

MAIN IDEA CONTINUUM

K-1	2	3	4	5
<p>I can say, draw, or write about the main topic by:</p> <p>Retelling the key details from the beginning, middle, and end of the text</p> <p>Using text features to retell or match key details to the main topic</p>	<p>I can write about or explain the main topic by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Writing about or explaining the focus of each paragraph or section that connects to the main topic</p> <p>Using repeated words or synonyms to identify the main topic</p> <p>Using text features to identify the main topic and the focus of each section</p> <p>Explaining how each paragraph or section relates to the main topic</p>	<p>I can write about and explain the main idea by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Knowing the difference between the main topic and the main idea</p> <p>Recounting key details from the entire text</p> <p>Analyzing how details connect to what the text is mostly about (the main topic)</p> <p>Inferring the main idea using key details</p> <p>Using text features to identify the main idea</p> <p>Using signal words and repeated words to help identify the main idea</p> <p>Using context clues to make meaning from words and phrases that connect to the main idea and key details</p>	<p>I can write about and explain the main idea by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Using key details from the entire text to infer the main idea</p> <p>Describing the overall text structure and how it connects to the main idea</p> <p>Using context clues (e.g., definitions, examples, or restatements in the text) to determine the meaning of words and phrases that connect to the main idea and key details</p> <p>Summarizing the text using the main idea, key details, text structure, and features</p>	<p>I can write about and explain two or more main ideas by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Analyzing how the key details connect to each main idea</p> <p>Using key details from the entire text to infer the main ideas</p> <p>Using the text features and structures to determine the main ideas</p> <p>Describing when authors use various text structures within the same text and across texts on the same topic</p> <p>Using context clues (e.g., definitions, examples, or restatements in the text) to determine the meaning of words and phrases that connect to the main ideas and key details</p> <p>Summarizing the text using the main ideas, key details, text structure, and features</p>

DETERMINING WORD MEANING CONTINUUM

K-1	2	3	4	5
<p>I can identify and flag unknown words by:</p> <p>Using the illustrations, headings, and captions to help me figure out the meaning of unknown words</p> <p>Using context clues to help me determine the meaning of unknown words</p> <p>Using word-attack strategies to solve unknown words</p> <p>Using words I already know in place of unknown words to see if the text makes sense</p>	<p>I can identify and discuss the meaning of unknown words when reading, writing, or speaking by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Identifying words the author uses repeatedly to determine the main topic and key details</p> <p>Using topic-specific words from labels and other text features when learning and teaching others about a topic</p> <p>Recognizing familiar words quickly (high-frequency words)</p>	<p>I can identify and discuss the meaning of unknown words when reading, writing, or speaking by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Identifying the topic of the text</p> <p>Using what I know about the topic to help me figure out the meaning of a section</p> <p>Using text features to help me determine the meaning of unknown words and phrases</p> <p>Keeping track of new topic-specific words and using them to teach others</p>	<p>I can identify and discuss the meaning of unknown words when reading, writing, or speaking by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Using schema to help me figure out the meaning of a sentence or section</p> <p>Noticing word patterns the author uses to help define topic-specific words</p> <p>Using reference tools to help me understand unknown words</p>	<p>I can discuss informational topics when reading, writing, or speaking by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Using more technical vocabulary words associated with a topic</p> <p>Explaining which specific context clues and features helped me make meaning from unknown words</p>

TEXT FEATURES AND STRUCTURE CONTINUUM

K-1	2	3	4	5
<p>I can say, draw, or write about what I am listening to or reading in a text by:</p> <p>Identifying the information contained on the front and back covers of a text</p> <p>Using the text features to help me get information (e.g., headings, table of contents, glossary, e-menus, icons)</p>	<p>I can make sense of and explain what I am reading about in a text by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Describing how captions increase my understanding of the pictures and words on a page</p> <p>Explaining how reading all of the headings helps me understand the whole text</p>	<p>I can make sense of and explain what I am reading about in a text by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Using text features to help me find information quickly</p> <p>Identifying the purpose of a text</p> <p>Locating key words that are important for me to know when searching for information</p> <p>Using multiple resources to search for information</p> <p>Identifying the text structure (chronological, cause and effect, compare and contrast)</p> <p>Explaining why an author chose a specific text structure for a single paragraph of text</p>	<p>I can make sense of and explain what I am reading about in a text by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Identifying the text structure (chronological, cause and effect, problem and solution)</p> <p>Identifying words that signal the text structure</p> <p>Explaining how the text structure an author chose helped me make sense of what I was reading</p>	<p>I can make sense of and explain what I am reading about in a text by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Using text structure to determine the main idea(s) in various texts</p> <p>Identifying similarities and differences among text structures in multiple texts</p> <p>Explaining how the structure of the text affects its meaning and the author's perspective</p> <p>Using various text structures in my writing</p>

RESEARCHING ACROSS TEXTS CONTINUUM



K-1	2	3	4	5
<p>With prompting and support, I can listen for information or facts by:</p> <ul style="list-style-type: none"> Listening to or reading two texts on the same topic Talking, drawing, or writing about the topic Discussing the information that is the same between the two texts Discussing the information that is different between the two texts 	<p>I can research information across two or more texts by:</p> <ul style="list-style-type: none"> Demonstrating the criteria from the previous step Explaining the most important points in the first text Explaining the most important points in the second text Describing the similarities between the most important points in both texts Describing the differences between the most important points in both texts Using evidence from both texts to support my statements 	<p>I can research information across two or more texts by:</p> <ul style="list-style-type: none"> Demonstrating the criteria from the previous steps Identifying the key details from the entire text that support the important points in each text Discussing similarities and differences in how information is presented in each text Gathering and organizing information into categories 	<p>I can research information across two or more texts by:</p> <ul style="list-style-type: none"> Demonstrating the criteria from the previous steps Combining information from each text to organize what I learned Inferring the main idea of each text Noticing when there are different perspectives in each text Recognizing and evaluating information in each text for accuracy Utilizing graphics and illustrations to support my thinking Integrating or combining the information from each text for the purpose of writing or speaking about the topic or subject and showing my deep understanding 	<p>I can research information across three or more texts by:</p> <ul style="list-style-type: none"> Demonstrating the criteria from the previous steps Identifying each author's purpose Explaining the point(s) each author is trying to make Analyzing the differences in the authors' points of view (e.g., if one is firsthand and one is secondhand) Inferring the reasons why an author may have left out certain information Comparing multiple factors across texts (e.g., content, perspectives, structures) for similarities and differences

THEME CONTINUUM

K-1	2	3	4	5
<p>I can talk about what lesson the characters learn by:</p> <p>Using pictures to understand the main problem in the story</p> <p>Describing the main problem and how it helps me talk about the lesson</p> <p>Using clues from what the characters say and do to help me explain the lesson</p> <p>Identifying words the author uses to describe characters' feelings throughout the story</p> <p>Explaining how characters change and how that helps me describe the lesson</p>	<p>I can infer the central message, lesson, or moral by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Tracking details from the story elements that best convey the lesson</p> <p>Using evidence from my retelling to support my thinking</p> <p>Describing and discussing patterns across texts with similar themes (e.g., different versions of the same fairy tale)</p>	<p>I can infer the central message, lesson, or moral (theme) by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Discussing what lessons the story teaches about life</p> <p>Using details from my summary to support my ideas about the theme</p> <p>Explaining how characters' traits, motivations, and feelings convey the theme</p> <p>Identifying dynamic characters and explaining how they convey the theme</p> <p>Using textual evidence to discuss how the same author conveys themes in different stories</p>	<p>I can infer the theme of the text by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Explaining why themes are universal</p> <p>Explaining how characters' thoughts support the overall theme</p> <p>Explaining how the perspective or point of view of the story conveys the theme</p> <p>Discussing how the setting conveys the theme</p> <p>Tracking evidence from the plot that conveys the theme</p> <p>Supporting my ideas about the overall theme by finding a pattern across details (at least three)</p> <p>Discussing how different authors convey themes across stories</p>	<p>I can infer the theme of the text by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Discussing multiple themes in stories and details that support them</p> <p>Ranking which themes are more dominant based on the strength of the evidence</p> <p>Finding details about a character's struggle(s) that convey the theme</p> <p>Paying attention to figurative language and what insights it offers into the plot, characters, and theme</p> <p>Discussing how different perspectives or points of view can influence the theme</p> <p>Making generalizations about how authors in the same genre illustrate themes</p>

DETERMINING WORD MEANING CONTINUUM



K-1	2	3	4	5
<p>I can figure out words I do not know by:</p> <p>Asking and answering questions about unknown words</p> <p>Identifying unknown words by using sticky notes, highlighter tape, etc.</p> <p>Using illustrations or pictures to figure out the meaning of unknown words</p> <p>Using clues from the story to figure out the meaning of unknown words, such as words I do know around an unknown word</p> <p>Identifying words or phrases that help me experience the text with my senses (sight, smell, taste, touch)</p> <p>Using words or phrases to visualize the story</p>	<p>I can determine what words or phrases mean by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Identifying or acting out the words the author used to tell me about the characters and/or their actions</p> <p>Substituting word(s) the author chose with words or phrases I do know</p> <p>Looking for word parts I can recognize and have used before</p> <p>Looking for picture clues to determine the meaning of unknown words</p> <p>Thinking about what I already know about the topic or theme</p> <p>Identifying regular beats, alliteration, rhymes, and repeated lines</p> <p>Explaining how word choice impacts readers' experience of the text</p>	<p>I can determine what words or phrases mean by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Looking for examples in the text to figure out unknown words or phrases</p> <p>Trying out different synonyms for unknown words (shades of meaning)</p> <p>Determining the tone of unknown words (positive or negative)</p> <p>Explaining the difference between figurative and literal meanings of words and phrases</p> <p>Identifying words or phrases in a text that help me infer meanings and read between the lines</p> <p>Using schema to help figure out the meaning of unknown words or phrases</p> <p>Using context clues to figure out the meaning of unknown words or phrases</p>	<p>I can determine what words or phrases mean by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Explaining how the tone or mood helps me understand what the characters are thinking</p> <p>Recognizing that specific words refer to significant characters found in mythology (e.g., Herculean, Trojan Horse, Achilles' Heel)</p> <p>Explaining what mythological words mean in the context of the text</p> <p>Using common, grade-appropriate Greek and Latin affixes and roots as clues about the meaning of words</p> <p>Recognizing and explaining common idioms</p>	<p>I can determine what words or phrases mean by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Identifying the type of figurative language used and explaining why the author used it</p> <p>Using context clues to help determine the meaning of figurative language (similes, metaphors, etc.)</p> <p>Looking for similes and metaphors</p> <p>Explaining how the author's use of a metaphor or simile shows the emotion of a character or establishes the tone or mood</p>

POINT OF VIEW CONTINUUM

K-1	2	3	4	5
<p>I can say, draw, or write about a text by:</p> <ul style="list-style-type: none"> Naming the author and illustrator Defining the role of the author and illustrator in creating ideas Telling what information I found by looking at the pictures or illustrations Telling what information I found by looking at the words Explaining how the pictures connect to the words Showing where speech bubbles are used to let me know someone is talking Showing where quotation marks are used to let me know someone is talking 	<p>I can discuss or write about point of view by:</p> <ul style="list-style-type: none"> Demonstrating the criteria from the previous step Explaining an author's purpose Explaining how the author chose to share the information (e.g., chronological order, problem and solution) Describing the role of the narrator Using context clues to identify when a character is telling the story Following dialogue and using different voices and actions to represent characters in the story Explaining characters' attitudes and feelings about things that happen in scenes, chapters, or sections using context clues Describing how the characters feel about each other Explaining how characters react to the main character Identifying what the author wants readers to know about the topic or the lesson learned 	<p>I can explain point of view by:</p> <ul style="list-style-type: none"> Demonstrating the criteria from the previous steps Explaining the author's attitude or stance toward the topic Describing how the author weaves in his or her angle or point of view (e.g., word choice) Explaining the narrator's or main character's point of view Developing my own point of view by considering the author's Explaining my opinion about the characters and the unfolding of the plot Explaining how I would feel and/or react if I were in a particular character's situation Deciding whether the author has presented enough information to change my attitude about the topic 	<p>I can explain point of view by:</p> <ul style="list-style-type: none"> Demonstrating the criteria from the previous steps Explaining whether the text is a first- or third-person account Explaining how point of view differs among first-, second-, and thirdhand accounts (e.g., the focus, the information provided) Explaining the point of view of the narrator or main character in different versions of the same story or the point of view of different characters in the story 	<p>I can explain point of view by:</p> <ul style="list-style-type: none"> Demonstrating the criteria from the previous steps Identifying the author's words or phrases that signal the point of view Explaining the point of view of multiple accounts of the same event or topic Using text features to help determine the author's attitude about an event or topic Comparing multiple accounts of a topic or event for similarities or differences Inferring the different points of view other than that of the narrator or the character who is speaking

READING ACROSS TEXTS CONTINUUM

K-1	2	3	4	5
<p>I can compare topics in two familiar books by:</p> <p>Identifying (Grade K) and describing (Grade 1) the main character, setting, and experiences in both stories</p> <p>Explaining how the main character resolves his or her problem or conflict in both stories</p> <p>Describing the similarities between the main character, setting, and experiences in both stories</p> <p>Describing the differences between the main character, setting, and experiences in both stories</p>	<p>I can compare and contrast two or more versions of the same story by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Reading books by different authors or from different cultures about the same character or topic</p> <p>Identifying the culture that is represented in the stories</p> <p>Determining whether one version is happier, sadder, funnier, or scarier than the other(s)</p> <p>Describing similarities and differences in the ending of each story</p>	<p>I can compare and contrast two or more books by the same author that have the same main character by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Describing the theme, setting, and plot in each story using evidence from the text</p> <p>Describing the main character's personality by using common character traits</p> <p>Inferring the motive or reason behind the main character's behavior</p> <p>Comparing the theme, setting, and plot in the stories to describe what is similar and what is different</p> <p>Determining whether the main character is static or dynamic</p> <p>Describing key parts of each story where the character remains the same or changes</p> <p>Determining when the author is feeling something different from his or her main character traits (e.g., angry)</p>	<p>I can compare and contrast two or more books with similar themes in the same genre by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Determining the culture that is represented in each story</p> <p>Determining character traits that are essential to the plot of each story</p> <p>Determining the main theme(s) of each story</p> <p>Describing the sequence of events in each story</p> <p>Determining the patterns each author used to reveal the theme</p> <p>Describing how each author used characters, settings, and events to reveal the theme</p> <p>Describing similarities and differences in characters' reactions to similar issues</p> <p>Explaining how the texts reflect the values and beliefs of the culture from which they originate</p>	<p>I can compare and contrast two or more books with similar themes in different genres by:</p> <p>Demonstrating the criteria from the previous steps</p> <p>Describing similarities and differences in how theme(s) are revealed across different genres</p> <p>Describing each author's craft techniques or approach to developing the theme(s)</p> <p>Comparing multiple versions of a story, such as a book versus a movie</p>

FICTION SUMMARY CONTINUUM



K-1	2	3	4	5
<p>I can retell a familiar text by:</p> <p>Explaining the beginning, middle, and end using transition words (e.g., first, next, then, finally)</p> <ul style="list-style-type: none"> • The beginning should include the setting and main character(s) • The middle should include the problem and main events • The end should include the solution and the lesson learned 	<p>I can recount fables, folktales, and stories in writing and out loud by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Explaining how the main character changes throughout the story</p>	<p>I can recount fables, folktales, myths, and stories in writing and out loud by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Explaining the traits of the main character(s) as well as their wants and desires</p> <p>Including a closing statement that describes the central message, lesson, or moral</p> <p>Explaining how key details convey the central message, lesson, or moral</p>	<p>I can summarize a novel or short story in writing and out loud by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Paraphrasing the plot of the story (i.e., inciting event, rising action, climax, falling action, and resolution)</p> <p>Describing dynamic and static main character(s) and their traits as well as their wants and desires</p> <p>Explaining whether the setting is integral to the story or just a backdrop</p> <p>Explaining the universal theme conveyed by the story and using key details to support my ideas</p>	<p>I can summarize a novel or short story in writing and out loud by:</p> <p>Demonstrating the criteria from the previous step</p> <p>Explaining how the main characters respond to challenges</p> <p>Explaining multiple universal themes and justifying my ideas with key details from the text</p>