Kindergarten **Reading Literature** Standards
Text-Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details With prompting and support, ask and answer questions about key details in a text.	Where did… What is the name of… Who is… Who did… Who was…
R2: Main ideas and themes With prompting and support, retell familiar stories, including key details.	What are some important things to remember about __ Why was _____ an important detail? What happened in the beginning? What happened in the middle? What happened in the end?
R3: Analysis of parts, sequence, events With prompting and support, identify characters, settings, and major events in a story.	Who were the characters? Where was the setting? What was the problem?
R4: Language interpretation Ask and answer questions about unknown words in text.	What did the author mean by_____. What does the word_____ mean? How did the author help us understand _____. Point to an unknown word on the page. How can you figure out what that word means?
R5: Text Structure Analysis Recognize common types of texts (storybooks, poems, fantasy, realistic text).	What type of story was this? How do you know? Will this book tell us a story or help us learn something new? How do you know? What helps us tell that this book is _____?
R6: Point of View With prompting and support, name the author and illustrator and define the role of each in telling the story.	Who is the author and what does he/she do? Who is the illustrator and what does he/she do? Who is telling the story? How do you know? Who is speaking? How do you know?
R7: Analysis of Visuals (charts, timelines, photos) With prompting and support, describe the relationship between illustrations and the story in which they appear.	What does the picture tell us about_____? From the picture I know that_____ because… How does the picture help you understand _____? Why do you think the illustrator drew this picture?
R8: Evaluate Reasoning N/A to literature	
R9: Compare and Contrast multiple texts With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	How were the two characters similar? How were the two characters different? How is this like another story that we've read? Can you think of another story that is like this one?
R10: Actively engage in group reading activities with purpose and understanding. Activate prior knowledge related to the information and events in texts. Use illustrations and context to make predictions about text.	

Key Ideas and Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge and Ideas

Readers should have opinions and be able to support their perspectives

Kindergarten **Reading Informational Text** Standards

Text-Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details With prompting and support, ask and answer questions about key details in a text.	Where did… What is the name of… Who is… Who did… What do you think was the most important thing you learned?
R2: Main ideas and themes With prompting and support, identify the main topic and retell key details of a text.	What was _____mainly about? How do you know? What details support the topic? What seems important? Which sentence tells what this was mostly about?
R3: Analysis of parts, sequence, events With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	Which of the events in the story had the biggest effect on_____ Which event was most surprising and why? How are _____ and _____connected to each other?
R4: Language interpretation With prompting and support, ask and answer questions about unknown words in a text.	What did the author mean by_____? How did the author help us understand _____? Why is the phrase_____important to the story? Do you know something about that word that will help you?
R5: Text Structure Analysis Identify the front cover, back cover, and title page of a book.	Where does the story start? Where is the title page? What do we know about the story from the cover? Can you identify the different parts of this book?
R6: Point of View Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Who is telling the story? Who is speaking? Who wrote the story? Are the person who wrote the story and the person who is telling the story different? How? How do the pictures help us understand the story?
R7: Analysis of Visuals (charts, timelines, photos) With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing or idea in a text an illustration depicts)	What does the picture tell us about_____? From the picture I know that_____ because… How does the picture help you understand _____? Why do you think the illustrator put that picture in the story?
R8: Evaluate Reasoning With prompting and support, identify the reasons an author gives to support points in a text.	What reasons did the author give to support____? Is _____ a believable/realistic reason? Why/Why not?
R9: Compare and Contrast multiple texts With prompting and support, identify basic similarities and differences between to texts on the same topic (illustrations, descriptions, or procedures)	How were the two texts similar? How were the two texts different?
R10: Actively engage in group reading activities with purpose and understanding. Activate prior knowledge related to the information and events in texts. Use illustrations and context to make predictions about text.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives

1st Grade Reading Literature Standards
Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Ask and answer questions about key details in a text.	Where did… What is the name of… Who is… Who did… What happened at the beginning/middle/end of the story? Can you share a detail from the text?
R2: Main ideas and themes Retell stories, including key details, and demonstrate understanding of their central message or lesson.	What are some important things to remember about __ Why was _____ an important detail? What is the lesson from _____? What problems did the characters have?
R3: Analysis of parts, sequence, events Describe characters, settings, and major events in a story, using key details.	Who were the characters and what were they like? How do you know? How are the characters feeling at the beginning/middle/end of the story? How do you know? What events were the most important? How does the word ____get you to look at____?
R4: Language interpretation Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____? What words and phrases did the author use to describe_____? How does the word _____ help you to understand ___?
R5: Text Structure Analysis Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	How is _____different from _____? How did the author of _____ make the book different from the author of _____? Is this a book that tells a story or gives information? How do you know?
R6: Point of View Identify who is telling the story at various points in a text.	From whose point of view is the story being told? How would the story change from _____ point of view? Who's telling the story? How do you know? What does the narrator of a story do?
R7: Analysis of Visuals (charts, timelines, photos) Use illustrations and details in a story to describe its characters, setting, or events.	What does the picture tell us about_____? From the picture I know that_____ because… How does the picture help you understand _____? Where can we look to find details about the story characters?
R8: Evaluate Reasoning N/A to literature	
R9: Compare and Contrast multiple texts Compare and contrast the adventures and experiences of characters in stories.	How were the two characters similar? How were the two characters different? How are their adventures/experiences similar? How are their adventures/experiences different?
R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge related to the information and events in a text. Confirm predictions about what will happen next in a text.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives

1st Grade **Reading Informational Text** Standards

Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Ask and answer questions about key details in a text.	Where did… What is the name of… Who is… Who did… What details help us to know how ____does ___?
R2: Main ideas and themes Identify the main topic and retell key details of a text.	What are some important things to remember about _? Why was _____ an important detail? What seems important? Why?
R3: Analysis of parts, sequence, events Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Which of the events in the story had the biggest effect on_____? Which event was most surprising and why? How are ____and ___connected in this text?
R4: Language interpretation Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____? What words and phrases the author used to describe_____. How does the word _____get you to understand ___?
R5: Text Structure Analysis Know and use various text structures (sequence) and text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information.	How is _____different from _____? How did the author of _____ make the book different from the author of _____? Explain how the different parts of this book are used? Look at the Table of Contents and find the page number for _____.
R6: Point of View Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Who is giving the information in the book? Who is speaking? How do you know? Are the person who wrote the story and the person who is telling the story different? How? Do you think the author/illustrator would work together? How do the pictures help us understand the text? What is the illustrator trying to convince you of in this picture?
R7: Analysis of Visuals (charts, timelines, photos) Use the illustrations and details in a text to describe its key ideas.	What does the picture tell us about_____? From the picture I know that_____ because… How does the picture help you understand _____? How does the illustration match what the author is saying?
R8: Evaluate Reasoning Identify the reasons an author gives to support points in a text.	What reasons did the author give to support____? Is _____ a believable/realistic reason? Why/Why not? What does the writer think about this problem? What in the writing make you think that?
R9: Compare and Contrast multiple texts Identify basic similarities between two texts on the same topic (illustrations, descriptions, or procedures).	What is being compared? How were the two texts similar? How were the two texts different?
R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge related to the information and events in a text. Confirm predictions about what will happen next in a text.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives

2nd Grade **Reading Literature** Standards
Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in text.	Where did… What is the name of… Who is… Who did… How does knowing where the story takes place help us understand the story?
R2: Main ideas and themes Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Why were… Why is… How could _____ be a theme for_____ What are some important things to remember about _____? What is the central message of this story?
R3: Analysis of parts, sequence, events Describe how characters in a story respond to major events and challenges.	Which of the events in the story had the biggest effect on_____? Which part of the _____is most important to _____and why? What effects do the events in the story have on the characters?
R4: Language interpretation Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____? Why is the phrase_____important to the story? Find a sentence that shows an example of _____. How does the word_____get us to understand ___?
R5: Text Structure Analysis Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	How did the author use details to describe the setting? What were the important parts from the beginning? What are the characters problem(s)? How does the conclusion resolve the problem? How does the _____help you understand the steps in _____.
R6: Point of View Acknowledge the different points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	From whose point of view is the story being told? How would the story change from _____ point of view? Describe the difference between the two characters points of view? Why was it important for the author to use dialogue?
R7: Analysis of Visuals (charts, timelines, photos) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	What does the picture tell us about_____? From the picture I know that_____ because… How does the chart help you understand _____? What clues do the illustrations in the story provide to help you understand the setting/characters/plot?
R8: Evaluate Reasoning N/A to literature	
R9: Compare and Contrast multiple texts Compare and contrast two or more versions of the same story by different authors or from different cultures.	How were the two texts similar? How were the two texts different? What is the relationship between to the two stories? What would have happened in the story if the *cultural* setting was different?
R10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives

2nd Grade **Reading Informational Text** Standards

Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in text.	Where did… What is the name of…? Who is… Who did… Why do you think the author included that detail?	**Key Ideas & Details** *Get at the "gist", focus on important details that inform the reader*
R2: Main ideas and themes Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	What are the important things to remember about __ Why was _____ an important detail? What seems important? Why? What is the topic sentence in this paragraph? How do you know?	
R3: Analysis of parts, sequence, events Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text.	How is _____connected to_____? What is the most important step? Why?	
R4: Language interpretation Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____? Why is the phrase_____important to the story? What words and phrases the author used to describe_____.	**Craft & Structure** *Understanding the use of vocabulary, how the text is organized and the author's purpose*
R5: Text Structure Analysis Know and use various text features (captions, bold print, subheadings, glossaries, indexes, and electronic menus, icons) to locate key facts or information in a text efficiently.	How does the _____help you understand the _____. Can you find _____(feature) in the text?	
R6: Point of View Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Who is speaking? How do you know? Why did the author write this text? What details help you understand what the author's purpose for writing this text was? What is the author trying to convince you of? What is the author's intent in this text? Is the author trying to explain, describe or answer something? How do you know?	
R7: Analysis of Visuals (charts, timelines, photos) Explain how specific images (diagram showing how a machine works) contribute to and clarify a text.	What does the picture tell us about_____? From the picture I know that_____ because… How does the chart help you understand _____? Restate the important facts from the chart or graph.	**Integration of Knowledge & Ideas** *Readers should have opinions and be able to support their perspectives*
R8: Evaluate Reasoning Describe how reasons support specific points the author makes in a text.	What reasons did the author give to support____? Is _____ a believable/realistic reason? Why/Why not? What does the writer think about the problem? Did the author justify his/her ideas?	
R9: Compare and Contrast multiple texts Compare and contrast the major points presented by two texts on the same topic.	What is the author comparing? What is the author's comparison saying about____? How were the two texts similar? How were the two texts different?	
R10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently.		

3rd Grade **Reading Literature** Standards
Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Where did… Who is… What can you tell about_____? What details are important to help us understand ____?
R2: Main ideas and themes 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	What are the important things to remember about _____ Why was _____ an important detail? What do you think the author's message is and why?
R3: Analysis of parts, sequence, events Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	What do you know about _____? How would the story change if_____ was _____?
R4: Language interpretation Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____? Why is the phrase_____important to the story? What words and phrases did the author to describe_____.
R5: Text Structure Analysis Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	How does _____ lead us into _____? How is _____connected to _____?
R6: Point of View Distinguish their own point of view from that of the narrator or those of the characters.	Who is speaking? How do you know? What is the narrator trying to convince you of? How is what you think about ____ different from how _____ thinks about _____?
R7: Analysis of Visuals (charts, timelines, photos) Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	What does the picture tell us about_____? From the picture I know that_____ because… How does the chart help you understand _____? Restate the important facts from the chart or graph.
R8: Evaluate Reasoning N/A to literature	
R9: Compare and Contrast multiple texts 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)	What is the author comparing? What is the author's comparison saying about____? How were the two texts similar? How were the two texts different?
R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives

3rd Grade **Reading Informational Text** Standards

Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Where did… Who is… What do you know about_____? What details are important to help us understand ____?
R2: Main ideas and themes Determine the main idea of a text; recount the key details and explain how they support the main idea.	What are the important things to remember about ____ Why was _____ an important detail? What seems important? Why?
R3: Analysis of parts, sequence, events Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	How is _____connected to_____? What is the most important step? Why?
R4: Language interpretation Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic.*	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____?
R5: Text Structure Analysis Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently	How does the _____help you understand the _____? How does _____help you locate_____?
R6: Point of View Distinguish their own point of view from that of the author of a text.	Who is speaking? How do you know? Why did the author write this text? What is the author trying to convince you of? How is what you think about ____different than what the author thinks?
R7: Analysis of Visuals (charts, timelines, photos) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	What does the picture tell us about_____? From the picture I know that_____ because… How does the chart help you understand _____? Restate the important facts from the chart or graph.
R8: Evaluate Reasoning Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	What reasons did the author give to support____? Is _____ a believable/realistic reason? Why/Why not?
R9: Compare and Contrast multiple texts Compare and contrast the most important points and key details presented in two texts on the same topic.	What is the author comparing? What is the author's comparison saying about____? How were the two texts similar? How were the two texts different?
R10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives

4th Grade **Reading Literature** Standards
Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Where did… Who is… What can you tell about_____? What does _____ make you think? What details are important to help us understand ____?
R2: Main ideas and themes Determine a theme of a story, drama, or poem from details in the text; summarize the text.	What are the important things to remember about _____ Why was _____ an important detail? What do you think the author is trying to say? How do you know?
R3: Analysis of parts, sequence, events Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	What do you know about _____? What statement can you make about _____? What words and phrases did the author use to describe_____. How would the story change if_____ was _____?
R4: Language interpretation 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)	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____? Why is the phrase_____important to the story?
R5: Text Structure Analysis Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	How are _____ different from _____? How is the structure of _____ like the structure of _____.
R6: Point of View Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Who is speaking? How do you know? What is the narrator trying to convince you of? How is what you think about ____ different from how _____ thinks about _____?
R7: Analysis of Visuals (charts, timelines, photos) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	How is the written version of _____similar/different to _____?
R8: Evaluate Reasoning N/A to literature	
R9: Compare and Contrast multiple texts Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	How is the theme in _____ different from the theme in _____?
R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives

4th Grade **Reading Informational Text** Standards

Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Where did… Who is… What can you tell about_____? What does _____ make you think? What details are important to help us understand ____?
R2: Main ideas and themes Determine the main idea of a text and explain how it is supported by key details; summarize the text.	What are the important things to remember about __ Why was _____ an important detail? What seems important? Why?
R3: Analysis of parts, sequence, events Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	How is _____connected to_____? What is the most important step? Why?
R4: Language interpretation Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____?
R5: Text Structure Analysis 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.	How is the text organized? How do you know? What words or phrases help you understand the structure?
R6: Point of View Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Who is speaking? How do you know? What is the author trying to convince you of? How is the author's view of _____ in the first text different /same from the author's view of_____ in the second text?
R7: Analysis of Visuals (charts, timelines, photos) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	What does the picture tell us about_____? From the picture I know that_____ because… How does the chart help you understand _____? Restate the important facts from the chart or graph.
R8: Evaluate Reasoning Explain how an author uses reasons and evidence to support particular points in a text.	What reasons did the author give to support____? Is _____ a believable/realistic reason? Why/Why not?
R9: Compare and Contrast multiple texts Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	What is the author comparing? What is the author's comparison saying about____? How were the two texts similar? How were the two texts different?
R10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives

5th Grade **Reading Literature** Standards
Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The text says _____ so I know_____. Because the text states _____ I can infer__ The text leads me to believe ____ Because _____.
R2: Main ideas and themes 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.	What are the important things to remember about _____? Why was _____ an important detail? What do you think the author is trying to say? How do you know?
R3: Analysis of parts, sequence, events Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	What do you know about _____? What statement can you make about _____? What words and phrases did the author use to describe_____. How are _____ and _____ similar or different?
R4: Language interpretation Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____? Why is the phrase_____important to the story?
R5: Text Structure Analysis Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	How does _____ lead us into _____? How is _____connected to _____?
R6: Point of View Describe how a narrator's or speaker's point of view influences how events are described.	Who is speaking? How do you know? What is the narrator trying to convince you of? If the story was being told from _____perspective how would _____change?
R7: Analysis of Visuals (charts, timelines, photos) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	How does the illustration on page ____ contribute to the tone?
R8: Evaluate Reasoning N/A to literature	
R9: Compare and Contrast multiple texts Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	How is the theme in _____ different from the theme in _____?
R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives

5th Grade **Reading Informational Text** Standards

Text Dependent Question Stems

Use Text Evidence!

R1: Concrete and inferential details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The text says _____ so I know_____. Because the text states _____ I can infer__ The text leads me to believe ____ Because _____.
R2: Main ideas and themes Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	What are the important things to remember about ____ Why was _____ an important detail? What is the main idea and how it is supported? What seems important? Why?
R3: Analysis of parts, sequence, events Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	How is _____connected to_____? What is the most important step? Why?
R4: Language interpretation Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	What did the author mean by_____? What does the term_____ mean? How did the author help us understand _____?
R5: Text Structure Analysis 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.	How is the text organized? How do you know? What words or phrases help you understand the structure?
R6: Point of View Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	How is _____ point of view on _____ different from _____? How is the author's view of _____ in the first text different /same from the author's view of_____ in the second text?
R7: Analysis of Visuals (charts, timelines, photos) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	What does the picture tell us about_____? From the picture I know that_____ because… How does the chart help you understand _____? Restate the important facts from the chart or graph.
R8: Evaluate Reasoning Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	What reasons did the author give to support____? Is _____ a believable/realistic reason? Why/Why not?
R9: Compare and Contrast multiple texts Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	How is what the author claims in _____similar from _____? How is what the author claims in _____different from ____? What do _____ and _____ agree on? What do _____ and _____disagree on?
R10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	

Key Ideas & Details

Get at the "gist", focus on important details that inform the reader

Craft & Structure

Understanding the use of vocabulary, how the text is organized and the author's purpose

Integration of Knowledge & Ideas

Readers should have opinions and be able to support their perspectives