

VERTICAL PROGRESSION

CCSS Reading Informational Text

ANCHOR STANDARD 2:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

KINDERGARTEN:

Fountas & Pinnell (F&P): A–D

CCSS Lexile: Beginning Reader

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

With prompting and support during interactive read-alouds:

Knowledge Targets

- I know that a main topic is what an informational text is all about.
- I know that a key detail is a piece of information that connects to the main topic.

Reasoning Targets

- I can decide which parts of an informational text are most important.
- I can identify the main topic by talking, drawing, or writing.
- I can retell key details of an informational text.
- I can match the key details to the main topic when given a list of details.
- I can put the key details in sequential order.

FIRST GRADE:

Fountas & Pinnell (F&P): E–J

CCSS Lexile: 190–530

RI.1.2: Identify the main topic and retell key details of a text.

During interactive read-alouds and independent reading:

Knowledge Targets

- I know that a main topic is what an informational text is all about.
- I know that a key detail is a piece of information that connects to the main topic.

Reasoning Targets

- I can decide which parts of an informational text are most important.
- I can identify the main topic by talking, drawing, or writing.
- I can retell key details of an informational text.
- I can match the key details to the main topic when given a list of details.
- I can put the key details in sequential order.

SECOND GRADE:

Fountas & Pinnell (F&P): K–M

CCSS Lexile: 420–650

RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

While reading a grade-level multi-paragraph text:

Knowledge Targets

- I know a main topic is what an informational text is about.
- I know a paragraph is an indented section in a text that has a focus that connects to the main topic.
- I know that to indent means to leave a blank space at the beginning of a new paragraph.
- I know each paragraph or section in a text has its own focus that helps support the main topic of the entire text.
- I know that each section of an informational text may be labeled using subtitles or headings.

Reasoning Targets

- I can say and write the main topic of a text.
- I can determine the focus of each paragraph or section within the text.
- I can explain how different paragraphs or sections support the main topic of an informational text.

THIRD GRADE:

Fountas & Pinnell (F&P): N–P

CCSS Lexile: 520–820

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

While reading a grade-level text:

Knowledge Targets

- I know the main idea of a text is the big idea or point the author is trying to make about a topic.
- I know the difference between a main topic and a main idea.
- I know the difference between an interesting detail and a key detail.
- I know that to recount means to retell the key details in sequence.
- I know the main idea of an informational text is sometimes stated explicitly in a topic sentence or in an opening paragraph or section.
- I know authors often use signal words to communicate key details.
- I know authors may use subtitles and subheadings to clarify the key details.

Reasoning Targets

- I can recount key details that connect to the main idea.
- I can explain how key details support the main idea.
- I can determine the main idea of a text.
- I can use signal words or text features to locate supporting details in the text.

FOURTH GRADE:

Fountas & Pinnell (F&P): Q–S

CCSS Lexile: 740–940

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

While reading a grade-level text:

Knowledge Targets

- I know the main idea of an informational text is the big idea or point the author is trying to make.
- I know the main idea of a text is often stated in a topic sentence, subtitle, or subheading.
- I know I can use key details from an informational text to determine the main idea.
- I know I have to evaluate the details to determine the key details.
- I know key details have to come from the entire text.
- I know a summary contains only the most important details from the text.

Reasoning Targets

- I can identify the key details from the text.
- I can paraphrase the key details that support the main idea.
- I can infer the main idea using key details from the text.
- I can explain how key details support the main idea.
- I can use key details and the main idea to summarize the text.
- I can write an accurate summary of the text including: the overall main idea, key details, domain-specific vocabulary, accurate information, and a clear and concise conclusion.

FIFTH GRADE:

Fountas & Pinnell (F&P): T–V

CCSS Lexile: 830–1010

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

While reading a grade-level text:

Knowledge Targets

- I know the main idea(s) of an informational text are the big idea(s) or the main point(s) the author is trying to make.
- I know the main idea(s) of a text are often stated in a topic sentence, subtitle, or subheading.
- I know an informational text may include more than one main idea.
- I know I can use key details from an informational text to determine the main idea(s).
- I know I have to evaluate the details to determine the key details.
- I know key details have to come from the entire text.
- I know a summary contains only the most important details from the text.

Reasoning Targets

- I can determine when a text has more than one main idea.
- I can identify the key details from the text that support the main idea(s).
- I can paraphrase the key details that support the main idea(s).
- I can infer the main idea(s) using key details from the text.
- I can explain how key details support the main idea(s).
- I can use key details and the main idea(s) to summarize the text.
- I can write an accurate summary of the text including: the overall main idea(s), key details, domain-specific vocabulary, and accurate information.

VERTICAL PROGRESSION

CCSS Reading Informational Text

ANCHOR STANDARD 4:

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

KINDERGARTEN:

Fountas & Pinnell (F&P): A–D

CCSS Lexile: Beginning Reader

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

With prompting and support during interactive read-alouds:

Knowledge Targets

- I know that reading helps me learn new words.
- I know that talking about reading helps me learn and use new words.
- I know the difference between asking a question and telling a statement.
- I know I have to think about what I already know and use clues from the text to help me figure out words I do not know.

Reasoning Targets

- I can pick out words in a text that I do not know.
- I can ask questions about words I do not know.
- I can refer to pictures for clues to make meaning about unknown words in a text.
- I can refer to pictures for clues to answer questions about words I do not know.
- I can use what I know about a topic to make meaning from new words.
- I can use new words I learned during read-aloud time when talking.
- I can use some new content words when speaking by referring to familiar labels in the text.
- I can use some new words (academic language) during discussions (e.g., author, illustrator, photograph, label, text).

FIRST GRADE:

Fountas & Pinnell (F&P): E–J

CCSS Lexile: 190–530

RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

During interactive read-alouds and independent reading:

Knowledge Targets

- I know that context clues are words or pictures that provide information about a topic.
- I know different types of text features for my grade level.
- I know that glossaries are arranged in alphabetical order.

Reasoning Targets

- I can use context clues, words, and sentences around an unknown word to help me make meaning.
- I can use text features (e.g., titles, headings, captions) to help me make meaning.
- I can put words I know in place of an unknown word to figure out if it makes sense.
- I can use what I know about words to help me make meaning from or expand my knowledge about a new word.
- I can use new content words from texts when they are illustrated or explained with labels.
- I can use a glossary to check the meaning of words (Level J).

SECOND GRADE:

Fountas & Pinnell (F&P): K–M

CCSS Lexile: 420–650

RI.2.4: Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

While reading a multi-paragraph grade-level text independently:

Knowledge Targets

- I know that some words may have multiple meanings.
- I know the definitions of synonym and antonym.
- I know that readers use a variety of word-analysis skills (e.g., antonyms, prefixes, root words, suffixes, synonyms) to solve unknown words.
- I know that readers can use context clues to solve unknown words.
- I know that text features such as subheadings, bold print, and indexes can help me solve unknown words.

Reasoning Targets

- I can identify the context clues, words, and sentences that helped me make meaning from an unknown word.
- I can identify the illustrations or text features (e.g., titles, headings, pictures, captions) that helped me make meaning.
- I can apply different word-analysis skills to solve unknown words.
- I can recount synonyms of specific words in the text to help me make meaning from unknown words.
- I can recall definitions from a glossary of domain-specific words in the text to help me make meaning from unknown words.

THIRD GRADE:

Fountas & Pinnell (F&P): N–P

CCSS Lexile: 520–820

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

While reading a grade-level text:

Knowledge Targets

- I know that some words have different shades of meaning.
- I know the definition of connotative.
- I know that readers use a variety of word-analysis skills (e.g., antonyms, prefixes, root words, suffixes, synonyms) to solve unknown words.
- I know that information about key words can also be found in text features such as maps, diagrams, and charts.

Reasoning Targets

- I can explain which details in the text, illustrations, or text features (e.g., titles, headings, captions, bold words) helped me make meaning from an unknown word.
- I can apply different word-analysis skills to solve unknown words.
- I can accurately define a word within a text.
- I can describe some words' connotative meanings to help me make meaning or expand what I know about a new word.
- I can refer to glossaries or dictionaries to determine the meaning of an unknown word.

FOURTH GRADE:

Fountas & Pinnell (F&P): Q–S

CCSS Lexile: 740–940

RI.4.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*.

While reading a grade-level text:

Knowledge Targets

- I know that there are different types of words found in an informational text (e.g., everyday language, academic words, content-specific words).
- I know that readers acquire new vocabulary by using strategies to solve for meaning.
- I know that specific types of affixes and roots can be used as clues to make meaning from unknown words (e.g., telegraph, photograph, autograph).
- I know the definition of idioms and recognize that idiomatic expressions are used to convey ideas precisely.
- I know the meaning of figurative words.

Reasoning Targets

- I can apply the specific meaning of a word in a sentence or paragraph.
- I can use background information, illustrations, and reference tools to understand the meaning of content words.
- I can explain the connotative and figurative meanings of words that contribute to my understanding of the text.

FIFTH GRADE:

Fountas & Pinnell (F&P): T–V

CCSS Lexile: 830–1010

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

While reading a grade-level text:

Knowledge Targets

- I know that words may have multiple meanings.
- I know how to identify the appropriate meaning of a word in a text.
- I know that some words in texts are part of everyday language, and other words may be academic or technical.
- I know that readers acquire new vocabulary by using strategies to solve for meaning.
- I use a variety of word-analysis skills to decode words or expand my understanding of them.
- I can recognize words used to make comparisons in a text.
- I can recognize words used to show chronological order and temporal sequence.
- I can use what I know about Greek and Latin affixes and roots as clues to help me make meaning from a word (e.g., photograph, photosynthesis).
- I understand that information about key words is often found in illustrations and graphics such as maps, diagrams, and charts.

Reasoning Targets

- I can use context (e.g., cause and effect relationships and comparisons in the text) as clues to help me determine the meaning of a word or phrase.
- I can use background information, illustrations, and reference tools to understand the meaning of domain-specific words.
- I can recognize and use the connotative and figurative meanings of words that contribute to my understanding of the text.

VERTICAL PROGRESSION

CCSS Reading Informational Text

ANCHOR STANDARD 5:

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

KINDERGARTEN:

Fountas & Pinnell (F&P): A–D CCSS Lexile: Beginning Reader
RI.K.5: Identify the front cover, back cover, and title page of a book.

During interactive read-alouds and independent reading:

Knowledge Targets

- I know that a book is a written or printed work consisting of many pages connected together.
- I know that a book has covers that protect the pages and has a title and author.
- I know that a book has a front cover.
- I know how to locate the front cover of a book.
- I know that a book has a back cover.
- I know how to locate the title page of a book.
- I know that a title page is at the front of the book and lists the title, author, and illustrator.

**Kindergarten teachers should focus on moving students into the first-grade progression.*

FIRST GRADE:

Fountas & Pinnell (F&P): E–J CCSS Lexile: 190–530
RI.1.5: 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.

During interactive read-alouds and independent reading:

Knowledge Targets

- I know that text features can be used to find key details, facts, and information.
- I know that authors use text features to point out important ideas.
- I know that headings are words or phrases used to break a page, article, or book into sections and that they tell what each section is about.
- I know that the table of contents is a list at the beginning of the book that tells readers where to find things. It provides readers with the titles of different sections of the book and the page number where each section begins.
- I know that glossaries are lists of important words and their definitions, found at the back of a text.
- I know that electronic menus are tools that guide readers to specific topics in an electronic text.
- I know that icons are pictures representing specific files or ideas.

Reasoning Targets

- I can use text features to locate key details and specific facts.
- I can explain how various text features help readers gain information from a text.
- I can explain why authors use specific text features in the books or articles they write.

SECOND GRADE:

Fountas & Pinnell (F&P): K–M

CCSS Lexile: 420–650

RI.2.5: 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.

While using captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons:

Knowledge Targets

- I know that text features can be used to locate key details and/or important facts.
- I know that authors use text features to highlight important ideas or give additional information, which helps readers understand the main topic.
- I know that captions are short descriptions under a picture or visual and that they provide details about the picture or visual.
- I know that bold print is a darker font that authors often use for words or phrases that are important to the topic.
- I know that subheadings are words or phrases under a heading. Subheadings tell what a section of text is about.
- I know glossaries are alphabetical lists of words and their definitions, found at the back of a text.
- I know that indexes are alphabetical lists of important topics and their page numbers, found at the back of a text.

Reasoning Targets

- I can identify text features that an author uses to teach readers about topics.
- I can use text features to locate key details and/or specific facts and information in a text.
- I can explain how various text features help readers learn information.
- I can select the best text feature to find a piece of information.
- I can explain how text features relate to the overall passage's main topic.
- I can explain why authors use specific text features.
- I can use specific text features in books, articles, and reports that I write.

THIRD GRADE:

Fountas & Pinnell (F&P): N–P

CCSS Lexile: 520–820

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

While reading grade-level informational texts:

Knowledge Targets

- I know text features such as maps, diagrams, time lines, tables, text boxes, photos, and illustrations.
- I know that key words are specific words or phrases that describe images, text, and documents about a topic. They are used to locate relevant information about a topic within a text or when searching the Internet.
- I know that sidebars are short stories next to a larger text and that they contrast or give additional information about the text.
- I know that hyperlinks are words, phrases, or images on a Web page that allow users to click to another Web page or document.
- I know the purpose of each text feature and search tool.

Reasoning Targets

- I can use synonyms and related words to generate key words for Internet searches.
- I can use key words efficiently when researching on the Internet.
- I can use sidebars and hyperlinks on the Internet to locate information about a topic quickly and efficiently.
- I can explain how text features and search tools help readers navigate the text and locate information about a topic.
- I can explain why authors use specific text features.
- I can decide if information is related to a given topic, key details, or the main idea.
- I can choose the appropriate text feature or search tool to complete a task efficiently.
- I can evaluate how text features connect to the main idea of the text.

FOURTH GRADE:

Fountas & Pinnell (F&P): Q–S

CCSS Lexile: 740–940

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

While reading grade-level informational texts:

Knowledge Targets

- I know that writers use text structures purposefully to help readers make meaning from the text and organize their thoughts while they read.
- I know that texts organized chronologically describe events or steps in the order they happen and use specific sequence words.
- I know that texts organized in a compare and contrast structure explain the similarities and differences between two or more things.
- I know words and phrases that signal a compare and contrast structure (e.g., same, alike, as opposed to, on the other hand).
- I know that texts organized in the cause and effect structure describe why one or more events occurred.
- I know words and phrases that signal a cause and effect structure (e.g., so, because, therefore, consequently, as a result).
- I know that texts organized in a problem and solution structure describe an obstacle and then give one or more possible solutions.
- I know words and phrases that signal a problem and solution structure (e.g., the problem is, a possible solution, to solve this, in order to overcome).
- I know that texts organized with a description structure describe a topic by listing characteristics, features, and examples.
- I know words and phrases that signal a description structure (e.g., for example, characteristics, to illustrate).

Reasoning Targets

- I can determine the overall text structure by identifying signal words or phrases.
- I can explain how the overall text structure connects to the main idea and key details.
- I can explain why an author chose a specific text structure.
- I can describe the order of events in a chronologically organized text.
- I can describe a cause and explain why it led to a specific effect.
- I can describe the problem and possible solution(s) in a text.

FIFTH GRADE:

Fountas & Pinnell (F&P): T–V

CCSS Lexile: 830–1010

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

While reading grade-level informational texts:

Knowledge Targets

- I know that chronology, comparison, cause and effect, problem and solution, and description are examples of text structures in nonfiction texts.
- I know common signal words and phrases that help indicate the text structures (see the Knowledge Targets for fourth grade).
- I know that text structure contributes to the development of events, ideas, concepts, and information within a text.

Reasoning Targets

- I can explain how the overall text structure connects to the main idea and key details.
- I can identify the overall structure of two or more texts.
- I can identify when an author uses two or more text structures in the same text.
- I can explain why the author uses a specific text structure.
- I can describe the similarities and differences among text structures in two or more texts.
- I can use different text structures in my own writing.

VERTICAL PROGRESSION

CCSS Reading Informational Text

ANCHOR STANDARD 9:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

KINDERGARTEN:

Fountas & Pinnell (F&P): A–D

CCSS Lexile: Beginning Reader

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

With prompting and support during interactive read-alouds:

Knowledge Targets

- I know the definitions of similar and different.
- I know that a topic is what a text is mainly about.
- I know that illustrations in an informational text are pictures and diagrams that are used to support the main topic.
- I know that procedures are ordered steps for doing or making something and should not be rearranged.

Reasoning Targets

- I can name the topics of texts.
- I can describe the similarities between two texts by considering their illustrations, descriptions, and procedures.
- I can describe the differences between two texts by considering their illustrations, descriptions, and procedures.

FIRST GRADE:

Fountas & Pinnell (F&P): E–J

CCSS Lexile: 190–530

RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

While reading two texts on the same topic during interactive read-alouds or independent reading:

Knowledge Targets

- I know the differences between fiction and nonfiction.
- I know the definitions of similar and different.
- I know that a topic is what a text is mainly about.
- I know that illustrations and graphics in an informational text are pictures and diagrams that are used to support the main topic.
- I know that procedures are ordered steps for doing or making something and should not be rearranged.

Reasoning Targets

- I can name the topics or procedures of texts.
- I can describe the similarities between two texts by considering their illustrations, descriptions, and procedures.
- I can describe the differences between two texts by considering their illustrations, descriptions, and procedures.

SECOND GRADE:

Fountas & Pinnell (F&P): K–M

CCSS Lexile: 420–650

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

While reading two grade-level, multi-paragraph texts in order to research a single topic:

Knowledge Targets

- I know the differences between fiction and nonfiction.
- I know that research means to discover more about a topic through gathering information from a variety of sources.
- I know that the topic of a text is what the text is all about.
- I know that the important points in a text are the essential facts the author gives readers.
- I know that informational texts contain text features that convey important information.
- I know that authors may present information that is interesting to readers but not important to the main topic.
- I know the definitions of compare and contrast.

Reasoning Targets

- I can determine the most important point of each text by examining the text features the author included (e.g., headings and subheadings).
- I can explain how the most important points or facts between the two texts are similar.
- I can explain how the most important points or facts between the two texts are different.
- I can use evidence from both texts to support my statements when writing simple reports.

THIRD GRADE:

Fountas & Pinnell (F&P): N–P

CCSS Lexile: 520–820

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

While reading two grade-level informational texts:

Knowledge Targets

- I know the difference between the main topic and a main idea in two different texts.
- I know that the main idea of an informational text is sometimes stated explicitly in a topic sentence, opening paragraph, or opening section.
- I know that each paragraph and section has a focus that presents essential information about the main topic.
- I know that key details are pieces of information that support the main idea and main topic.
- I know that authors often use domain-specific vocabulary and text features to communicate key details.
- I know the difference between interesting and important information.
- I know the difference between a fact and an opinion.

Reasoning Targets

- I can determine the main idea of each text on the same topic.
- I can use domain-specific words to help me locate key details in the entire selection.
- I can determine the most important points of each text using key details.
- I can explain how the important points from two texts are related to the main ideas and the main topic.
- I can recount key details that support the most important points in each text.
- I can compare and contrast the important points between the two informational texts.
- I can compare and contrast the key details between the two informational texts.
- I can draw basic conclusions about which sections are based on facts and which are based on opinion.
- I can use evidence from both texts to support my statements when writing simple reports.

FOURTH GRADE:

Fountas & Pinnell (F&P): Q–S

CCSS Lexile: 740–940

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

While reading two or more grade-level sources to research a topic:

Knowledge Targets

- I know that the main idea of an informational text is the big idea or point the author is trying to make.
- I know that I can use key details from an informational text to determine the main idea.
- I know that key details have to come from the entire text.
- I know that an informational text can have more than one main idea.
- I know that information from two texts on the same topic can be combined to create a better understanding of the topic or subject.
- I know that I have to discern between important and interesting details.
- I know that word choice and point of view affect the accuracy of an informational text.

Reasoning Targets

- I can infer the main idea(s) using key details and graphics from the text.
- I can connect similar important points and key details in each text.
- I can explain how the important points and key details in each text differ.
- I can eliminate nonessential information when writing about a topic.
- I can recognize and evaluate information for accuracy across two or more texts.
- I can distinguish fact from opinion or fact from fiction.
- I can synthesize key details from two or more texts on the same topic.
- I can explain how the use of graphics improved my understanding of the text.
- I can integrate information from multiple texts for the purpose of writing or speaking about the topic or subject to show deep understanding.

FIFTH GRADE:

Fountas & Pinnell (F&P): T–V

CCSS Lexile: 830–1010

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

While researching three or more grade-level sources on the same topic:

Knowledge Targets

- I know that information about a topic can come from multiple sources and that combining information from multiple sources is more valid than only using one source when conducting research.
- I know that word choice, point of view, and bias affect the interpretation of a text.
- I know that I can use previous knowledge about the topic or subject to make connections.
- I know that good researchers distinguish fact from opinion or fiction.
- I know that authors write informational texts to inform or persuade readers.

Reasoning Targets

- I can compare key details from three or more texts on the same topic.
- I can synthesize important points and key details from three or more texts on same topic.
- I can draw from the information I knew previously about a topic to make and support inferences.
- I can interpret and explain if the author’s point of view impacted the relevance and accuracy of information.
- I can infer the author’s reasons for leaving out details that other texts include.

VERTICAL PROGRESSION

CCSS Reading Literature

ANCHOR STANDARD 2:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

KINDERGARTEN:

Fountas & Pinnell (F&P): A–D

CCSS Lexile: Beginning Reader

RL.K.2: With prompting and support, retell familiar stories, including key details.

While speaking, looking at pictures, or using words from a familiar story:

Knowledge Targets

- I know that to retell a story means to include the beginning, middle, and end.
- I know that a character is a person or creature within a story.
- I know that a setting is the time and location in which a story takes place.
- I know that main events are important things that happen in a story.
- I know that key details are pieces of information from the story that are important.

Reasoning Targets

- I can retell the story in sequential order in my own words.
- I can identify and verbalize the key details or main events in a story: the main characters, setting, events, problem, and solution.

FIRST GRADE:

Fountas & Pinnell (F&P): E–J

CCSS Lexile: 190–530

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

While speaking, looking at pictures, and using words from a familiar story:

Knowledge Targets

- I know that story elements define main events and key details in order to help readers understand a story.
- I know that characters have traits, feelings, actions, and interactions that are important to a story.
- I know that a central message or lesson is something readers learn from the characters' thoughts or actions in a story.
- I know that sequential order means the events happen from beginning to end without going out of order.
- I know that a problem in a story is something that is a challenge or obstacle.
- I know that a solution in a story is how the problem is fixed or solved.

Reasoning Targets

- I can retell a story in sequential order in my own words.
- I can locate and verbalize key details or main events in a story.
- I can locate and verbalize the problem in a story and how it is solved.
- I can describe the central message or lesson of a story.
- I can explain how key details help me understand the central message or lesson of a story.

SECOND GRADE:

Fountas & Pinnell (F&P): K–M

CCSS Lexile: 420–650

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

While reading stories, including fables and folktales from diverse cultures:

Knowledge Targets

- I know that to recount means to retell.
- I know that transition words help move a story forward and show the sequence of events.
- I know the characteristics of a fable.
- I know the characteristics of a folktale.
- I know that a moral is a lesson learned from a story or event.

Reasoning Targets

- I can recount a story in sequential order using transition words such as first, next, then, and finally.
- I can describe key details or main events of a story.
- I can describe the central message, lesson, or moral of a story.
- I can determine which key details help me understand the central message, lesson, or moral of a story.

THIRD GRADE:

Fountas & Pinnell (F&P): N–P

CCSS Lexile: 520–820

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

While reading stories, including fables, folktales, and myths from diverse cultures:

Knowledge Targets

- I know that to convey means to communicate information or make it known or understandable to someone.
- I know the characteristics of a myth.
- I know that to recount means to retell a story or events in sequential order.
- I know that central messages recur throughout various literary texts.

Reasoning Targets

- I can recount a story in sequential order using transition words such as first, next, then, and finally.
- I can determine the central message, lesson, or moral of a story.
- I can locate key details or main events in a story.
- I can use key details to explain the lesson, central message, or moral of a story.

FOURTH GRADE:

Fountas & Pinnell (F&P): Q–S

CCSS Lexile: 740–940

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

While reading stories, dramas, or poems:

Knowledge Targets

- I know the definition of theme.
- I know the theme is the lesson the author wants readers to learn or know, and it is usually inferred.
- I know I can use details from the text to determine the theme.
- I know a summary comes from only the most important details of a text.

Reasoning Targets

- I can determine the theme of a story, drama, or poem.
- I can paraphrase or cite three to five key details from a story that best illustrate the theme.
- I can provide an accurate summary of a story, drama, or poem that identifies the main characters, the setting, the problem and resolution, and the theme, including three to five key details and/or characters' actions that best support the theme.

FIFTH GRADE:

Fountas & Pinnell (F&P): T–V

CCSS Lexile: 830–1010

RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

While reading stories, dramas, or poems:

Knowledge Targets

- I know that authors reveal themes through characters' actions or language or through the outcome of a story.
- I know that the theme is revealed all the way through a story, drama, or poem.
- I know that I can apply the lesson or moral of a story to my own life.
- I know how to recognize the aspects of a story structure or poem.
- I know that a story, drama, or poem may have more than one theme or central idea.

Reasoning Targets

- I can determine the theme in a story, drama, or poem.
- I can paraphrase or cite three to five key details that best illustrate the theme, including how characters in a text respond to challenges and how the speaker in a poem reflects on a topic.
- I can analyze how a character's responses to problems affect the theme.
- I can analyze how a speaker's attitude or feelings toward a subject are reflected in an author's writing or choice of words.
- I can provide a summary of a text that is distinct from personal opinions or judgments and that identifies the main characters, the setting, the problem and resolution, and the theme, including three to five key details that best support the theme.

VERTICAL PROGRESSION

CCSS Reading Literature

ANCHOR STANDARD 4:

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

KINDERGARTEN:

Fountas & Pinnell (F&P): A–D

CCSS Lexile: Beginning Reader

RL.K.4: Students ask and answer questions about unknown words in a text.

While speaking or listening during interactive read-alouds:

Knowledge Targets

- I know that reading helps me learn new words.
- I know that talking about reading helps me learn and use new words.
- I know the difference between a question and a statement.
- I know that I have to think about what I already know and use clues from the text to help me figure out words I do not know.
- I know that some texts include words that represent sounds (onomatopoeia).

Reasoning Targets

- I can pick out words in a text that I do not know.
- I can ask questions about words I do not know.
- I can refer to pictures for clues to make meaning from unknown words.
- I can refer to pictures for clues to answer questions about unknown words.
- I can use words I know that look similar to unknown words to help me.
- I can use what I know about a topic to make meaning from new words.
- I can use new words I learned during read-aloud time when talking.
- I can use some new content words from texts when speaking about familiar things.
- I can use some new words (academic language) during discussions (e.g., author, illustrator, character, text).

FIRST GRADE:

Fountas & Pinnell (F&P): E–J

CCSS Lexile: 190–530

RL.1.4: Students identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

While reading, speaking about, or listening to stories or poems:

Knowledge Targets

- I know words that are used to describe feelings.
- I know that context clues are words or pictures that can tell me how characters feel from the look on their face or their actions.
- I know that details in pictures often tell me characters' feelings or traits.
- I know that different types of words tell me how characters feel in a story.
- I know that some texts include words that represent sounds (onomatopoeia).
- I know the differences among words, phrases, and sentences.

Reasoning Targets

- I can use words I know to help me solve unknown words.
- I can identify words that help me experience a text with my five senses (see, smell, taste, touch, hear).
- I can explain how the author uses words that communicate feelings (e.g., happy, sad, angry, worried, fearful, surprised).
- I can explain how illustrations support interpretations or set a mood.

SECOND GRADE:

Fountas & Pinnell (F&P): K–M

CCSS Lexile: 420–650

RL.2.4: Students describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

While reading, speaking, or writing about stories, poems, or songs:

Knowledge Targets

- I know the definition of rhythm in reading.
- I know the definition of alliteration.
- I know that word choice helps create the overall mood or feeling of a story, poem, or song.
- I know that repeated lines create rhythm and meaning.
- I know the difference between words and phrases.
- I know that authors use cadence and patterns for emphasis and effect.

Reasoning Targets

- I can distinguish between words and phrases when reading.
- I can point out regular beats, alliteration, rhymes, and repeated lines.
- I understand how words and phrases supply rhythm and meaning.
- I can explain an author's use of cadence and patterns for emphasis and effect.

THIRD GRADE:

Fountas & Pinnell (F&P): N–P

CCSS Lexile: 520–820

RL.3.4: Determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

While reading, speaking about, or writing about a grade-level text:

Knowledge Targets

- I know that some words have different shades of meaning.
- I know the definition of connotative language.
- I know the definition of figurative language.
- I know that readers use a variety of word-analysis skills (e.g., antonyms, prefixes, root words, suffixes, synonyms) to solve unknown words.

Reasoning Targets

- I can use known words to figure out the meaning of unknown words.
- I can identify words and phrases that help me make meaning from text.
- I can describe some words' connotative meanings to help make meaning or expand what I know about a word.
- I can discern whether language is literal or nonliteral.

FOURTH GRADE:

Fountas & Pinnell (F&P): Q–S

CCSS Lexile: 740–940

RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

While reading, speaking about, or writing about a grade-level text:

Knowledge Targets

- I know that readers acquire new vocabulary by using strategies to solve for meaning.
- I know that specific types of affixes and roots can be used as clues to make meaning from unknown words (e.g., telegraph, photograph, autograph).
- I know the definition of idioms and recognize that idiomatic expressions are used to convey ideas precisely.
- I know the meaning of figurative words.

Reasoning Targets

- I can use context clues (e.g., definitions, examples, or restatements in text) to determine the meaning of words and phrases.
- I can use common Greek and Latin affixes and roots as clues about the meaning of a word.
- I recognize that specific words refer to significant characters found in mythology (e.g., Herculean, Trojan Horse, Achilles' Heel).
- I can infer what unknown words mean by using context clues, especially for mythological words.

FIFTH GRADE:

Fountas & Pinnell (F&P): T–V

CCSS Lexile: 830–1010

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

While reading, speaking about, or writing about a grade-level text:

Knowledge Targets

- I know that readers acquire new vocabulary by using strategies to solve for meaning.
- I know that specific types of affixes and roots can be used as clues to make meaning from unknown words (e.g., telegraph, photograph, autograph).
- I know the meaning of figurative words.
- I know the definition of simile and metaphor.

Reasoning Targets

- I can use context clues to determine the meaning of words and phrases.
- I can use what I know about affixes and roots to make meaning from unknown words.
- I can explain the differences between literal and figurative language.
- I can describe sentences that helped me determine the meaning of figurative language, specifically metaphors and similes.
- I can explain why authors use figurative language in particular parts of a story.
- I can use similes and metaphors in my own writing to describe a topic or event.

VERTICAL PROGRESSION

CCSS Reading Literature

ANCHOR STANDARD 6:

Assess how point of view or purpose shapes the content and style of a text.

KINDERGARTEN:

Fountas & Pinnell (F&P): A–D

CCSS Lexile: Beginning Reader

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

While reading or listening to a familiar story during interactive read-alouds:

Knowledge Targets

- I know that authors write words to tell a story.
- I know that illustrators create the pictures in a text to help tell a story.
- I can identify the author and illustrator of a text.
- I know that speech bubbles in illustrations mean someone is talking.
- I know that quotation marks in a story mean someone is talking.

Reasoning Targets

- I can explain how the pictures connect to the words in a text.

**Kindergarten teachers should focus on moving students into the first-grade progression.*

FIRST GRADE:

Fountas & Pinnell (F&P): E–J

CCSS Lexile: 190–530

RL.1.6: Identify who is telling the story at various points in a text.

While reading a familiar story or poem, looking at pictures, or writing:

Knowledge Targets

- I know the role of a narrator.
- I know that if a story uses the words “I” and “me,” that may indicate the story has a narrator.
- I know that stories can be told by a narrator or by characters.
- I know that stories can be told by different characters at different times or points in a story.
- I know that speech bubbles in illustrations mean someone is talking.
- I know the definition of dialogue and can identify it in a text, looking for quotation marks.
- I know that words such as “said” or “asked” indicate there is dialogue.

Reasoning Targets

- I can identify the narrator and determine whether he or she is explaining or telling the story.
- I can identify the character who is telling the story and note when this may change throughout the story.
- I can follow simple dialogue with a clear idea about who is speaking.
- I can act out the roles of the characters in a story.

SECOND GRADE:

Fountas & Pinnell (F&P): K–M

CCSS Lexile: 420–650

RL.2.6: Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

While reading, speaking, or writing about a story or poem:

Knowledge Targets

- I know that point of view is the perspective from which a story is being told.
- I know that a story can be told from various points of view depending on who is speaking.
- I know the definition of dialogue and can identify when it is occurring in a story.
- I know that point of view can change as the story unfolds through dialogue.
- I know that speaking in different voices for each character while reading helps determine who is speaking.

Reasoning Targets

- I can distinguish one character's point of view from another character's.
- I can identify the point of view a story is being told from, providing evidence.
- I can explain what characters are thinking, feeling, and doing in different parts of a story and how that connects to the central message.
- I can describe the relationships among characters in a story.
- I can speak in different voices for each character when reading aloud.

THIRD GRADE:

Fountas & Pinnell (F&P): N–P

CCSS Lexile: 520–820

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

While reading, speaking, or writing using evidence from a story or poem:

Knowledge Targets

- I know that good readers take what they already know about and have experienced with a topic and what the author shares through a narrator or character's point of view to form an opinion or point of view.
- I know the difference between first-person and third-person point of view based on who is speaking in a text.

Reasoning Targets

- I can explain who is telling a story using evidence from the text.
- I can explain the point of view of the narrator or of the characters.
- I can describe characters' attitudes and feelings about things that happen in scenes, chapters, or sections.
- I can justify what the author thinks and feels about a particular character or event.
- I can distinguish my own point of view from that of the narrator or characters in a story.
- I can explain how I would feel and/or react if I were in a particular character's circumstances.
- I can write my opinion about characters and the unfolding of a plot (including how a story ends).

FOURTH GRADE:

Fountas & Pinnell (F&P): Q–S

CCSS Lexile: 740–940

RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

While reading, speaking, or writing about two pieces of literature and gathering evidence from the text:

Knowledge Targets

- I know the difference between first-person and third-person point of view.

Reasoning Targets

- I can identify who is telling a story using evidence from the text.
- I can determine whether each story is told in first-person or third-person point of view.
- I can describe the similarities between stories told in first-person and third-person point of view.
- I can describe the differences between stories told in first-person and third-person point of view.
- I can explain how first-person and third-person narration affect the point of view.
- I can describe similarities in stories that use different points of view or are told from the perspective of different characters.
- I can describe differences in stories that use different points of view or are told from the perspective of different characters and how that affects the central message.

FIFTH GRADE:

Fountas & Pinnell (F&P): T–V

CCSS Lexile: 830–1010

RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.

While reading, speaking, or writing about two pieces of literature and gathering evidence and examples from the text:

Knowledge Targets

- I know that a narrator or character tells a story from his or her point of view.
- I know that events may be described differently based on the point of view of a narrator or character.
- I know that a narrator or character can influence the interpretation of events in a story based on his or her point of view.

Reasoning Targets

- I can identify who is telling a story or speaking, using evidence from the text.
- I can explain the point of view of a narrator or speaker.
- I can explain how a narrator’s or speaker’s point of view affects how events are described, using key details from the text.
- I can explain how this text affected me (the reader) and why.
- I can infer a different point of view other than that of the narrator or character who is speaking.

VERTICAL PROGRESSION

CCSS Reading Literature

ANCHOR STANDARD 9:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

KINDERGARTEN:

Fountas & Pinnell (F&P): A–D

CCSS Lexile: Beginning Reader

RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

With prompting and support during interactive read-alouds:

Knowledge Targets

- I know the definitions of comparison and contrast.
- I understand what an experience or adventure is in a story.
- I can identify story elements, such as the setting and main characters.

Reasoning Targets

- I can listen to familiar stories for the purpose of asking and answering questions.
- I can describe the main character in each story.
- I can describe how various settings in stories are alike and different.
- I can describe how characters' adventures or experiences in stories are alike and different.

FIRST GRADE:

Fountas & Pinnell (F&P): E–J

CCSS Lexile: 190–530

RL.1.9: Identify who is telling the story at various points in a text.

During interactive read-alouds and independent reading:

Knowledge Targets

- I know the definitions of comparison and contrast.
- I understand what an experience or adventure is in a story.

Reasoning Targets

- I can listen to familiar stories for the purpose of asking and answering questions.
- I can describe the main character in each story.
- I can explain each character's experiences.
- I can describe the setting of each story.
- I can describe how characters' adventures or experiences in stories are alike and different.

SECOND GRADE:

Fountas & Pinnell (F&P): K–M

CCSS Lexile: 420–650

RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

While reading two or more versions of the same story by different authors or from different cultures:

Knowledge Targets

- I know the definition of comparison and contrast.
- I know that a version means a retelling of the events from the author’s point of view.
- I know that culture means the ideas, beliefs, and values shared by a group of people.
- I know that different versions of the same story usually have the same main character and/or setting.

Reasoning Targets

- I can explain which culture is represented in each story.
- I can determine the adventures and experiences of all the characters.
- I can explain the problems or goals the main character has.
- I can describe how each character’s experiences are alike or different.
- I can determine if one version is happier, sadder, funnier, or scarier than another.
- I can explain how the other characters react to the main character in each story.
- I can describe similarities or differences in the ending of each story.

THIRD GRADE:

Fountas & Pinnell (F&P): N–P

CCSS Lexile: 520–820

RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

While reading various stories written by the same author or books in a series:

Knowledge Targets

- I know that themes are revealed through story elements.
- I know that the setting can include a time in history or the culture of characters in a story.
- I know that the plot is the main sequence of events.
- I know how to use character traits to describe a character.

Reasoning Targets

- I can describe the theme, setting, and plot in a story using evidence from the text.
- I can describe a character’s personality using common character traits found in literature.
- I can infer the motive behind a character’s behavior based on what I know about the character’s personality and the events in the story.
- I can compare how themes, settings, and plots are similar for the same or similar characters in different stories.
- I can explain how the themes, settings, and plots differ for the same or similar characters in different stories.
- I can determine if a character is static, dynamic, round, flat, or a protagonist.
- I can determine the key point or event in a story when a character begins to change.
- I can chart and describe how a character remains the same and changes in a single story.
- I can chart and describe how a character remains the same and changes in different stories.

FOURTH GRADE:

Fountas & Pinnell (F&P): Q–S

CCSS Lexile: 740–940

RL.4.9: Compare and contrast treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

While reading various stories, myths, and traditional literature from different cultures:

Knowledge Targets

- I know the differences among stories, myths, and traditional literature.
- I know that themes and topics are revealed through story elements.
- I know that changes in a character could be caused by various story elements.
- I know the definition of culture.
- I know the lessons a character learns can often help me identify the theme of a story.
- I know there are different types of characters (e.g., static, dynamic, round, flat, protagonist).

Reasoning Targets

- I can determine the type of text and what culture it represents.
- I can determine character traits that are essential to the plot in a story.
- I can determine the main theme(s) of stories.
- I can describe the sequence of events and find patterns in different texts with similar themes.
- I can compare and contrast themes and topics in stories.
- I can explain how themes and topics are revealed by characters, settings, and events in stories.
- I can explain how stories, myths, and traditional literature reflect the values and beliefs of the cultures from which they come.

FIFTH GRADE:

Fountas & Pinnell (F&P): T–V

CCSS Lexile: 830–1010

RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

While reading various stories, myths, and traditional literature from different cultures:

Knowledge Targets

- I know the differences among stories, myths, and traditional literature.
- I know that themes and topics are revealed through story elements.
- I know the recurring themes that are usually found in literature.
- I know the definition of culture.
- I know that each genre of writing has a particular form, content, or technique.
- I know how to identify the genre of different stories.
- I know that literary characters often represent certain ways that people can be in real life.
- I know that I can learn how to respond to various events in my life through characters and themes in stories.
- I know that there are different types of conflict found in stories.

Reasoning Targets

- I can identify the type of text I am reading and what culture it represents.
- I can determine the main theme(s) of a story using evidence from the text.
- I can describe the sequence of events and find patterns in different texts with similar themes.
- I can compare and contrast themes and topics of stories in the same genre.
- I can explain how themes and topics are revealed through characters, settings, and events in stories.
- I can explain how a character's motivations can be influenced by various story elements and by different types of conflict in a story, in relation to the theme or topic.
- I can explain how stories, myths, and traditional literature reflect the values and beliefs of the cultures from which they come.
- I can compare and contrast approaches that authors take to presenting the themes and topics of different texts in the same genre.