



Woodridge D68: Literature Priority Standards
Standards 1, 4, & 10 embedded and assessed throughout

	RL 1	RL 2	RL 3	RL 4	RL5	RL6	RL7	RL9	RL10
K		•				•	•	•	
1		•			•	•		•	
2		•			•	•		•	
3		•	•			•		•	
4		•			•	•		•	
5			•			•	•	•	
6			•		•		•	•	

Woodridge D68: Informational Priority Standards
Standards 1, 4, & 10 embedded and assessed throughout

	RI 1	RI 2	RI 3	RI 4	RI5	RI6	RI7	RI 8	RI9	RI10
K		•		•		•			•	
1			•		•			•	•	
2		•	•			•			•	
3		•				•		•	•	
4			•		•		•		•	
5		•			•		•		•	
6		•				•	•	•	•	



Kindergarten Literature Standards

Embedded & Assessed Throughout The Year

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

Priority Standards	RL.K.2 With prompting and support, retell familiar stories, including key details.	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.	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Supporting Standards	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).		



Kindergarten Informational Standards

Embedded & Assessed Throughout The Year

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Priority Standards	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. (Explicit instruction needed for content area vocabulary strategies)	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	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).
Supporting Standards	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		RI.K.5 Identify the front cover, back cover, and title page of a book.	



First Grade Literature Standards

Embedded & Assessed Throughout The Year

RL.1.1 Ask and answer questions about key details in a text.

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

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

Priority Standards

RL.1.2

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

RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6

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

RL.1.9

Compare and contrast the adventures and experiences of characters in stories

Supporting Standards

RL.1.3

Describe characters, settings, and major events in a story, using key details.

RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.



First Grade Informational Standards

Embedded & Assessed Throughout The Year

RI.1.1 Ask and answer questions about key details in a text.

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

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Priority Standards	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	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.	RI.1.8 Identify the reasons an author gives to support points in a text.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Supporting Standards		RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.1.2 Identify the main topic and retell key details of a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	



Second Grade Literature Standards

Embedded & Assessed Throughout The Year

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Priority Standards	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	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.
Supporting Standards	RL.2.3 Describe how characters in a story respond to major events and challenges. RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



Second Grade Informational Standards

Embedded & Assessed Throughout The Year

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Priority Standards	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Supporting Standards		<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>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.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI2.8 Describe how reasons support specific points the author makes in a text.</p>	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI2.8 Describe how reasons support specific points the author makes in a text.</p>



Third Grade Literature Standards

Embedded & Assessed Throughout The Year

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RL.3.10 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.

Priority Standards	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.	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	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)
Supporting Standards	RL.3.5 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.	RL.3.5 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.	RL.3.7 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)	RL.3.7 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)



Third Grade Informational Standards

Embedded & Assessed Throughout The Year

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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*.

RI.3.10 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.

Priority Standards	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.6 Distinguish their own point of view from that of the author of a text.	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Supporting Standards	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 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).		RI.3.3 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. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.7 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).



Fourth Grade Literature Standards

Embedded & Assessed Throughout The Year

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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).

RL.4.10 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.

Priority Standards	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.5 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.	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.	RL.4.9 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.
Supporting Standards	RL.4.3 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).			RL.4.7 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.



Fourth Grade Informational Standards

Embedded & Assessed Throughout The Year

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

RI.4.10 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.

Priority Standards	RI.4.3 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.	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.	RI.4.7 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.	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Supporting Standards	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.			RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.



Fifth Grade Literature Standards

Embedded & Assessed Throughout The Year

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

RL.5.10 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.

Priority Standards	RL.5.3 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).	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RL.5.7 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).	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.
Supporting Standards	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. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.



Fifth Grade Informational Standards

Embedded & Assessed Throughout The Year

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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*.

RI.5.10 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.

Priority Standards	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	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.	RI.5.7 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.	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Supporting Standards	RI.5.3 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. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.



Sixth Grade Literature Standards

Embedded & Assessed Throughout The Year

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Priority Standards	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Supporting Standards		RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.		RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Sixth Grade Informational Standards

Embedded & Assessed Throughout The Year

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Priority Standards	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Supporting Standards	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	