERL.K.1 With guidance and support, identify details a familiar text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell who, what, where, when, why, and how after listening to a story being read. 3. I can tell who, what, where, and when after listening to a story being read. 2. I can choose a favorite detail in a story that is being read. 1. I can look at the pictures in a book that is being read.	4. I can tell details from a nonfiction book. 3. I can tell a detail from a nonfiction book. 2. I can tell the reoccurring detail in a nonfiction book. 1. I can visually explore the pictures in a nonfiction book.
Assessment Questions:	<input type="checkbox"/> Who are the characters in the story? <input type="checkbox"/> Where does it take place? <input type="checkbox"/> What happened in the story? <input type="checkbox"/> How did the story make you feel? Why? <input type="checkbox"/> What was your favorite part of the story?	<input type="checkbox"/> What is this book about? <input type="checkbox"/> Tell me something about ____. <input type="checkbox"/> Can you tell me more about ____?
Grade	GRADE 1	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
Essential Elements	EERL.1.1 Identify details in familiar stories.	EERI.1.1 Identify details in familiar text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell who, what, where, when, why, and how after listening to a story being read. 3. I can tell who, what, where, and when after listening to a story being read. 2. I can choose a favorite detail in a story that is being read. 1. I can look at the pictures in a book that is being read.	4. I can tell 3 key details after listening to a nonfiction text. 3. I can tell 2 key details after listening to a nonfiction text. 2. I can choose a key detail after listening to a nonfiction text. 1. I can look at the pictures in a nonfiction text.
Assessment Questions:	<input type="checkbox"/> Who are the characters in the story? <input type="checkbox"/> Where does it take place? <input type="checkbox"/> What happened in the story? <input type="checkbox"/> When did the story take place? <input type="checkbox"/> How did the story make you feel? Why? <input type="checkbox"/> What was your favorite part of the story?	<input type="checkbox"/> Tell me 3 details from the text. (who, what, when, where)
Note:		Note: The expected number of details will vary depending upon student level.

Grades K – 5 Reading Literature and Reading Informational Text Essential Elements “I Can” Statements

Grade	GRADE 2	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Essential Elements	EERL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar text.	EERI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can answer who and where questions from a story. 3. I can answer who and where questions after listening to a story being read. 2. I can choose the answer to who and where questions in the story. 1. I can look at who and where pictures from a book that is being read.	4. I can answer who and what questions from a nonfiction text. 3. I can answer who and what questions after listening to a nonfiction text. 2. I can choose the answer to who and what questions in a nonfiction text. 1. I can look at who and what pictures from a nonfiction text that is being read.
Assessment Questions:	<input type="checkbox"/> Who are the characters in the story? <input type="checkbox"/> Where does it take place? <input type="checkbox"/> What happened in the story? <input type="checkbox"/> How did the story make you feel? Why? <input type="checkbox"/> What was your favorite part of the story?	<input type="checkbox"/> Who or what is the text about?
		Note: For levels 1 and 2, provide choices(written, visual, tactual) for students to answer who/what questions.
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Essential Elements	EERL.3.1 Answer who and what questions to demonstrate understanding of details in a text.	EERI.3.1 Answer who and what questions to demonstrate understanding of details in a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can answer who and what questions from a story. 3. I can answer who and what questions after listening to a story. 2. I can choose the answer to who and what questions in a story. 1. I can look at who and what pictures from a story that is being read.	4. I can answer who and what questions from a nonfiction book. 3. I can answer who and what questions after listening to a nonfiction book. 2. I can choose the answer to who and what questions in a nonfiction book. 1. I can look at who and what pictures from a nonfiction book that is being read.
Assessment questions:	<input type="checkbox"/> Who are the main characters of the story? <input type="checkbox"/> What is the problem in the story? <input type="checkbox"/> Who solved the problem?	<input type="checkbox"/> Who/what is this book about?
Notes:	Teacher may create/ use picture supports as needed.	

Grade	GRADE 4	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Essential Elements	EERL.4.1 Use details from the text to recount what the text says.	EERI.4.1 Identify explicit details in informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can retell the story using details from the story. 3. I can tell a detail from the story. 2. I can point to a detail from the story using words or pictures. 1. I can respond to a detail from the story.	4. I can retell details from an informational text. 3. I can tell a detail from an informational text. 2. I can point to a detail from an informational text using words or pictures. 1. I can respond to a detail from an informational text.
Assessment questions:	<input type="checkbox"/> Tell me several details about the beginning of the story. <input type="checkbox"/> Tell me several details about the middle of the story. <input type="checkbox"/> Tell me several details about the end of the story.	<input type="checkbox"/> Retell 3-5 details from the text. <input type="checkbox"/> Retell 1 detail from the text. <input type="checkbox"/> Point to a picture or word from the text.
Grade	GRADE 5	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Essential Elements	EERL.5.1 Identify words in the text to answer a question about explicit information.	EERI.5.1 Identify words in the text to answer a question about explicit information.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can select words from the text to interpret information. 3. I can identify words in the text to answer a question about specific information. 2. I can choose words or pictures from choices to answer questions about the text. 1. I can choose pictures from choices to answer questions about a familiar text.	4. I can select words from the text to interpret information. 3. I can identify words in the text to answer a question about specific information. 2. I can choose words or pictures from choices to answer questions about the text. 1. I can choose pictures from choices to answer questions about a familiar text.
Assessment questions:	<input type="checkbox"/> What key words helped you to identify the main idea of the story? <input type="checkbox"/> What words help you understand where the story takes place? <input type="checkbox"/> What words help you understand how the character is feeling?	<input type="checkbox"/> When looking at the text, what words would you select to interpret/understand the information from the text? <input type="checkbox"/> When given a question about specific information, what word/picture would you use for your answer?

READING Anchor Standard Two: *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

Grade	KINDERGARTEN	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	With prompting and support, retell familiar stories, including key details.	With prompting and support, identify the main topic and retell key details of a text.
Essential Elements	EERL.K.2 With guidance and support, identify major events in familiar stories.	EERI.K.2 With guidance and support, identify the topic of a familiar text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can retell a story. 3. I can retell parts of a story. 2. I can match pictures about a story that I know. 1. I can touch the picture that is the main event in a story that I know.	4. I can tell the main topic in a nonfiction book. 3. I can tell the main topic in a nonfiction book after talking about it. 2. I can choose the picture of a main topic in a nonfiction book. 1. I can choose a nonfiction book about a topic.
Assessment Questions:	<input type="checkbox"/> What happened in the beginning of the story? <input type="checkbox"/> What happened in the middle of the story? <input type="checkbox"/> What happened in the end of the story? <input type="checkbox"/> What was the most important thing that happened in the story?	<input type="checkbox"/> What is the main topic of the book?
Grade	GRADE 1	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify the main topic and retell key details of a text.
Essential Elements	EERL.1.2 With guidance and support, recount major events in familiar stories.	EERI.1.2 Retell details of a familiar text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can retell a story. 3. I can retell parts of a story. 2. I can match pictures about a story that I know. 1. I can touch the picture that is the main event in a story that I know.	4. I can find the main topic and details in a book. 3. I can the main topic in a book. 2. I can match pictures about a book that I know. 1. I can touch the picture that is the main event in a book that I know.
Assessment Questions:	<input type="checkbox"/> What happened in the beginning of the story? <input type="checkbox"/> What happened in the middle of the story? <input type="checkbox"/> What happened in the end of the story? <input type="checkbox"/> What was the most important thing that happened in the story?	<input type="checkbox"/> What is the main topic of the book? <input type="checkbox"/> Name some details about the main topic.

Grade	GRADE 2	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Essential Elements	EERL.2.2 Using details from the text recount events from familiar stories from diverse cultures.	EERI.2.2 Identify the topic of the text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can retell the story using details. 3. I can retell the story using pictures. 2. I can choose the pictures that retell a story. 1. I can look at the pictures that retell a story.	4. I can find the topic of a nonfiction text. 3. I can find the topic of a nonfiction text from three choices. 2. I can retell the title of a nonfiction text. 1. I can point or eye gaze to the title of a nonfiction text.
Assessment Questions:	<input type="checkbox"/> What happened in the beginning of the story? <input type="checkbox"/> What happened in the middle of the story? <input type="checkbox"/> What happened in the end of the story? <input type="checkbox"/> What was the most important thing that happened in the story?	<input type="checkbox"/> What is the topic of the text?
Notes		Note: Visual and tactual supports can be used as appropriate.
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Essential Elements	EERL.3.2 Retell stories including fables, folktales, and myths from diverse cultures including details from the text.	EERI.3.2 Identify a detail of a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can retell fables, folktales, and myths using details. 3. I can retell fables, folktales, and myths using pictures. 2. I can choose fables, folktales, and myths that retell a story. 1. I can look at fables, folktales, and myths that retell a story.	4. I can tell a detail from a nonfiction book. 3. I can answer a question about a nonfiction book. 2. I can point to a detail in a nonfiction book. 1. I can listen to details in a nonfiction book.
Assessment questions:	<input type="checkbox"/> What happened in the beginning of the story? <input type="checkbox"/> What happened in the middle of the story? <input type="checkbox"/> What happened at the end of the story?	<input type="checkbox"/> This book is about _____. Tell me a detail about it.
Notes:		Note: Teacher provides main topic. Visual supports can be used as appropriate.

Grades K – 5 Reading Literature and Reading Informational Text Essential Elements “I Can” Statements

Grade	GRADE 4	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Essential Elements	EERL.4.2 Identify the theme or central idea of a familiar story, drama or poem.	EERI.4.2 Determine a main idea of a text
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can describe the theme of a story 3. I can choose a picture that shows the theme of a story. 2. I can point to a picture that shows the theme of a story. 1. I can respond to a picture that shows the theme of a story.	4. I can describe the main idea of a text. 3. I can choose a picture that shows the main idea of a text. 2. I can point to a picture that shows the main idea of a text. 1. I can respond to a picture that shows the main idea of a text.
Assessment questions:	<input type="checkbox"/> What is the theme of the story?	<input type="checkbox"/> What is the main idea of the text? <input type="checkbox"/> Select/point to a picture that shows the main idea of the text.
Notes:	Notes: Student may choose a picture support to show the theme of the story. Teacher may use picture support as needed to elicit student response.	
Grade	GRADE 5	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Essential Elements	EERL.5.2 Identify the central idea or theme of a familiar story, drama or poem.	EERI.5.2 Identify the main idea of a text when it is not explicitly stated.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify the main idea or theme of a story, drama, or poem. 3. I can identify the main idea or theme of a familiar story, drama, or poem. 2. I can identify the main idea of a familiar story using words or pictures. 1. I can point or eye gaze to identify a detail from a familiar story when given two choices.	4. I can find the main idea using details in the text. 3. I can answer questions about the main idea and supporting details in a text. 2. I can identify the main idea when given two details from a simple text. 1. I can choose pictures, symbols, or objects to identify the main idea from a familiar text.
Assessment questions:	<input type="checkbox"/> What is the main idea of the story?	<input type="checkbox"/> What are the details that you use to determine the main idea of the text? <input type="checkbox"/> When using pictures, symbols, or objects, identify the main idea of the text.

READING Anchor Standard Three: *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

Grade	KINDERGARTEN	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	With prompting and support, identify characters, settings, and major events in a story	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Essential Elements	EERL.K.3 With guidance and support, identify characters and settings in a familiar story.	EERI.K.3 With guidance and support, identify individuals, events, or ideas in a familiar informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell the characters, setting, and what happens in a story. 3. I can tell the characters, setting, and in a story. 2. I can choose the picture of people or places in a story between two choices. 1. I can touch the pictures of people or places in a story.	4. I can tell how people, events or ideas are connected in a nonfiction book. 3. I can find the people or events in a nonfiction book when given choices. 2. I can imitate the movement of an event or ideas in a nonfiction book. 1. I can join in with a group that is making the movements or sounds in a nonfiction book.
Assessment Questions:	<input type="checkbox"/> Who is the main character? <input type="checkbox"/> Where does the story take place? <input type="checkbox"/> What is the problem in the story? <input type="checkbox"/> How was the problem solved?	<input type="checkbox"/> Who are the people in the book? <input type="checkbox"/> What are the people doing?
Grade	GRADE 1	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Describe characters, settings, and major events in a story, using key details.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Essential Elements	EERL.1.3 Identify characters and settings in a familiar story.	EERI.1.3 With guidance and support, identify events or ideas in a familiar text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell the characters, setting, and what happened in a story. 3. I can tell the characters and setting in a story. 2. I can choose the characters or setting in a story when given choices. 1. I can point or eye gaze at a character in a story.	4. I can make and describe connections between two people, events or ideas from a nonfiction text. 3. I can tell events or ideas from a nonfiction text. 2. I can tell an event from a nonfiction text. 1. I can point or eye gaze to an event from a nonfiction text.
Assessment Questions:	<input type="checkbox"/> Who is the main character? <input type="checkbox"/> Where does the story take place? <input type="checkbox"/> What is the problem in the story? <input type="checkbox"/> How was the problem solved?	<input type="checkbox"/> Describe 2 or more events from the text. <input type="checkbox"/> How are these events connected?

Grades K – 5 Reading Literature and Reading Informational Text Essential Elements “I Can” Statements

Grade	GRADE 2	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Describe how characters in a story respond to major events and challenges.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Essential Elements	EERL.2.3 Identify the actions of the characters in a story.	EERI.2.3 Identify individuals, events, or details in an informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell how characters act in a story. 3. I can choose the characters actions in a story. 2. I can choose a character’s action in a story. 1. I can pick a character’s actions when given two choices.	4. I can tell about individuals, events, or details in a nonfiction text. 3. I can tell about individuals and events in a nonfiction text. 2. I can point to an individual or event in a nonfiction text. 1. I can point or eye gaze to an individual in a nonfiction text.
Assessment Questions:	<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is the character’s reaction to the problem in the story? <input type="checkbox"/> Does the character’s reaction change by the end of the story?	<input type="checkbox"/> What are the events in the text? <input type="checkbox"/> Who are the individuals/people in the text? <input type="checkbox"/> What are some of the details of the text?
Notes:		Note: Use question 2 as appropriate. May be people, animals, or objects.
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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.
Essential Elements	EERL.3.3 Identify the feelings of characters in a story.	EERI.3.3 Order two events from a text as “first” and “next”.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can recognize and describe the feelings of characters in a story. 3. I can recognize the feelings of characters in a story. 2. I can match symbols, pictures, or words to show I know the feelings of characters in a story. 1. I can look at a picture that shows the feeling of characters in a story.	4. I can sequence the events using “first” and “next” from a nonfiction book. 3. I can sequence pictures in the correct order from a nonfiction book. 2. I can add ___ pictures to complete a sequence of events from a nonfiction book. 1. I can repeat a sequence of events from a nonfiction book.
Assessment questions:	<input type="checkbox"/> How does ____ feel in the beginning of the story? <input type="checkbox"/> How does ____ feel in the middle of the story? <input type="checkbox"/> How does ___ feel at the end of the story?	<input type="checkbox"/> What happens first? <input type="checkbox"/> What happens next?
Notes:		Note: Teacher may use visual supports.

Grade	GRADE 4	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	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.
Essential Elements	EERL.4.3 Use details from text to describe a character in a story.	EERI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can describe a character using details from the story. 3. I can choose a detail that describes a character from the story. 2. I can name/point to a character after given a description. 1. I can look and/or point to a character from the story.	4. I can describe a detail from an informational text. 3. I can identify a detail from an informational text. 2. I can choose a detail from an informational text when given two choices. 1. I can look and/or point to a detail from an informational text.
Assessment questions:	<input type="checkbox"/> Use details from the story to describe the character. <ul style="list-style-type: none"> <input type="checkbox"/> What do they look like? <input type="checkbox"/> How do they feel? <input type="checkbox"/> What do they do? 	<input type="checkbox"/> Describe/identify/choose/look at a detail from the text.
Grade	GRADE 5	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	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.
Essential Elements	EERL.5.3 Compare and contrast two characters in a familiar story.	EERI.5.3 Compare two individuals, events or ideas in a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can compare and contrast two characters in a story. 3. I can compare and contrast two characters in a familiar story. 2. I can compare two characters in a familiar story. 1. I can choose words or pictures that compare two characters in a familiar story.	4. I can make connections between two people, events, ideas, or concepts from a text. 3. I can make connections between two people and/or events from a text. 2. I can choose words or pictures about an event from the text. 1. I can choose two pictures related to an event from the text.
Assessment questions:	<input type="checkbox"/> How are the characters the same in these 2 stories? <input type="checkbox"/> How are the characters different in these 2 stories?	<input type="checkbox"/> Using 2 people, ideas, events, or concepts, tell me what connections you can make. <input type="checkbox"/> Using words or 1 or more pictures, tell what connections you can make.

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

Grade	KINDERGARTEN	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.
Essential Elements	EERL.K.4 With guidance and support, ask about an unknown word in a text.	EERI.K.4 With guidance and support, ask about an unknown word in a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	<ol style="list-style-type: none"> 4. I can ask and answer questions about new words in a story. 3. I can ask questions about new words in a story. 2. I can signal (speech, vocalization, pictures, gesture, or switch) when a new word is used in a story. 1. I can point or eye gaze at a new word in a story. 	<ol style="list-style-type: none"> 4. I can ask or answer questions about new words in nonfiction. 3. I can ask about new words in nonfiction. 2. I can signal (speech, vocalization, pictures, gesture, or switch) when a new word is used. 1. I can look or touch a new word in a nonfiction book.
Assessment Questions:	<input type="checkbox"/> Can student ask about a word meaning <input type="checkbox"/> Teacher could list/highlight the key words and ask what is the meaning of the word.	<input type="checkbox"/> Can student ask about a word meaning <input type="checkbox"/> Teacher could list/highlight the key words and ask what is the meaning of the word.
Grade	GRADE 1	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Essential Elements	EERL.1.4 Identify sensory or feeling words in a familiar story.	EERI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	<ol style="list-style-type: none"> 4. I can tell how a character feels in a story. 3. I can pick a character’s feelings when given many choices. 2. I can pick a character’s feelings when given two choices. 1. I can join in with a group that is making movements or sounds. 	<ol style="list-style-type: none"> 4. I can ask or answer questions about new words in nonfiction. 3. I can ask about new words in nonfiction. 2. I can signal (speech, vocalization, pictures, gesture, or switch) when a new word is used. 1. I can look or touch a new word in a nonfiction text.
Assessment Questions:	<input type="checkbox"/> How did the character feel in the beginning of the story? <input type="checkbox"/> How did the character feel in the end of the story? <input type="checkbox"/> How did the character’s feeling change in the story?	<input type="checkbox"/> Find some new words in the text. <input type="checkbox"/> What do you think ___ means in the text?
Notes:		Note: Have text available for student to review during assessment.

Grade	GRADE 2	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
Essential Elements	EERL.2.4 Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem or song.	EERI.2.4 Identify words related to a topic of a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can make rhyming words. 3. I can pick a rhyming word. 2. I can repeat rhyming words in a story, poem, or song. 1. I can listen to rhyming words in a story, poem, or song.	4. I can use words to help me understand nonfiction. 3. I can find words when asked. 2. I can point to words that give me information. 1. I can look at words that give me information.
Assessment Questions:	<input type="checkbox"/> Teacher can list words from story or poem that rhyme or repeat. <input type="checkbox"/> From a word list, can the student identify the rhyming words?	<input type="checkbox"/> This book is about _____. Find some words that go with this topic.
Notes:		Note: Teacher provides topic.
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
Essential Elements	EERL.3.4 Determine words and phrases that complete literal sentences in a text.	EERI.3.4 Determine words and phrases that complete literal sentences in a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can figure out what an author really means by the words and phrases that are written. 3. I can find phrases in a story that are silly/not true. 2. I can point to yes/no to tell if a phrase is true. 1. I can point to or eye gaze at yes/no to tell if an event is in a story.	4. I can understand the meanings of words and phrases in nonfiction text. 3. I can match pictures to words in nonfiction text. 2. I can choose a picture to complete a sentence from a nonfiction text. 1. I can respond when hearing the correct word out of a choice of three words.
Assessment questions:	<input type="checkbox"/> What does the character mean when he says _____? <input type="checkbox"/> Tell me something silly/not true that the character said in the story. <input type="checkbox"/> Did ____ happen in the story?	<input type="checkbox"/> Show me the word to complete the sentence. <input type="checkbox"/> Show me the picture that goes with this word. (Teacher provides words and picture choices related to text.)
Notes:		Note: Using close strategy, teacher selects vocabulary and provides sentences related to the text. Pictures, word bank, multiple choice

Grades K – 5 Reading Literature and Reading Informational Text Essential Elements “I Can” Statements

Grade	GRADE 4	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
Essential Elements	EERL.4.4 Determine meaning of words in text.	EERI.4.4 Determine meaning of words in context.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can explain the meanings of words and phrases an author uses. 3. I can use the text to identify unknown words and phrases. 2. I can identify two or more words that are similar to each other. 1. I can match a word read aloud to a picture from the text.	4. I can determine the meaning of a word using clues in a text. 3. I can use the text to identify unknown words and phrases. 2. I can identify two or more words that are similar to each other. 1. I can match a word read aloud to a picture from the text.
Assessment questions:	<input type="checkbox"/> What does ___ mean? <input type="checkbox"/> Show/tell me another word that means the same as ____. <input type="checkbox"/> What does the phrase ___ mean?	<input type="checkbox"/> When the teacher reads a sentence, what clues did you use to identify the meaning of ____? <input type="checkbox"/> What words are similar to each other? (Teacher provides a word bank of 3-5 words) <input type="checkbox"/> What picture matches the word? (Teacher reads word aloud and also provides picture choices taken from text)
Notes:	Note: Teacher selects words/phrases from the text.	
Grade	GRADE 5	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
Essential Elements	EERL.5.4 Determine the intended meaning of multi-meaning words in a text.	EERI.5.4 Determine the meanings of domain-specific words and phrases.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can use and explain multi-meaning words after reading a text. 3. I can determine the meanings of multi-meaning words after reading a familiar text. 2. I can identify the meaning of a word and/or phrases from picture choices after listening to a familiar text. 1. I can identify the meaning of a word from picture choices after listening to a familiar text.	4. I can use topic-specific words within context. 3. I can determine the meanings of topic-specific words from the text. 2. I can use a basic picture dictionary to determine the meaning of topic-specific words. 1. I can match a topic-specific word/picture to a picture or object.
Assessment questions:	<input type="checkbox"/> Give an example of a multi-meaning word from the text, have student define multiple meanings of the word.	<input type="checkbox"/> Given a topic specific word, student will use that word in a sentence. <input type="checkbox"/> Given a topic specific word, student will state the meaning of the word. <input type="checkbox"/> Using a picture dictionary, student will determine the meaning of the word. <input type="checkbox"/> Using a topic specific word or picture, student will match word/picture to picture or object.
Notes:	Notes: Picture supports can be used as needed. Examples of multi-meaning words: park (playground or park car), bark (dog bark or tree bark), bug (insect or annoy)	

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

Grade	KINDERGARTEN	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Recognize common types of texts (e.g., storybooks, poems).	Identify the front cover, back cover, and title page of a book.
Essential Elements	EERL.K.5 With guidance and support, recognize familiar texts (e.g., storybooks, poems).	EERI.K.5 With guidance and support, identify the front cover of a book.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell the difference between different genres of texts. 3. I can tell the difference between books and poems. 2. I can choose my favorite story or poem. 1. I can point to a book from a choice of two.	4. I can find the front cover, back cover, and title page of a book. 3. I can find the front cover and back cover of a book. 2. I can hold the book correctly. 1. I can look or touch the cover of a book.
Assessment Questions:	<input type="checkbox"/> Is this a poem or a story? <input type="checkbox"/> Is it make believe or true? <input type="checkbox"/> What is your favorite story/poem?	<input type="checkbox"/> Show me the front of the book. <input type="checkbox"/> Show me the back of the book. <input type="checkbox"/> Show me the title page of the book.
Grade	GRADE 1	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Essential Elements	EERL.1.5 With guidance and support, identify a text as telling a story	EERI.1.5 Locate the front cover, back cover, and title page of a book.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can understand the difference between fiction and nonfiction. 3. I can pick a fiction or nonfiction text. 2. I can choose a storybook to read. 1. I can point or eye gaze a storybook to read.	4. I can use parts of the book to help me understand nonfiction texts. 3. I can find the front cover, back cover, and title page of a nonfiction text. 2. I can find a part of a nonfiction text. 1. I can point or eye gaze to a nonfiction text.
Assessment Questions:	<input type="checkbox"/> Is the story make believe or true? <input type="checkbox"/> What is your favorite type of story?	<input type="checkbox"/> Show me where I can find the title/front cover/back cover/ first page/glossary/etc. <input type="checkbox"/> How does (title page/front cover/back cover) help you understand the text?
Notes:		Note: Adjust according to student level.

Grades K – 5 Reading Literature and Reading Informational Text Essential Elements “I Can” Statements

Grade	GRADE 2	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Essential Elements	EERL.2.5 Determine the beginning and ending of a story.	EERI.2.5 Identify details in informational text or its graphic representations.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can retell the beginning and ending of a story. 3. I can choose the beginning and ending of a story. 2. I can pick the beginning and ending of a story when given choices. 1. I can listen to the beginning and ending of a story.	4. I can use parts of a book to help me understand nonfiction. 3. I can find information in a nonfiction text. 2. I can find the front cover, back cover, and title page of a nonfiction text. 1. I can point or eye gaze to choose between a book and another text (i.e. newspaper, calendar, etc.).
Assessment Questions:	<input type="checkbox"/> What happened in the beginning of the story? <input type="checkbox"/> What happened in the end of the story? <input type="checkbox"/> What’s the difference between the beginning and end of the story?	<input type="checkbox"/> Show me where I can find the title/front cover/back cover/ first page/glossary/etc. <input type="checkbox"/> How does (title page/front cover/ back cover) help you understand the text? <input type="checkbox"/> For a level 1 student, give a book and another type of text (newspaper, calendar), student will select the specified form of text.
Notes:		Note: Teacher specifies the form of text for the student to identify.
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	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.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Essential Elements	EERL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.	EERI.3.5 With guidance and support, use text features including headings and key words to locate information in a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can retell the beginning, middle, and end of a story. 3. I can use pictures to retell the beginning, middle, and end of a story. 2. I can use pictures to tell the beginning of the story. 1. I can respond to a picture in a part of the story.	4. I can use text features to find information quickly. 3. I can identify text features to find information. 2. I can point to bolded words and/or pictures. 1. I can point to a picture in the text.
Assessment questions:	<input type="checkbox"/> What happened in the beginning of the story? <input type="checkbox"/> What happened in the middle of the story? <input type="checkbox"/> What happened at the end of the story?	<input type="checkbox"/> Show me a picture in the text. <input type="checkbox"/> Show me the bold words in the text. <input type="checkbox"/> Show me the title of the text. <input type="checkbox"/> Show me the headings in the text.
Notes:	Note: Teacher may use picture supports as needed	

Grades K – 5 Reading Literature and Reading Informational Text Essential Elements “I Can” Statements

Grade		GRADE 4	
Type of Text	Literature	Informational Text	
Core Cluster CRAFT AND STRUCTURE	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.	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.	
Essential Elements	EERL.4.5 Identify elements that are characteristic of stories.	EERI.4.5 Identify the chronological structure of a text (first, then, next).	
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify the different elements of a story (i.e. plot, characters, setting, etc.) 3. I can name at least two elements of the story. 2. I can identify one element of the story with picture choices. 1. I can look at or eye gaze at the pictures that show elements of a story.	4. I can sequence the events of a nonfiction text. 3. I can place events from a text in the correct order. 2. I can use pictures to sequence the events in a text. 1. I can use pictures to tell the beginning or end of a nonfiction text.	
Assessment questions:	<input type="checkbox"/> Identify several story elements. (plot, characters, setting, etc)	<input type="checkbox"/> What happens first? Then what happens? <input type="checkbox"/> What happens next? <input type="checkbox"/> Given a set of pictures of events from the text, student will sequence them first, then, next	
Notes:	Notes: Student can name, point to, circle, etc. story elements. Picture supports can be used as needed.		
Grade		GRADE 5	
Type of Text	Literature	Informational Text	
Core Cluster CRAFT AND STRUCTURE	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	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.	
Essential Elements	EERL.5.5 Identify a story element that undergoes change from beginning to end.	EERI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.	
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can understand the structure of stories, plays and poems. 3. I can identify the beginning, middle and end of a story, play and poem. 2. I can arrange the parts of a story given three pictures or phrases. 1. I can identify the beginning and end of a familiar story using pictures.	4. I can decide if a text is about events, gives directions or provides information about a topic 3. I can sort text into three different informational categories. 2. I can sort text into three informational categories using words/pictures. 1. I can sort text into two different informational categories using pictures.	
Assessment questions:	<input type="checkbox"/> What is the beginning of the story? <input type="checkbox"/> What is the middle of the story? <input type="checkbox"/> What is the end of the story? <input type="checkbox"/> How is the text structured? (chapters, scenes, or stanzas)	<input type="checkbox"/> Given a specific text, student will state whether it is about events, gives directions, or provides information about a topic. <input type="checkbox"/> Given 3 texts, student will sort into 3 different informational categories. <input type="checkbox"/> Given 2-3 pictures, student will sort into different informational categories.	

Reading Anchor Standard Six: *Assess how point of view or purpose shapes the content and style of text.*

Grade	KINDERGARTEN	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Essential Elements	EERL.K.6 With guidance and support, distinguish between words and illustrations in a story.	EERI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can find a specific word and illustration. 3. I can find a word and an illustration. 2. I can point to an illustration in a book. 1. I can look at illustrations in a book.	4. I can find a specific word and illustration. 2. I can find a word and an illustration. 3. I can point to an illustration in a book. 1. I can look or touch at illustrations in a book.
Assessment Questions:	<input type="checkbox"/> Show me the word _____? <input type="checkbox"/> Show me the character (_____)? <input type="checkbox"/> Show me the illustration of _____?	<input type="checkbox"/> Show me an illustration. <input type="checkbox"/> Show me the text of the book.
Grade	GRADE 1	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Identify who is telling the story at various points in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Essential Elements	EERL.1.6 Identify a speaker in a familiar story.	EERI.1.6 Distinguish between words and illustrations in a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can talk about who is telling a story. 3. I can say the name of the character who is speaking as the story is being read. 2. I can choose the character who is speaking between two choices. 1. I can repeat a line spoken by the character.	4. I can use words or pictures to help me understand nonfiction. 3. I can find pictures or words when asked. 2. I can point to pictures or words that give me information. 1. I can look at pictures or words that give me information.
Assessment Questions:	<input type="checkbox"/> Who is telling the story? <input type="checkbox"/> How do you know this character is telling the story? <input type="checkbox"/> Does the same character tell the entire story?	<input type="checkbox"/> Show me the pictures/illustrations in the book. <input type="checkbox"/> Show me the words in the book.

Grade	GRADE 2	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Essential Elements	EERL.2.6 Identify the speakers in a dialogue.	EERI.2.6 Identify the role of the author and the illustrator.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell which characters are speaking in a story. 3. I can pick the words that the character said in a story. 2. I can repeat the words that a character says in a story. 1. I can listen to the words that a character says in a story.	4. I can understand what the author and illustrator are trying to teach me. 3. I can pick what the author and illustrator are trying to teach me. 2. I can listen and look at what the author and illustrator are trying to teach me. 1. I can listen to what the author is trying to teach me.
Assessment Questions:	<input type="checkbox"/> Who is telling the story? <input type="checkbox"/> How do you know this character is telling the story? <input type="checkbox"/> Does the same character tell the entire story?	<input type="checkbox"/> What is the author trying to teach you? <input type="checkbox"/> What is the illustrator trying to teach you?
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Distinguish their own point of view from that of the narrator or those of the characters	Distinguish their own point of view from that of the author of a text.
Essential Elements	EERL.3.6 Identify personal point of view about a character or the narrator.	EERI.3.6 Identify a personal point of view about a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell the difference between what I think and what the characters/narrator think. 3. I can tell what I think about a character. 2. I can choose my favorite character. 1. I can choose a picture of my favorite character.	4. I can tell the difference between what I think and what the author thinks about a text. 3. I can tell what I think about a text. 2. I can choose how I feel about a text from pictures. 1. I can respond to how I feel about a text.
Assessment questions:	<input type="checkbox"/> What did the characters/narrator think about ___? <input type="checkbox"/> What did you think about ___? <input type="checkbox"/> Did you and the character feel the same way? <input type="checkbox"/> Who is your favorite character in the story?	<input type="checkbox"/> Why do you think the author wrote this text? <input type="checkbox"/> How does the author feel about this topic? <input type="checkbox"/> How do you feel about this topic? <input type="checkbox"/> Do you and the author feel the same about this topic?

Grade	GRADE 4	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Essential Elements	EERL.4.6 Identify the narrator of a story.	EERI.4.6 Compare own experience with a written account of the experience.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify the narrator of a story. 3. I can identify who is telling the story. 2. I can identify who is telling the story from two choices. 1. I can point to a picture that shows who is speaking in the story.	4. I can compare what I read to a personal experience. 3. I can identify similarities between what I read and personal experiences when given choices. 2. I can point to pictures from the text that I know. 1. I can respond to a picture in a text that I have seen before.
Assessment questions:	<input type="checkbox"/> Who is telling the story?	<input type="checkbox"/> Tell me an experience that you’ve had in your life that compares to the text. <input type="checkbox"/> When given verbal and visual prompts, what are the similarities between what you read and your personal experiences? <input type="checkbox"/> Show me a picture from the text that you know.
Grade	GRADE 5	
Type of Text	Literature	Informational Text
Core Cluster CRAFT AND STRUCTURE	Describe how a narrator’s or speaker’s point of view influences how events are described	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Essential Elements	EERL.5.6 Determine the point of view of the narrator.	EERI.5.6 Compare two books on the same topic.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can determine the point of view of the narrator 3. I can determine the point of view of the narrator from choices. 2. I can determine what the narrator said from words/pictures. 1. I can identify who is telling the story from picture choices.	4. I can compare two books on the same topic. 3. I can name the key details that are similar in two books. 2. I can identify key details that are the same in two books using pictures. 1. I can identify “the same” when shown words/pictures about the same topic.
Assessment questions:	<input type="checkbox"/> Who is telling the story? <input type="checkbox"/> What is the narrator’s point of view?	<input type="checkbox"/> How are the books the same? <input type="checkbox"/> Name 2 details that are similar in both books. <input type="checkbox"/> Using pictures, identify details that are the same in two books. <input type="checkbox"/> Given a picture, student will find another one just like it.

ANCHOR STANDARD SEVEN: *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Grade	KINDERGARTEN	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	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).	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).
Essential Elements	EERL.K.7 With guidance and support, identify illustrations or objects/ tactual information that go with a familiar story.	EERI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can match sentences that go with the pictures in a story. 3. I can match pictures of people and places in a story. 2. I can point at the pictures that the teacher is talking about. 1. I can touch a picture or an object from a story.	4. I can use words and pictures to help me understand nonfiction. 3. I can match pictures to words to understand nonfiction. 2. I can point to the picture when the teacher reads the words. 1. I can look or touch the picture when the teacher reads the words.
Assessment Questions:	<input type="checkbox"/> What picture goes with this sentence? <input type="checkbox"/> Using the illustration, show me who the main character is. <input type="checkbox"/> Using the illustration, show me where the story takes place.	<input type="checkbox"/> Show me a picture of ____. <input type="checkbox"/> Show me words that go with this picture.
Grade	GRADE 1	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Use illustrations and details in a story to describe its characters, setting, or events.	Use the illustrations and details in a text to describe its key ideas.
Essential Elements	EERL.1.7 Identify details or illustrations that describe the characters or events in a familiar story.	EERI.1.7 Identify illustrations or objects/ tactual information that go with a familiar text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can use words or pictures to describe characters, setting, and plot. 3. I can use words or pictures to describe characters, setting, or plot. 2. I can point pictures to describe the characters, setting, or plot. 1. I can look at pictures of a character or setting.	4. I can use pictures to help me understand nonfiction. 3. I can find pictures when asked. 2. I can point to pictures that give me information. 1. I can look at pictures that give me information.
Assessment Questions:	<input type="checkbox"/> What picture goes with this sentence? <input type="checkbox"/> Using the illustration, show me who the main character is. <input type="checkbox"/> Using the illustration, show me where the story takes place.	<input type="checkbox"/> Show me the picture of ____
Notes:		Note: Repeat question #1 using various illustrations/objects/tactual supports from the text.

Grade	GRADE 2	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Essential Elements	EERL.2.7 Identify illustrations or objects/ tactual information in print or digital text that depict characters.	EERI.2.7 Demonstrate understanding of how images relate to a familiar informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can use words or pictures to help me tell about the characters. 3. I can choose the picture that helps me tell about the character. 2. I can point to the picture of the character. 1. I can look or listen to the story about the character.	4. I can use diagrams and pictures to help me understand nonfiction. 3. I can match pictures to parts of the story. 2. I can choose which picture matches the story. 1. I can look at the pictures that match the story.
Assessment Questions:	<input type="checkbox"/> What picture goes with this sentence? <input type="checkbox"/> Using the illustration, show me who the main character is.	<input type="checkbox"/> What does this diagram/picture tell you about the text? <input type="checkbox"/> Given pictures related to parts of the text, student will match/choose/look at pictures accordingly.
Notes:	Note: Teacher can use picture supports as needed.	
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	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).	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).
Essential Elements	EERL.3.7 Identify parts of illustrations or tactual information that depict a particular mood, setting or character.	EERI.3.7 Demonstrate an understanding of text by connecting a visual element.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can explain how the author uses illustrations to help the meaning in a story. 3. I can find an illustration that shows a character’s feelings. 2. I can choose a picture that shows a character’s feelings. 1. I can touch a picture of a character in a story.	4. I can tell how illustrations help me understand the text. 3. I can use the pictures to help me understand the text. 2. I can point to pictures that helped me understand the text. 1. I can look at pictures that go with the text.
Assessment questions:	<input type="checkbox"/> What does the picture/illustration tell us about the story? <input type="checkbox"/> How can you tell what the character is feeling by looking at the picture/illustration?	<input type="checkbox"/> What pictures/illustrations helped you understand the text? <input type="checkbox"/> What did the pictures/illustrations tell you about the text? <input type="checkbox"/> Point to/look at the picture that goes with the text.

Grades K – 5 Reading Literature and Reading Informational Text Essential Elements “I Can” Statements

Grade	GRADE 4	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	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.	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.
Essential Elements	EERL.4.7 Make connections between text representation of a story and a visual, tactual, or oral version of a story.	EERI.4.7 Answer questions about information presented visually, orally, or quantitatively.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can make connections between written text and pictures, plays, movies of the same story. 3. I can make a connection between written text and pictures, plays, movies of the same story. 2. I can choose a picture of the text after looking at pictures, plays, movies, etc. of the same story. 1. I can attend to different types of the same story.	4. I can use and understand information I see and/or hear on a chart, graph, diagram, or time line to answer questions. 3. I can find information from chart, graph, diagram, or time line to answer a question when given choices. 2. I can select a word from choices to describe a chart, graph, diagram, or time line. 1. I can touch or look at a chart, graph, diagram, or time line.
Assessment questions:	<input type="checkbox"/> How are these 2 versions the same? <input type="checkbox"/> How are these 2 versions different?	<input type="checkbox"/> Using a graphic organizer, what information does this tell me?
Notes:	Note: 2 different versions may include different versions of text, a movie, a play. Teacher may use graphic organizers such as Venn diagram. Note: Based on graphic organizer you are using, you will have to ask additional question to determine understanding of graph. Possible questions include: Which has more? Less? What event happened first? Last? How many?	
Grade	GRADE 5	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	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, and poem).	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.
Essential Elements	EERL.5.7 Identify illustrations and multimedia elements that add to understanding of a text.	EERI.5.7 Locate information in print or digital sources.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can use illustrations from a book or use technology to explain what I learned. 3. I can find the illustration or use technology to show what I learned. 2. I can pick or point to the illustration that shows what I learned. 1. I can look at or touch the illustration that shows what I learned.	4. I can use clues from text or digital sources to gather information. 3. I can use clues from text or digital sources to answer a question. 2. I can choose the picture that answers the question. 1. I can look at or touch the picture that answers the question.
Assessment questions:	<input type="checkbox"/> Using technology or an illustration from a book, student will explain what they have learned. <input type="checkbox"/> Given 2 pictures, student will select the picture that shows what they have learned.	<input type="checkbox"/> What resources did you use to gather information? <input type="checkbox"/> What clues or digital sources did you use to gather information? <input type="checkbox"/> What picture answers a question about the text?

Reading Anchor Standard Eight: *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*

Grade		KINDERGARTEN	
Type of Text	Literature	Informational Text	
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	With prompting and support, identify the reasons an author gives to support points in a text.	
Essential Elements		EERI.K.8 With guidance and support, identify points the author makes in an informational text.	
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1		4. I can find the reasons an author gives to support their ideas. 3. I can find the author’s point between 3 choices. 2. I can find the author’s point between 2 choices. 1. I can look or touch the picture of the author’s point.	
Assessment Questions:	Not applicable.	<input type="checkbox"/> What reasons does the author give to support their ideas?	
Grade		GRADE 1	
Type of Text	Literature	Informational Text	
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	Identify the reasons an author gives to support points in a text.	
Essential Elements	N/A	EERI.1.8 With guidance and support, identify details that match the topic of a text.	
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	N/A	4. I can find details about the main idea of a nonfiction text. 3. I can choose the details about a topic. 2. I can tell if a detail was in the nonfiction text. 1. I can listen to details in the nonfiction text.	
Assessment questions:		<input type="checkbox"/> The main idea of the text is ____. <input type="checkbox"/> Find/ Tell me some details that support the main idea.	
Notes:		Note: Teacher provides the main idea. Visual and tactual supports can be used as appropriate.	
Grade		GRADE 2	
Type of Text	Literature	Informational Text	
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	Describe how reasons support specific points the author makes in a text.	
Essential Elements	N/A	EERI.2.8 Identify points the author makes in an informational text.	
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	N/A	4. I can find details about the main idea of a nonfiction text. 3. I can choose the details about a topic. 2. I can tell if a detail was in the nonfiction text. 1. I can listen to details in the nonfiction text.	
Assessment Questions:	Not applicable	<input type="checkbox"/> The main idea of the text is ____. <input type="checkbox"/> Find/ Tell me some details that support the main idea.	

Grades K – 5 Reading Literature and Reading Informational Text Essential Elements “I Can” Statements

Notes:		Note: Teacher provides the main idea. Visual and tactual supports can be used as appropriate.
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/ second/third in a sequence).
Essential Elements	EERL.3.8 NA	EERI.3.8 NA (See EERI.3.3.)
Grade	GRADE 4	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	Explain how an author uses reasons and evidence to support particular points in a text.
Essential Elements		EERI.4.8 Identify one or more reasons supporting a specific point in an informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	N/A	4. I can explain how an author uses reasons or evidence to support points in a text. 3. I can explain one way an author uses reasons or evidence to support a point in a text. 2. I can pick a point the author makes when given two choices. 1. I can point or eye gaze to a picture of what a book is about.
Assessment questions:		<input type="checkbox"/> What evidence does the author use to support or explain his/her points in the text? <input type="checkbox"/> When given 2 choices, select a point the author makes regarding the text.
Notes:		Note: Visual supports can be used as appropriate. Response mode may include, but not limited to, pointing, eye gaze, etc.
Grade	GRADE 5	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Essential Elements	EERL.5.8 NA	EERI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1		4. I can explain the author’s point of view giving examples from the text. 3. I can select the author’s point of view when given two choices. 2. I can point to a picture of the main idea. 1. I can look at a picture of what the book is about.
Assessment questions:		<input type="checkbox"/> What is the author’s point of view? (student will need to give example to support the point of view) <input type="checkbox"/> What picture shows the main idea?

Reading Anchor Standard Nine: *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Grade	KINDERGARTEN	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Essential Elements	EERL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.	EERI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify the adventures that a character experiences in a story. 3. I can find a picture that shows the adventures or experiences of a character in a story. 2. I can choose the picture of an adventure or experience in a story. 1. I can actively listen to an adventure or experience in a story.	4. I can tell how two nonfiction books are alike and different. 3. I can match similar parts of two nonfiction books. 2. I can choose the same picture/objects of two nonfiction books. 1. I can look or touch the same picture/objects of two nonfiction books.
Assessment Questions:	<input type="checkbox"/> Tell me the character’s adventure. <input type="checkbox"/> Is the character good or bad? Why? <input type="checkbox"/> Is the character’s adventure good or bad? Why? <input type="checkbox"/> Identify a picture in the story of the character’s adventure.	<input type="checkbox"/> How are these 2 books alike? <input type="checkbox"/> How are these 2 books different?
Grade	GRADE 1	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Compare and contrast the adventures and experiences of characters in stories.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Essential Elements	EERL.1.9 Identify the adventures or experiences of characters in a familiar story.	EERI.1.9 With guidance and support, match similar parts of two texts on the same topic.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell what the characters do in a story. 3. I can choose the pictures of what characters do in a story. 2. I can point to the pictures of what characters do in a story. 1. I can look at the pictures of what characters do in a story.	4. I can tell how two books are the same and different. 3. I can find two books with the same topic. 2. I can pick pictures that have the same topic. 1. I can look at pictures that have the same topic.
Assessment Questions:	<input type="checkbox"/> Tell me about the character’s adventure. <input type="checkbox"/> Is the character’s behavior good or bad? Why? <input type="checkbox"/> Is the character’s adventure good or bad? Why? <input type="checkbox"/> Identify a picture in the story of the character’s adventure.	<input type="checkbox"/> Given a selection of books/pictures, student will find 2 on the same topic. <input type="checkbox"/> How are the 2 books the same? <input type="checkbox"/> How are the 2 books different?
Notes:		Note: Level 1-3 only answer question #1. Level 4 answers questions #1-3.

Grade	GRADE 2	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and contrast the most important points presented by two texts on the same topic.
Essential Elements	EERL.2.9 Identify similarities between two episodes in a story.	EERI.2.9 Identify a common element between two texts.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can tell how two stories are the same and different. 3. I can find two stories with the same topic. 2. I can pick pictures that have the same topic. 1. I can look at pictures that have the same topic.	4. I can tell how the main ideas of two nonfiction texts are the same. 3. I can pick the words or pictures that are the same in two nonfiction texts. 2. I can point to the same words or pictures that are in two nonfiction texts. 1. I can look at the words or pictures that are the same in two nonfiction texts.
Assessment Questions:	<input type="checkbox"/> Tell me a story that is similar to this story. <input type="checkbox"/> How is this story similar to _____? <input type="checkbox"/> How is this story different from _____?	<input type="checkbox"/> How are the texts the same? <input type="checkbox"/> How are the texts different? <input type="checkbox"/> What words/pictures are the same in these 2 texts?
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare and contrast the most important points and key details presented in two texts on the same topic.
Essential Elements	EERL.3.9 Identify similarities in the settings of two stories by the same author.	EERI.3.9 Identify common elements in two stories in a series.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can compare stories written by the same author about similar characters. 3. I can show how the settings are the same in two stories written by the same author. 2. I can point to one thing that is the same about the setting in two stories. 1. I can touch the picture of a setting in a story.	4. I can compare the most important ideas from two texts on the same topic. 3. I can tell two things that are the same in two texts. 2. I can find a text that is like a text I read. 1. I can touch a word or picture that is like the topic of a text.
Assessment questions:	<input type="checkbox"/> How are the settings in these stories alike?	<input type="checkbox"/> How are the 2 texts the same? <input type="checkbox"/> This book is about _____. Show me another book about the same topic. (Teacher provides several choices to select from.)

Grades K – 5 Reading Literature and Reading Informational Text Essential Elements “I Can” Statements

Grade	GRADE 4	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	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	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Essential Elements	EERL.4.9 Compare characters, settings or events in stories, myths or texts from different cultures.	EERI.4.9 Compare details presented in two texts on the same topic.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can compare similar themes and events in stories, myths, and traditional literature from different cultures. 3. I can find two stories or myths from different cultures about the same topic. 2. I can pick similar cultural events from two stories. 1. I can look at pictures from two stories that have the same topic.	4. I can use information from two different texts on the same topic to help me write or speak on the same topic. 3. I can sort information from two texts on the same topic. 2. I can choose a book about a topic when given choices. 1. I can attend to a book from two choices on a favorite topic.
Assessment questions:	<input type="checkbox"/> How are the 2 stories alike? (characters, setting, themes/events, cultures) <input type="checkbox"/> How are the 2 stories different? (characters, setting, themes/events, cultures)	<input type="checkbox"/> Using a graphic organizer (T-chart, Venn diagram) to list details from 2 different texts on the same topic. <input type="checkbox"/> When given details, student will use a graphic organizer to sort the information <input type="checkbox"/> When given a topic, student will select a book from a teacher selected set of books.
Grade	GRADE 5	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Essential Elements	EERL.5.9 Compare stories, myths, or texts with similar topics or themes.	EERI.5.9 Compare and contrast details gained from two texts on the same topic.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can compare two stories, myths, or texts with similar themes. 3. I can find a story with a similar topic or theme to one my teacher reads. 2. I can pick the story with a similar topic or theme when my teacher gives me choices. 1. I can look at or listen to two stories with a similar topic or theme.	4. I can compare and contrast details from two stories. 3. I can find one similarity and one difference between two stories. 2. I can choose the detail that is the same and a detail that is different. 1. I can look at pictures from two stories that have details that are the same and details that are different.
Assessment questions:	<input type="checkbox"/> How are the 2 stories/myths/texts the same/similar? <input type="checkbox"/> Given 2-3 choices, pick the story that has a similar topic or theme. <input type="checkbox"/> When reading 2 stories with a similar topic, student will attend to story.	<input type="checkbox"/> Using a graphic organizer (T-chart, Venn diagram), student will compare and contrast details from 2 stories. <input type="checkbox"/> Teacher will determine if the student looked at the pictures in the 2 stories.

Reading Anchor Standard Ten: *Read and comprehend complex literary and informational texts independently and proficiently.*

Grade	KINDERGARTEN	
Type of Text	Literature	Informational Text
Core Cluster RANGE OF READING AND TEXT COMPLEXITY	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.
Essential Elements	EERL.K.10 With guidance and support, actively engage in shared reading.	EERI.K.10 With guidance and support, actively engage in shared reading of informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can read and understand Kindergarten stories. 3. I can understand Kindergarten stories. 2. I can listen to Kindergarten stories. 1. I can attend to Kindergarten stories.	4. I can read and understand Kindergarten nonfiction books. 3. I can understand Kindergarten nonfiction books. 2. I can listen to Kindergarten nonfiction books. 1. I can attend to Kindergarten nonfiction books.
Assessment Questions:	<input type="checkbox"/> Did student attend/ listen? <input type="checkbox"/> Did student understand? <input type="checkbox"/> Did student share?	<input type="checkbox"/> Did student attend/ listen? <input type="checkbox"/> Did student understand? <input type="checkbox"/> Did student share?
Grade	GRADE 1	
Type of Text	Literature	Informational Text
Core Cluster RANGE OF READING AND TEXT COMPLEXITY	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	With prompting and support, read informational texts appropriately complex for grade 1.
Essential Elements	EERL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.	EERI.1.10 Actively engage in shared reading of informational text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can read and understand first grade stories. 3. I can understand first grade stories. 2. I can listen to first grade stories. 1. I can attend to first grade stories.	4. I can read and understand first grade nonfiction texts. 3. I can understand first grade nonfiction texts. 2. I can listen to first grade nonfiction texts. 1. I can attend to first grade nonfiction texts.
Assessment Questions:	<input type="checkbox"/> Did the student attend/ listen? <input type="checkbox"/> Did the student understand? <input type="checkbox"/> Did the student share?	<input type="checkbox"/> Did the student read the first grade nonfiction text? <input type="checkbox"/> Did the student understand the first grade nonfiction text? <input type="checkbox"/> Did the student listen to the first grade nonfiction text? <input type="checkbox"/> Did the student attend to the first grade nonfiction text?

Grade	GRADE 2	
Type of Text	Literature	Informational Text
Core Cluster RANGE OF READING AND TEXT COMPLEXITY	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Elements	EERL.2.10 Actively engage in shared reading of stories and poetry (literature) for clearly stated purpose.	EERI.2.10 Actively engage in shared reading of informational text including history/ social studies, science, and technical texts
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can read and understand second grade stories. 3. I can understand second stories. 2. I can listen to second grade stories. 1. I can attend to second grade stories.	4. I can read and understand second grade nonfiction texts. 3. I can understand second grade nonfiction texts. 2. I can listen to second grade nonfiction texts. 1. I can attend to second grade nonfiction texts.
Assessment Questions:	<input type="checkbox"/> Did the student attend/ listen? <input type="checkbox"/> Did the student understand? <input type="checkbox"/> Did the student share?	<input type="checkbox"/> Did the student read the second grade nonfiction text? <input type="checkbox"/> Did the student understand the second grade nonfiction text? <input type="checkbox"/> Did the student listen to the second grade nonfiction text? <input type="checkbox"/> Did the student attend to the second grade nonfiction text?
Grade	GRADE 3	
Type of Text	Literature	Informational Text
Core Cluster RANGE OF READING AND TEXT COMPLEXITY	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of the year, read and comprehend 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.
Essential Elements	EERL.3.10 Demonstrate understanding of text while actively engaged in shared reading of stories, dramas, or poetry (literature).	EERI.3.10 Demonstrate understanding while actively engaged in shared reading informational text including history/ social studies, science, and technical texts.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can read and understand third grade stories. 3. I can understand third grade stories. 2. I can listen to third grade stories. 1. I can attend to third grade stories.	4. I can read and understand third grade nonfiction texts. 3. I can understand third grade nonfiction texts. 2. I can listen to third grade nonfiction texts. 1. I can attend to third grade nonfiction texts.
Assessment questions:	<input type="checkbox"/> Did the student attend/ listen? <input type="checkbox"/> Did the student respond to questions about the text? <input type="checkbox"/> Did the student share their thoughts/ideas/opinions related to the text?	<input type="checkbox"/> Did the student read the third grade nonfiction text? <input type="checkbox"/> Did the student understand the third grade nonfiction text? <input type="checkbox"/> Did the student listen to the third grade nonfiction text? <input type="checkbox"/> Did the student attend to the third grade nonfiction text?

Grade	GRADE 4	
Type of Text	Literature	Informational Text
Core Cluster RANGE OF READING AND TEXT COMPLEXITY	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of 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.
Essential Elements	EERL.4.10 Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry (literature).	EERI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can read and understand fourth grade stories. 3. I can understand fourth grade stories. 2. I can listen to fourth grade stories. 1. I can attend to fourth grade stories.	4. I can read and understand fourth grade nonfiction texts. 3. I can understand fourth grade nonfiction texts. 2. I can listen to fourth grade nonfiction texts. 1. I can attend to fourth grade nonfiction texts.
Assessment questions:	<input type="checkbox"/> Did the student attend/ listen? <input type="checkbox"/> Did the student respond to questions about the text? <input type="checkbox"/> Did the student share their thoughts/ideas/opinions related to the text?	<input type="checkbox"/> Did the student read the fourth grade nonfiction text? <input type="checkbox"/> Did the student understand the fourth grade nonfiction text? <input type="checkbox"/> Did the student listen to the fourth grade nonfiction text? <input type="checkbox"/> Did the student attend to the fourth grade nonfiction text?
Grade	GRADE 5	
Type of Text	Literature	Informational Text
Core Cluster RANGE OF READING AND TEXT COMPLEXITY	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.	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.
Essential Elements	EERL.5.10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.	EERI.5.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can read, understand, and explain a text from a book when reading by myself or in a group. 3. I can understand text from a book when reading by myself or in a group. 2. I can participate in the reading of the book when reading by myself or in a group. 1. I can attend to a book when being read to or in a group.	4. I can read, understand, and explain informational text from a book when reading by myself or in a group. 3. I can understand informational text when reading by myself or in a group. 2. I can participate in the reading of an informational text when reading by myself or in a group. 1. I can attend to an informational text when being read to or in a group.
Assessment questions:	<input type="checkbox"/> Did the student read the text? <input type="checkbox"/> Did the student understand the text? <input type="checkbox"/> Did the student explain the text? <input type="checkbox"/> Did the student participate in the reading of the book? <input type="checkbox"/> Did the student attend to the book?	<input type="checkbox"/> Did the student read the informational text? <input type="checkbox"/> Did the student understand the informational text? <input type="checkbox"/> Did the student explain the informational text? <input type="checkbox"/> Did the student participate in the reading of the informational text? <input type="checkbox"/> Did the student attend to the informational text?

