COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

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.	News Hound Summary (p. 110) T-chart (p. 40)
RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Literary Response Scroll (p. 144) News Hound Summary (p. 110)
RL 2.3 Describe how characters in a story respond to major events and challenges.	Cause and Effect Rockets (p. 115) Character Feelings Flow Map (p. 132)

Craft and Structure

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.	Poetry Peace Map (p. 146) Attribute Chart (p. 76)
RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Story Plot Map (p. 139) Summarizing Sequencer (p. 134) Multi-column Chart (p. 44)
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.	T-chart (p. 40) Multi-column Chart (p. 44)

Integration of Knowledge and Ideas

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.	Story Map (p. 139) Story Plot Map (p. 139) Sequencing Strip (p. 66)
RL 2.8 (Not applicable to literature)	
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.	Venn Diagram (p. 49)

Range of Reading and Level of Text Complexity

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.	Literature Sharing Board (p. 70) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Literature Discussion Flapper (p. 64)

Common Core Standards

Graphic Organizers to Use

Key Ideas and Details	
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.	News Hound Summary (p. 110)
RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Main Idea Neighborhood (p. 93)
RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Cause and Effect Rockets (p. 115) Sequencing Frames (p. 66)
Craft and Structure	
RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Vocabulary Flapper (p. 112)
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.	Informational Text Features Search (p. 87) Research and Record (p. 99)
RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Main Idea Neighborhood (p. 93)
Integration of Knowledge and Ideas	
RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Seeing Is Believing (p. 120)
RI 2.8 Describe how reasons support specific points the author makes in a text.	Folded Flapper (p. 58)
RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.	Venn Diagram (p. 49)
Range of Reading and Level of Text Complexity	
RI 2.10 By the end of the 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.	Informational Text Sharing Board (p. 70) Informational Text Discussion Flapper (p. 63) Research and Record (p. 99) Biographical Bits (p. 95)

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	KWL Chart (p. 107) On Target Questions (p. 104) T-chart (p. 40)
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.	Literary Response Scroll (p. 144) Summarizing Sequencer (p. 134) Sequencing Frames (p. 67)
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.	Character Trait Map (p. 123) Character Feelings Flow Map (p. 132) Cause and Effect Rockets (p. 115) Stick Figure Character Map (p. 128)

Craft and Structure

RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Attribute Chart (p. 76)
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.	Story Plot Map (p. 139) Poetic Reflections (p. 149)
RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Attribute Chart (p. 76)

Integration of Knowledge and Ideas

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).	Seeing Is Believing (p. 120)
RL 3.8 (Not applicable to literature)	
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).	Attribute Chart (p. 76)

Range of Reading and Complexity of Text

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.	Literature Sharing Board (p. 70) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Literature Discussion Flapper (p. 64)

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	On Target Questions (p. 104)
RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Main Idea Neighborhood (p. 93)
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.	Cause and Effect Rockets (p. 115) Sequencing Frames (p. 67)

Craft and Structure

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.	Vocabulary Flapper (p. 112)
RI 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Informational Text Features Search (p. 87) Research and Record (p. 99)
RI 3.6 Distinguish their own point of view from that of the author of a text.	Venn Diagram (p. 49)

Integration of Knowledge and Ideas

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).	Seeing Is Believing (p. 120) On Target Questions (p. 104) News Hound Summary (p. 110)
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).	Informational Text Structures (p. 89) Cause and Effect Rockets (p. 115) Sequencing Frames (p. 67)
RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Venn Diagram (p. 49)

Range of Reading and Level of Text Complexity

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.	Informational Text Sharing Board (p. 70) Informational Text Discussion Flapper (p. 63) Research and Record (p. 99) Biographical Bits (p. 95)

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

Common Core Standards	Graphic Organizers to Use
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.	Step-by-Step Predictions (p. 142) Stick Figure Character Map (p. 128)
RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Literary Response Scroll (p. 144) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Summarizing Sequencer (p. 134)
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).	Stick Figure Character Map (p. 128) Character Trait Map (p. 123) Multi-column Chart (p. 44) Folded Flapper (p. 58)

Craft and Structure

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).	Vocabulary Flapper (p. 112) Attribute Chart (p. 76)
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.	Attribute Chart (p. 77) Venn Diagram (p. 49)
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.	Attribute Chart (p. 77)

Integration of Knowledge and Ideas

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.	T-chart (p. 40)
RL 4.8 (Not applicable to literature)	
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.	Attribute Chart (p. 77)

Range of Reading and Complexity of Text

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.	Literature Sharing Board (p. 70) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Literature Discussion Flapper (p. 64)

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

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.	It All Adds Up (p. 117) T-chart (p. 40)
RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Main Idea Neighborhood (p. 93)
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.	Sequencing Frames (p. 67) News Hound Summary (p. 110)

Craft and Structure

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.	Vocabulary Flapper (p. 112)
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.	Informational Text Structures (p. 89)
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.	Venn Diagram (p. 49)

Integration of Knowledge and Ideas

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.	Seeing Is Believing (p. 120)
RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Folded Flapper (p. 58)
RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Research and Record (p. 99) Biographical Bits (p. 95) T-chart (p. 40)

Range of Reading and Level of Text Complexity

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.	Informational Text Sharing Board (p. 70) Informational Text Discussion Flapper (p. 63) Research and Record (p. 99) Biographical Bits (p. 95)

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

Common Core Standards	Graphic Organizers to Use
RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Step-by-Step Predictions (p. 142) It All Adds Up (p. 117) T-chart (p. 40)
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.	Literary Response Scroll (p. 144) Summarizing Sequencer (p. 134) Poetry Peace Map (p. 146) Poetic Reflections (p. 149)
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).	Venn Diagram (p. 50)

Craft and Structure

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.	Folded Flapper (p. 58)
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.	Story Plot Map (p. 139) Attribute Chart (p. 77)
RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Attribute Chart (p. 78)

Integration of Knowledge and Ideas

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).	Seeing Is Believing (p. 120)
RL 5.8 (Not applicable to literature)	
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.	Attribute Chart (p. 78)

Range of Reading and Complexity of Text

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.	Literature Sharing Board (p. 70) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Literature Discussion Flapper (p. 64)

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	It All Adds Up (p. 117)
RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Main Idea Neighborhood (p. 93)
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.	Research and Record (p. 99) Biographical Bits (p. 95) Cause and Effect Rockets (p. 115)

Craft and Structure

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.	Vocabulary Flapper (p. 112)
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.	Informational Text Structures (p. 89)
RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Venn Diagram (p. 50)

Integration of Knowledge and Ideas

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.	KWL Chart (p. 107) On Target Questions (p. 104) Research and Record (p. 99) Multi-column Chart (p. 44)
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).	Multi-column Chart (p. 44)
RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Research and Record (p. 99) Biographical Bits (p. 95) Multi-column Chart (p. 44)

Range of Reading and Level of Text Complexity

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.	Informational Text Sharing Board (p. 70) Informational Text Discussion Flapper (p. 63) Research and Record (p. 99) Biographical Bits (p. 95)

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details	
RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Step-by-Step Predictions (p. 142) T-chart (p. 40) Attribute Chart (p. 78)
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.	Literary Response Scroll (p. 144) Summarizing Sequencer (p. 134)
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.	Sequencing Frames (p. 67) Story Plot Map (p. 139)

Craft and Structure	
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.	Attribute Chart (p. 78)
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.	Folded Flapper (p. 58) Attribute Chart (p. 78)
RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Sequencing Frames (p. 67)

Integration of Knowledge and Ideas	
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.	Venn Diagram (p. 50)
RL 6.8 (Not applicable to literature)	
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.	Attribute Chart (p. 78)

Range of Reading and Level of Text Complexity	
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.	Literature Sharing Board (p. 70) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Literature Discussion Flapper (p. 64)

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Step-by-Step Predictions (p. 142) It All Adds Up (p. 117) T-chart (p. 40)
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.	Main Idea Neighborhood (p. 93)
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).	Sequencing Frames (p. 67)

Craft and Structure

RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Vocabulary Flapper (p. 112)
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.	Informational Text Structures (p. 89)
RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Sequencing Frames (p. 67)

Integration of Knowledge and Ideas

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.	Research and Record (p. 99) Multi-column Chart (p. 44)
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.	Sequencing Frames (p. 67)
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).	Venn Diagram (p. 50)

Range of Reading and Level of Text Complexity

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.	Informational Text Sharing Board (p. 70) Informational Text Discussion Flapper (p. 63) Research and Record (p. 99) Biographical Bits (p. 95)