

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		GRADE 6	
Type of Text	Literature	Informational Text	
Core Cluster KEY IDEAS AND DETAILS	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Essential Elements	EERL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.	EERI.6.1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	
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 clues in a text that are used to make an inference. 3. I can sort specific and implied details from a text. 2. I can point to the pictures that describe details in a text. 1. I can attend to the answer to a specific question from the text.	4. I can identify the clues in informational text that are used to make an inference. 3. I can sort specific and implied details from informational text. 2. I can point to the pictures that describe details in informational text. 1. I can attend to the answer to a specific question from the informational text.	
Assessment questions:	<input type="checkbox"/> What clues tell you that ____? (Teacher states inference stated in the story.) <input type="checkbox"/> Using a T-chart, the student can place details under appropriate heading (specific and implied). <input type="checkbox"/> Point to/look at/attend to the picture that shows details from the text. <input type="checkbox"/> Did the student attend to the answer to a specific question from the text?	<input type="checkbox"/> What clues tell you that ____? (Teacher states inference stated in the informational text.) <input type="checkbox"/> Using a T-chart, the student can place details under appropriate heading (specific and implied). <input type="checkbox"/> Point to/look at/attend to the picture that shows details from the informational text. <input type="checkbox"/> Did the student attend to the answer to a specific question from the informational text?	
Grade		GRADE 7	
Type of Text	Literature	Informational Text	
Core Cluster KEY IDEAS AND DETAILS	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Essential Elements	EERL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn	EERI.7.1 Analyze a text to identify where information is explicitly stated and where inferences must be drawn.	

I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify specific information in the text and make an inference using this information. 3. I can find specific details to support a given inference. 2. I can match the specific detail to the inference. 1. I can attend to details and inferences.	4. I can identify specific information in the text and make an inference using this information. 3. I can find specific details to support a given inference. 2. I can match the specific detail to the inference. 1. I can attend to details and inferences.
Assessment questions:	<input type="checkbox"/> Given 2-3 pieces of specific information, 1 being from the text, identify which piece of information is related to the text. Using that information, what inferences can be made? <input type="checkbox"/> Share an inference from the text with the student. Can the student find supporting details in the text? <input type="checkbox"/> Given a specific detail, the student will match it to an inference. <input type="checkbox"/> Did the student attend to details and inferences? Yes or no?	<input type="checkbox"/> Given 2-3 pieces of specific information, 1 being from the text, identify which piece of information is related to the text. Using that information, what inferences can be made? <input type="checkbox"/> Share an inference from the text with the student. Can the student find supporting details in the text? <input type="checkbox"/> Given a specific detail, the student will match it to an inference. <input type="checkbox"/> Did the student attend to details and inferences?
Grade	GRADE 8	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Essential Elements	EERL.8.1 Cite text to support inferences from stories or poems.	EERI.8.1 Cite text to support inferences from 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 identify specific information in the story or poem to support an inference. 3. I can find the specific details when given an inference. 2. I can match the specific detail to the inference. 1. I can attend to details and inferences.	4. I can identify specific information in the text to support an inference from informational text. 3. I can find the specific details when given an inference from informational text. 2. I can match the specific detail to the inference from informational text. 1. I can attend to details and inferences from informational text.
Assessment questions:	<input type="checkbox"/> Given a specific inference from the story or poem, the student will identify information from the text to support it. <input type="checkbox"/> Given a specific inference from the story or poem, the student will find specific details in the text. <input type="checkbox"/> Given a specific inference from the story or poem, the student will match a specific detail to the inference. <input type="checkbox"/> Did the student attend to the details and inferences in the text?	<input type="checkbox"/> Given a specific inference from the informational text, the student will identify information from the text to support it. <input type="checkbox"/> Given a specific inference from the informational text, the student will find specific details in the text. <input type="checkbox"/> Given a specific inference from the informational text, the student will match a specific detail to the inference. <input type="checkbox"/> Did the student attend to the details and inferences in the informational text?

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

Grade	GRADE 6	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Essential Elements	EERL.6.2 Identify details in a text that are related to the theme or central idea.	EERI.6.2 Determine the main idea of a passage and details or facts related to it.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify details in a text that are related to a theme or a central idea. 3. I can find one detail that relates to the theme or central idea. 2. I can pick one detail that relates to the theme or central idea from two choices. 1. I can look at or touch the detail that relates to the theme or main idea.	4. I can identify the main idea of a passage and details or facts related to it. 3. I can find the main idea and one detail or fact about it. 2. I can pick the main idea and one detail from two choices. 1. I can look at or touch the main idea and one detail.
Assessment questions:	<input type="checkbox"/> Name 2-3 details related to the theme from the text. <input type="checkbox"/> Name 1 detail related to the theme from the text. <input type="checkbox"/> Given 2 choices, the student will select one detail related to the theme or central idea. <input type="checkbox"/> Look at/touch/select 1 detail related to the theme of the text.	<input type="checkbox"/> What is the main idea of the passage? <input type="checkbox"/> Tell me 1-3 details/facts related to the main idea. <input type="checkbox"/> Which of these is the main idea of the passage?(Teacher provide 2 choices) <input type="checkbox"/> Look at or touch the main idea and one detail.
Grade	GRADE 7	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Essential Elements	EERL.7.2 Identify events in a text that are related to the theme or central idea.	EERI.7.2 Determine two or more central 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 name the events in a text that are related to the theme or central idea. 3. I can choose two events related to the theme or central idea from choices. 2. I can point to one event related to the theme or central idea from two choices. 1. I can attend to events related to the theme or central idea.	4. I can name two or more central ideas in a text. 3. I can choose one central idea in a text from choices. 2. I can point to a central idea in a text from two choices. 1. I can attend to the central idea in a text.
Assessment questions:	<input type="checkbox"/> The theme or central idea of the text is _____. Name/point to 1-3 events in the text that are related to this theme. <input type="checkbox"/> Did the student attend to the events related to the theme? Yes or no?	<input type="checkbox"/> Name/point to 1 or more central ideas in the text. <input type="checkbox"/> Did the student attend to the central idea in the text? Yes or no?
Grade	GRADE 8	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Essential Elements	EERL.8.2 Recount an event related to the theme or central idea, including details about character and setting.	EERI.8.2 Provide a summary of 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 retell the events in a text that are related to the theme or central idea. 3. I can name two events related to the theme or central idea. 2. I can choose one event related to the theme or central idea from two choices. 1. I can attend to events related to the theme or central idea.	4. I can retell a familiar informational text. 3. I can name two details from a familiar informational text. 2. I can choose one detail from a familiar informational text from two choices. 1. I can attend to details from a familiar informational text.
Assessment questions:	<input type="checkbox"/> Name three or more events in this text that are related to the theme? <input type="checkbox"/> Name two events in this text that are related to the theme. <input type="checkbox"/> Given choices, the student will select one event that relates to the theme. <input type="checkbox"/> Did the student attend to the events in the text related to the theme?	<input type="checkbox"/> Name three or more details from the informational text. <input type="checkbox"/> Name two details from the informational text. <input type="checkbox"/> Given choices, the student will select one detail from the informational text. <input type="checkbox"/> Did the student attend to the details from the informational text?

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

Grade		GRADE 6	
Type of Text	Literature	Informational Text	
Core Cluster KEY IDEAS AND DETAILS	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
Essential Elements	EERL.6.3 Can identify how a character responds to a challenge in a story.	EERI.6.3 Identify a detail that elaborates upon individuals, events, or ideas introduced 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 describe how a character responds to a challenge or problem in a story. 3. I can name an event that affected a character in the story. 2. I can pick the problem that affected the character in the story from two choices. 1. I can listen to an event that affected the character in the story.	4. I can explain how people and events are described throughout the informational text. 3. I can name a detail about a person or event described in the informational text. 2. I can match a detail to the person or event described in the informational text. 1. I can listen to a detail about people or events in informational text.	
Assessment questions:	<input type="checkbox"/> How does (<u>character</u>) respond when (<u>challenge/problem</u>) happens? <input type="checkbox"/> Name an event from the story that affected (<u>character</u>)? <input type="checkbox"/> Which problem affected (<u>character</u>)? (Teacher provides 2 choices) <input type="checkbox"/> Did the student listen to an event that affected the character in the story?	<input type="checkbox"/> Describe a person/people from the informational text. <input type="checkbox"/> Name a detail about a person or event(s) from the informational text. <input type="checkbox"/> Match a detail to the person or event from the informational text. (Teacher provides 2 choices) <input type="checkbox"/> Did the student listen to details about a person or event(s) from the informational text?	
Grade		GRADE 7	
Type of Text	Literature	Informational Text	
Core Cluster KEY IDEAS AND DETAILS	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
Essential Elements	EERL.7.3 Determine how two or more story elements are related.	EERI.7.3 Determine how two individuals, events, or ideas in a text are related.	
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 or more story elements belong together. 3. I can choose the two story elements that belong together. 2. I can match two story elements that belong together from choices. 1. I can attend to the story elements that belong together.	4. I can tell how two individuals, events, or ideas in a text belong together. 3. I can choose the two individuals, events, or ideas in a text that belong together. 2. I can match two individuals, events, or ideas in a text that belong together from choices.	

		1. I can attend to the individuals, events, or ideas in a text that belong together.
Examples:	2. Ex. Match the character to the setting. Match the solution to the problem.	
Assessment questions:	<input type="checkbox"/> Explain whether or not the character and the setting belong together. <input type="checkbox"/> Which 2 story elements belong together? (teacher can provide choices) <input type="checkbox"/> Match the character to the setting. Match the solution to the problem. (teacher provides choices) <input type="checkbox"/> Did the student attend to the story elements? Yes or no?	<input type="checkbox"/> Explain how the people, events, or ideas belong together. <input type="checkbox"/> Which 2 people, events, or ideas belong together? (teacher provides choices) <input type="checkbox"/> Match the people, events, or ideas that belong together. (teacher provides choices) <input type="checkbox"/> Did the student attend to the people, events, and/or ideas in the text? Yes or no?
Grade	GRADE 8	
Type of Text	Literature	Informational Text
Core Cluster KEY IDEAS AND DETAILS	Analyze how particular lines of a dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Essential Elements	EERL.8.3 Identify which incidents in a story or drama lead to subsequent action.	EERI.8.3 Recount events in the order they were presented in 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 explain how particular events in a story or drama lead to later actions. 3. I can name a particular event in a story or drama that led to the later action given. 2. I can match the event in a story or drama to the later action given. 1. I can attend to events in a story or drama that led to later actions.	4. I can retell events in the order they were presented in the text. 3. I can sequence three events from the text. 2. I can put two events from the text in order. 1. I can attend to events in the order they are presented in the text.
Assessment questions:	<input type="checkbox"/> When given examples about particular events, how do these incidents/events led to later actions? <input type="checkbox"/> Name the event that caused ___ to happen. (teacher provides action from text) <input type="checkbox"/> When given the event, the student will match it to the resulting action. <input type="checkbox"/> Did the student attend to the events in the story or drama that led to later actions?	<input type="checkbox"/> Name 4 or more events and the order they happened in the text. <input type="checkbox"/> Explain what happened first, next, and last in the text. <input type="checkbox"/> Given 2 events, the student will sequence them. <input type="checkbox"/> Did the student attend to the events in the order they were presented in the text?

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		GRADE 6	
Type of Text	Literature	Informational Text	
Core Cluster KEY CRAFT AND STRUCTURE	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
Essential Elements	EERL.6.4 Determine how word choice changes the meaning in a text.	EERI.6.4 Determine how word choice changes the meaning 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 explain how word choice can change the meaning of a text. 3. I can choose a new word to change the meaning of a text. 2. I can pick a word that changes the meaning of a text when given choices. 1. I can attend to the lesson as the teacher changes a word to change the meaning of a text.	4. I can explain how word choice can change the meaning of informational text. 3. I can choose a new word to change the meaning of informational text. 2. I can pick a word that changes the meaning of informational text when given choices. 1. I can attend to the lesson as the teacher changes a word to change the meaning of informational text.	
Assessment questions:	<input type="checkbox"/> If I change this word to ____, how does it change the meaning of the text? <input type="checkbox"/> Which of these words changes the meaning of the text? <input type="checkbox"/> Given choices, choose/pick a word that changes the meaning of the text. <input type="checkbox"/> The student attended to the lesson. Yes or no?	<input type="checkbox"/> If I change this word to ____, how does it change the meaning of the text? <input type="checkbox"/> Which of these words changes the meaning of the text? <input type="checkbox"/> Given choices, choose/pick a word that changes the meaning of the text. <input type="checkbox"/> The student attended to the lesson. Yes or no?	
Grade		GRADE 7	
Type of Text	Literature	Informational Text	
Core Cluster KEY CRAFT AND STRUCTURE	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
Essential Elements	EERL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.	EERI.7.4 Determine how words or phrases are used to persuade or inform a text.	

<p>I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1</p>	<p>4. I can identify and give the meaning of simple idioms and figures of speech as they are used in a text. 3. I can say the meaning of the idiom or figure of speech that is given to me. 2. I can match the meaning to the idiom or figure of speech when given two choices. 1. I can attend to the meanings of idioms or figures of speech.</p>	<p>4. I can explain how words or phrases are used to persuade or inform in a text. 3. I can find words or phrases that persuade and inform in a teacher selected passage. 2. I can pick the words or phrases that persuade or inform in a text when given two choices. 1. I can attend to words or phrases that persuade or inform.</p>
<p>Assessment questions:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Given a passage from the text, the student will identify and define the meaning of simple idioms and/or figures of speech. (i.e., raining cats and dogs, hit the road, having a green thumb, buying time, don't rock the boat) <input type="checkbox"/> What does it mean when we say ____? (teacher provides idiom or figure of speech from text) <input type="checkbox"/> Given an idiom and 2 choices, the student will match the correct meaning to the idiom. <input type="checkbox"/> Did the student attend to the meanings of idioms or figures of speech? Yes or no? 	<ul style="list-style-type: none"> <input type="checkbox"/> What words or phrases in the text/passage persuade you to ____? (teacher provides statement of author's purpose) <input type="checkbox"/> What words or phrases in the text/passage inform you about ____? (teacher provides topic from text) <input type="checkbox"/> Given 2 choices, which one of these informs or persuades you to ____? <input type="checkbox"/> Did the student attend to the words or phrases that persuade or inform in the text? Yes or no?
<p>Grade</p>	<p>GRADE 8</p>	
<p>Type of Text</p>	<p>Literature</p>	<p>Informational Text</p>
<p>Core Cluster KEY CRAFT AND STRUCTURE</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>Essential Elements</p>	<p>EERL.8.4 Determine connotative meanings of words and phrases in a text.</p>	<p>EERI.8.4 Determine connotative meaning of words and phrases in a text.</p>
<p>I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1</p>	<p>4. I can identify implied meanings of words and phrases in a text. 3. I can give the implied meaning of a word or phrase from multiple choices. 2. I can match the implied meaning to a word or phrase when given two choices. 1. I can attend to implied meanings of words or phrases in a text.</p>	<p>4. I can identify implied meanings of words and phrases in a text. 3. I can give the implied meaning of a word or phrase from multiple choices. 2. I can match the implied meaning to a word or phrase when given two choices. 1. I can attend to implied meanings of words or phrases in a text.</p>

Assessment questions:	<input type="checkbox"/> What do you think this word/phrase means in the text? (Teacher gives words/phrases from text such as “green with envy” or “big headed”) <input type="checkbox"/> Given several choices, select the meaning of the word/phrase. <input type="checkbox"/> Given 2 choices, match the meaning to the word/phrase. <input type="checkbox"/> Did the student attend to the implied meanings of words/phrases in the text?	<input type="checkbox"/> What do you think this word/phrase means in the text? (Teacher gives words/phrases from text such as “green with envy” or “big headed”) <input type="checkbox"/> Given several choices, select the meaning of the word/phrase. <input type="checkbox"/> Given 2 choices, match the meaning to the word/phrase. <input type="checkbox"/> Did the student attend to the implied meanings of words/phrases in the text?
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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	GRADE 6	
Type of Text	Literature	Informational Text
Core Cluster KEY CRAFT AND STRUCTURE	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Essential Elements	EERL.6.5 Determine the structure of a text (e.g., story, poem, or drama).	EERI.6.5 Determine how the title fits the structure 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 identify the type of text based on the way it is written. 3. I can select the type of text I am reading based on the way it is written given two choices. 2. I can point to the type of text I am reading based on the way it is written give two picture choices. 1. I can attend to different types of text.	4. I can explain how the title connects to the story. 3. I can select a title to match the story. 2. I can point to a title that goes along with the story given two picture choices. 1. I can attend to the title of a story.
Assessment questions:	<input type="checkbox"/> Look at the way this is written. Tell me what type of text this is. <input type="checkbox"/> Given an identified text, ask student “is this a story or a poem?” <input type="checkbox"/> Given 2 choices, point to the type of text I am reading. <input type="checkbox"/> The student attended to the different types of text. Yes or no?	<input type="checkbox"/> How does the title connect to the story? <input type="checkbox"/> Given several choices, which one is a good title for this story? <input type="checkbox"/> Given 2 choices, point to the title that goes with this story. <input type="checkbox"/> Did the student look at/attend to the title of the story? Yes or no?

Grade	GRADE 7	
Type of Text	Literature	Informational Text
Core Cluster KEY CRAFT AND STRUCTURE	Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Essential Elements	EERL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).	EERI.7.5 Determine how a fact, step, or event fits into the overall structure 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 compare the structure of two or more texts (e.g., stories, poems, or dramas). 3. I can give one similarity and one difference between the structure of two texts (e.g., stories, poems, or dramas). 2. I can match a text to a similar type of text. 1. I can attend to texts with different structures.	4. I can explain how a fact, step, or event fits into the overall structure of the text. 3. I can name a fact, step, or event that fits into the overall structure of the text. 2. I can match a fact, step, or event that fits into the overall structure of the text to the text. 1. I can attend to a fact, step, or event that fits into the overall structure of the text.
Examples:	1. Ex. When shown a poem and asked to choose between a poem and a story the student chooses a poem.	2. Ex. When given two choices one correct and one foil.
Assessment Questions:	<input type="checkbox"/> Describe some ways in which these texts are alike (2 or more are expected). Describe some ways in which these texts are different (2 or more are expected). <input type="checkbox"/> What is 1 way that these texts are alike? What is 1 way that these texts are different? <input type="checkbox"/> When shown a teacher selected story, poem, or drama, the student will match it to a similar story, poem, or drama. <input type="checkbox"/> Did the student attend to various types of text when presented?	<input type="checkbox"/> Teacher repeats fact, step, or event from the text, and then asks “Why is this fact, step, or event important?” <input type="checkbox"/> Name 1 fact, step, or event from the text. <input type="checkbox"/> When shown 2 factual statements (one related to the text and one that is not related to the text) from the text, the student will select the fact related to the text. <input type="checkbox"/> Did the student attend to the fact, step, or event from the text?
Grade	GRADE 8	
Type of Text	Literature	Informational Text
Core Cluster	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Essential Elements	EERL.8.5 Compare and contrast the structure of two or more texts.	EERI.8.5 Locate the topic sentence and supporting details in a paragraph.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can compare the structure of two or more texts. 3. I can give one similarity and one difference about the structure of two texts. 2. I can match a text to a similar type of text from two choices. 1. I can attend to texts with different structures.	4. I can locate the topic sentence and supporting details in a paragraph. 3. I can choose the topic sentence in a paragraph when given the supporting details. 2. I can match the topic sentence to the paragraph after it is read to me from two choices. 1. I can attend to the topic sentence when it is presented to me.
Examples:		2. Ex. After reading the paragraph present the student with two topic sentences to choose from.
Assessment questions:	<ul style="list-style-type: none"> <input type="checkbox"/> When presented with 2 different poems, explain how they are alike in the way they are written. (For example, rhyming patterns vs. non-rhyming) <input type="checkbox"/> When presented with 2 different poems, explain how they are different in the way they are written. (For example, rhyming patterns vs. non-rhyming) <input type="checkbox"/> Given a poem, the student will match the story to another poem from a choice of a story and a poem. <input type="checkbox"/> Did the student attend to the texts with different structures? 	<ul style="list-style-type: none"> <input type="checkbox"/> What is the topic sentence in this paragraph? What are the supporting details in this paragraph? <input type="checkbox"/> When given the supporting details, the student identifies the topic sentence. <input type="checkbox"/> Given two choices, the student will select the correct topic sentence from the paragraph. <input type="checkbox"/> Did the student attend to the topic sentence?

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

Grade	GRADE 6	
Type of Text	Literature	Informational Text
Core Cluster KEY CRAFT AND STRUCTURE	Explain how an author develops the point of view of the narrator or speaker in a text.	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
Essential Elements	EERL.6.6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	EERI.6.6 Identify words or phrases in the text that describe or show the author’s point of view.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can identify words or phrases in the text that show what the narrator or speaker is thinking or feeling. 3. I can identify what the narrator is thinking or feeling. 2. I can pick how the narrator is thinking or feeling when given choices. 1. I can look at or point to a picture that tells what the narrator is thinking or feeling.	4. I can identify words or phrases that show the point of view of the author. 3. I can identify the point of view of the author. 2. I can pick what the author said from word or picture choices. 1. I can look at or point to who wrote the story from picture choices.
Assessment questions:	<input type="checkbox"/> What words/phrases tell you what the narrator is thinking or feeling? <input type="checkbox"/> What is narrator thinking or feeling? <input type="checkbox"/> Given 2 choices, which of these words tells how the narrator is thinking or feeling? <input type="checkbox"/> Look at/point to the picture that tells what the narrator is thinking or feeling.	<input type="checkbox"/> What words/phrases tell you the author’s point of view? <input type="checkbox"/> What is the author’s point of view? <input type="checkbox"/> Given 2 choices, which words/pictures tell what the author said? <input type="checkbox"/> Given a picture of a story or a cover of a book, look at or point to the author.
Grade	GRADE 7	
Type of Text	Literature	Informational Text
Core Cluster KEY CRAFT AND STRUCTURE	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Essential Elements	EERL.7.6 Compare the points of view of two or more characters or narrators in a text.	EERI.7.6 Determine an author’s purpose or point of view.

I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can compare the point of view of two or more characters or narrators in a text. 3. I can name the point of view of two or more characters or narrators in a text when given choices. 2. I can pick the point of view of a character or narrator from two choices. 1. I can attend to the point of view of characters or narrators in a text.	4. I can explain an author’s purpose or point of view. 3. I can name the author’s purpose or point of view. 2. I can pick the author’s purpose or point of view when given two choices. 1. I can attend to the author’s purpose or point of view.
Assessment questions:	<input type="checkbox"/> The teacher will share an event from the story and then ask the student: <input type="checkbox"/> How did characters view the event? <input type="checkbox"/> How did the narrator view the event? <input type="checkbox"/> The teacher will share an event from the story and then ask the student: <input type="checkbox"/> What did (character) think about (event from text)? <input type="checkbox"/> The teacher restates the point of view from the text and then will ask the student: <input type="checkbox"/> Who thought this ____? <input type="checkbox"/> Did student attend to the point of view of the characters or narrator in the text?	<input type="checkbox"/> Explain the author’s purpose in writing this text? Explain the author’s point of view on this topic? <input type="checkbox"/> Name the author’s purpose or point of view regarding this text. <input type="checkbox"/> When given two choices, student will pick the author’s purpose or point of view. <input type="checkbox"/> Did the student attend to the author’s purpose or point of view?
Grade	GRADE 8	
Type of Text	Literature	Informational Text
Core Cluster KEY CRAFT AND STRUCTURE	Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Essential Elements	EERL.8.6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	EERI.8.6 Determine an author’s purpose or point of view and identify examples from text to that describe or support it.
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 difference in the points of view of a character and the audience or reader in a text with suspense or humor. 3. I can name the point of view of the character and the audience or reader in a text with suspense or humor when given choices. 2. I can match the point of view to a character, audience, or reader when given two choices. 1. I can attend to the points of view in a text with suspense or humor.	4. I can identify an author’s purpose or point of view and examples from the text that describe or support it. 3. I can name the author’s purpose or point of view from choices when given examples from the text that describe or support it. 2. I can choose the author’s purpose or point of view when given two choices. 1. I can attend to the author’s purpose or point of view.

Assessment questions:	<input type="checkbox"/> Given a text with multiple idioms, identify how the character thinks/feels versus how the reader thinks/feels. <input type="checkbox"/> When given several choices, identify how the character thinks/feels versus how the reader thinks/feels. <input type="checkbox"/> Given 2 choices the student will match the thoughts or feelings to the correct character or reader. <input type="checkbox"/> Did the student attend to the points of view in the text?	<input type="checkbox"/> What was the author’s purpose in writing this text? Give examples that support your thinking. <input type="checkbox"/> Given supporting details, identify the author’s purpose. <input type="checkbox"/> Given 2 choices, the student will choose the author’s purpose or point of view of the text. <input type="checkbox"/> Did the student attend to the author’s purpose or point of view?
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Reading Anchor Standard Seven: *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Grade	GRADE 6	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Essential Elements	EERL.6.7 Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.	EERI.6.7 Find similarities in information presented in different media or formats as well as in 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 the experience of reading to watching a video of the same text. 3. I can name one thing that was the same and one thing that was different in the book and video of the same text 2. I can pick one thing I liked from the book of the same video and text from choices. 1. I can attend to the video of the book that was just read.	4. I can find similarities of a video and a text of the same topic. 3. I can match similarities of a video to a text of the same topic. 2. I can pick one thing I liked from a text and video of the same topic from choices. 1. I can attend to things that are the same in a video and a text of the same topic.

Assessment questions:	<input type="checkbox"/> How was the experience of reading the book different from watching the movie? <input type="checkbox"/> How are the movie and story alike? Different? <input type="checkbox"/> What did you like about the book/movie? (teacher structures response mode) <input type="checkbox"/> Did the student attend to the movie? Yes or no?	<input type="checkbox"/> Describe some things that were the same in the video and the text. <input type="checkbox"/> Which of these details from the text were in the video? (teacher provides 3-5 statements) <input type="checkbox"/> What did you like about the text/video? <input type="checkbox"/> Did the student attend to the video? Text? Yes or no?
Grade	GRADE 7	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Essential Elements	EERL.7.7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	EERI.7.7 Compare a text to an audio, video, or multimedia version of the same 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 a text version of a story, drama, or poem with an audio, video, or live version of the same text. 3. I can find one similarity and one difference in a story, drama, or poem with an audio, video, or live version of the same text. 2. I can match a text version of a story, drama, or poem to an audio, video, or live version of the same text. 1. I can attend to a text and a story, drama, or poem with an audio, video, or live version of the same text.	4. I can compare a text with an audio, video, or live version of the same text. 3. I can find one similarity and one difference in a text with an audio, video, or live version of the same text. 2. I can match a text to an audio, video, or live version of the same text. 1. I can attend to a text with an audio, video, or live version of the same text.
Assessment questions:	<input type="checkbox"/> How are the book and the movie versions the same and different? <input type="checkbox"/> Given choices, the student will identify one similarity between the story and the movie. <input type="checkbox"/> Given choices, the student will identify one difference between the story and the movie. <input type="checkbox"/> When presented with a movie the student will match it to the corresponding story. <input type="checkbox"/> Did the student attend to the story and the movie?	<input type="checkbox"/> How are the book and the movie versions the same and different? <input type="checkbox"/> Given choices, the student will identify one similarity between the story and the movie. <input type="checkbox"/> Given choices, the student will identify one difference between the story and the movie. <input type="checkbox"/> When presented with a movie the student will match it to the corresponding story. <input type="checkbox"/> Did the student attend to the story and the movie?

Grade	GRADE 8	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Essential Elements	EERL.8.7 Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.	EERI.8.7 Determine whether a topic is best presented as audio, video, multimedia, or 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 a text version of a story, drama, or poem with an audio, video, or live version of the same text. 3. I can find one similarity and one difference in a story, drama, or poem with an audio, video, or live version of the same text. 2. I can match a text version of a story, drama, or poem to an audio, video, or live version of the same text. 1. I can attend to a text and a story, drama, or poem with an audio, video, or live version of the same text.	4. I can compare a text with an audio, video, or live version of the same text. 3. I can find one similarity and one difference in a text with an audio, video, or live version of the same text. 2. I can match a text to an audio, video, or live version of the same text. 1. I can attend to a text with an audio, video, or live version of the same text.
Assessment questions:	<input type="checkbox"/> How are the book and the movie versions the same and different? <input type="checkbox"/> Given choices, the student will identify 1 similarity between the story and the movie. <input type="checkbox"/> Given choices, the student will identify 1 difference between the story and the movie. <input type="checkbox"/> When presented with a movie the student will match it to the corresponding story. <input type="checkbox"/> Did the student attend to the story and the movie?	<input type="checkbox"/> How are the book and the movie versions the same and different? <input type="checkbox"/> Given choices, the student will identify 1 similarity between the story and the movie. <input type="checkbox"/> Given choices, the student will identify 1 difference between the story and the movie. <input type="checkbox"/> When presented with a movie the student will match it to the corresponding story. <input type="checkbox"/> Did the student attend to the story and the movie?

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	GRADE 6	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	Trace and evaluate the argument and specific claims in a text distinguishing claims that are supported by reasons and evidence from claims that are not.
Essential Elements	EERL.6.8 NA	EERI.6.8 Distinguish claims in a text supported by reason.
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 author’s claim and two or more facts that support it. 3. I can identify the author’s claim and one fact that supports it. 2. I can identify the author’s claim given one fact that supports it from choices. 1. I can attend to the author’s claim and one fact that supports it.
Assessment question:		<input type="checkbox"/> Given 3 or more choices, what is the author claiming? Name 2 or more facts that support/ tell you this. <input type="checkbox"/> Given 2 or more choices, what is the author claiming? Name 1 fact that supports the author’s claim. <input type="checkbox"/> Given one fact the student can identify the author’s claim from a set of 2 choices. <input type="checkbox"/> Did the student attend to the lesson? Yes or no?
Grade	GRADE 7	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Essential Elements	EERL.7.8 NA	EERI.7.8 Determine how a claim or reason fits into the overall structure of 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 how a claim or reason fits into the overall structure of an informational text. 3. I can choose a claim that fits into the overall structure of an informational text from choices. 2. I can match the claim that fits the structure to the informational text given two choices. 1. I can attend to a claim that fits the structure of the informational text.
Assessment questions:		<input type="checkbox"/> The author says (teacher provides a claim from the text), how does this fit with the text? <input type="checkbox"/> Given choices, the student selects the claim that fits with the text. <input type="checkbox"/> Given 2 picture choices, student will match the claim that fits with the text. <input type="checkbox"/> Did student attend to the claim of the text?

Grade	GRADE 8	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Not applicable to literature.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Essential Elements	EERL.8.8 NA	EERI.8.8 Determine the argument made by an author 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 identify the argument made by an author in informational text. 3. I can choose the argument made by an author in informational text from choices. 2. I can pick the argument made by an author in informational text when given two choices. 1. I can attend to discussions about the argument made by the author.
Assessment questions:		<input type="checkbox"/> What is the author’s opinion about (topic)? <input type="checkbox"/> Given a multiple choice question, the student will choose the author’s opinion about the topic. <input type="checkbox"/> Given 2 choices, the student will choose the author’s opinion about the topic. <input type="checkbox"/> Did the student attend to the discussion about the author’s opinion?

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	GRADE 6	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Essential Elements	EERL.6.9 Compare and contrast stories, myths, or texts with similar topics or themes.	EERI.6.9 Compare and contrast how two texts describe the same event.
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 stories, myths, and texts with similar topics. 3. I can name one thing similar and one thing different from stories, myths, and texts with similar topics. 2. I can pick one thing similar from a story, myth, or texts with similar topics from choices. 1. I can attend to a story, myth, or text with similar topics.	4. I can compare and contrast how two texts describe the same event. 3. I can name one similar event and one different event from two texts. 2. I can pick one similar event from two texts from choices. 1. I can attend to the same event told in two texts.

Assessment questions:	<input type="checkbox"/> What are the similarities between the stories/myths/texts? What are differences between the stories/myths/texts? <input type="checkbox"/> Name one similarity between the stories/myths/texts? Name one difference between the stories/myths/texts? <input type="checkbox"/> Given 2 choices, pick one similarity between the stories/myths/texts? <input type="checkbox"/> Did the student attend to the story/myth/text? Yes or no?	<input type="checkbox"/> Given 2 texts that describe the same event, compare how they are the same and describe how they are different. <input type="checkbox"/> Given 2 texts that describe the same event, name one similar event and one different event. <input type="checkbox"/> Given 2 choices, pick the one that is similar in both texts. <input type="checkbox"/> Did the student attend? Yes or no?
Grade	GRADE 7	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Essential Elements	EERL.7.9 Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	EERI.7.9 Compare and contrast how different texts on the same topic present the details.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account. 3. I can name one similarity and one difference between a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account. 2. I can match a similarity from a fictional time, place, or character in one text to the same time, place, or character portrayed in a historical account when given choices. 1. I can attend to a discussion of a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	4. I can compare and contrast how different texts on the same topic present the details. 3. I can name one similarity and one difference about how different texts on the same topic present the details. 2. I can match a common detail from one text to another text on the same topic when given choices. 1. I can attend to details from different texts on the same topic.
Assessment questions:	<input type="checkbox"/> How does the (time/place) in the text remind you of (historical event or time period provided by teacher)? <input type="checkbox"/> Given specific fictional time, place, or character and an historical account, tell me how they are alike? Different? <input type="checkbox"/> When presented with choices of fictional time, place, character, the student will match to the historical account. <input type="checkbox"/> Did the student attend to the discussion of the fictional and historical accounts?	<input type="checkbox"/> Both of these texts are about _____. Explain how they are they alike and how they are they different? (2 or more responses are expected) <input type="checkbox"/> Both of these texts are about _____. Explain one way they are alike and one way they are different. <input type="checkbox"/> Given one detail on the topic from one text, the student will match it to a common detail from a second text. <input type="checkbox"/> Did the student attend to the details from different texts on the same topic?

Grade	GRADE 8	
Type of Text	Literature	Informational Text
Core Cluster INTEGRATION OF KNOWLEDGE AND IDEAS	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Essential Elements	EERL.8.9 Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	EERI.8.9 Identify where two different texts on the same topic differ in their interpretation of the details.
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 themes, patterns of events, or characters across two or more stories or dramas. 3. I can find one similarity and one difference between themes, patterns of events, or characters across two or more stories or dramas 2. I can pick one similar theme, pattern of event, or character across two or more stories or dramas when given two choices. 1. I can attend to a discussion comparing themes, patterns of events, or characters across two or more stories or dramas.	4. I can identify where two different texts on the same topic differ in their interpretation of the details. 3. I can find a detail in each text that gives different information on a similar topic. 2. I can pick a detail from two choices that gives different information on a similar topic. 1. I can attend to different details from two texts on a similar topic.
Assessment questions:	<ul style="list-style-type: none"> <input type="checkbox"/> What are several ways the characters/events in these 2 stories are similar/different? <input type="checkbox"/> What is 1 way the characters/events in these 2 stories are similar/different? <input type="checkbox"/> When given 2 choices, the student will pick the character/event that is similar to one from the given story. <input type="checkbox"/> Did the student attend to the discussion comparing characters/events from the 2 stories? 	<ul style="list-style-type: none"> <input type="checkbox"/> When given 2 different texts on the same topic, the student will identify differences in the details. <input type="checkbox"/> Both of these texts are about _____. Find 1 detail in each text that shows a different view point. <input type="checkbox"/> Given a detail of one opinion from one of the texts, the student will pick a detail with a different opinion from 2 choices. <input type="checkbox"/> Did the student attend to the different details from the 2 texts?

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

Grade	GRADE 6	
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 poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Elements	EERL.6.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.	EERI.6.10 Demonstrate understanding while actively reading or listening to literary nonfiction.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can answer questions about a text while actively reading or listening to stories, dramas, or poetry. 3. I can choose answers to questions about a text while actively reading or listening to stories, dramas, or poetry from choices. 2. I can pick the answer from two choices while actively reading or listening to stories, dramas, or poetry. 1. I can attend to the answer of a question while actively reading or listening to stories, dramas, or poetry.	4. I can answer questions about a text while actively reading or listening to nonfiction. 3. I can choose answers to questions about a text while actively reading or listening to nonfiction from choices. 2. I can pick the answer from two choices while actively reading or listening to nonfiction. 1. I can attend to the answer of a question while actively reading or listening to non-fiction.
Assessment questions:	<input type="checkbox"/> Did the student answer questions about a text during reading or listening? Yes or no? <input type="checkbox"/> Given choices, did the student answer questions about the text during reading and listening? (teacher structures response mode) <input type="checkbox"/> Did the student attend to the answer of questions while listening to text?	<input type="checkbox"/> Did the student answer questions about a text during reading or listening? Yes or no? <input type="checkbox"/> Given choices, did the student answer questions about the text during reading and listening? (teacher structures response mode) <input type="checkbox"/> Did the student attend to the answer of questions while listening to text?
Grade	GRADE 7	
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 poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Elements	EERL.7.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	EERI.7.10 Demonstrate understanding while actively reading or listening to literary nonfiction.

I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can answer questions about a text while actively reading or listening to stories, dramas, or poetry. 3. I can choose answers to questions about a text while actively reading or listening to stories, dramas, or poetry from choices. 2. I can point to the answer from two choices while actively reading or listening to stories, dramas, or poetry. 1. I can attend to the answer of a question while actively reading or listening to stories, dramas, or poetry.	4. I can answer questions about a text while actively reading or listening to nonfiction. 3. I can choose answers to questions about a text while actively reading or listening to nonfiction from choices. 2. I can point to the answer from two choices while actively reading or listening to nonfiction. 1. I can attend to the answer of a question while actively reading or listening to non-fiction.
Assessment questions:	<input type="checkbox"/> Did the student answer questions about a text during reading or listening? Yes or no? <input type="checkbox"/> Given choices, did the student answer questions about the text during reading and listening? (teacher structures response mode) <input type="checkbox"/> Did the student attend to the answer of questions while listening to text?	<input type="checkbox"/> Did the student answer questions about a text during reading or listening? Yes or no? <input type="checkbox"/> Given choices, did the student answer questions about the text during reading and listening? (teacher structures response mode) <input type="checkbox"/> Did the student attend to the answer of questions while listening to text?
Grade	GRADE 8	
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 poems, at the high end of grades 6-8 text complexity band independently and proficiently	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
Essential Elements	EERL.8.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	EERI.8.10 Demonstrate understanding while actively reading or listening to literary nonfiction.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can answer questions about a text while actively reading or listening to stories, dramas, or poetry. 3. I can choose answers to questions about a text while actively reading or listening to stories, dramas, or poetry from choices. 2. I can point to the answer from two choices while actively reading or listening to stories, dramas, or poetry. 1. I can attend to the answer of a question while actively reading or listening to stories, dramas, or poetry.	4. I can answer questions about a text while actively reading or listening to nonfiction. 3. I can choose answers to questions about a text while actively reading or listening to nonfiction from choices. 2. I can point to the answer from two choices while actively reading or listening to nonfiction. 1. I can attend to the answer of a question while actively reading or listening to non-fiction.
Assessment questions:	<input type="checkbox"/> Did the student answer questions about a text during reading or listening? Yes or no? <input type="checkbox"/> Given choices, did the student answer questions about the text during reading and listening? (teacher structures response mode) <input type="checkbox"/> Did the student attend to the answer of questions while listening to text?	<input type="checkbox"/> Did the student answer questions about a text during reading or listening? Yes or no? <input type="checkbox"/> Given choices, did the student answer questions about the text during reading and listening? (teacher structures response mode) <input type="checkbox"/> Did the student attend to the answer of questions while listening to text?

