Viewing Standards for Informational Text (3-5)

Grade 3 students	Grade 4 students	Grade 5 students
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 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.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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.
Craft and Structure		
1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 3 topic or subject area. 2. Use text features and search tools (e.g., playback buttons, timestamps) to locate information relevant to a given topic efficiently. 3. Distinguish their own point of view from that of the author of a text.	1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. 2. 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. 3. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area. 2. 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. 3. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
1. Use information gained from illustrations (e.g., maps, photographs) and the signs in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 3. Compare and contrast the most important points and key details presented in two texts on the same topic.	1. Interpret information presented live or published that may include quantitative or visual information (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. 2. Explain how an author uses reasons and evidence to support particular points in a text. 3. Integrate information from two texts on the same topic in order to narrate about the subject knowledgeably.	1. 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. 2. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 3. Integrate information from several texts on the same topic in order to narrate about the subject knowledgeably.
Range of Viewing and Level of Text Complexity		
1. By the end of the year, view 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.	1. By the end of the year, view and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band, with scaffolding as needed at the high end of the range.	1. By the end of the year, view 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.