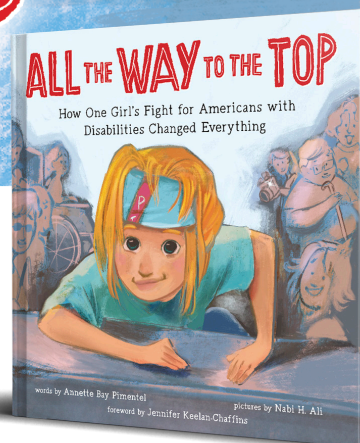




ALL THE WAY TO THE TOP

EDUCATOR'S GUIDE



An Educator's Guide for *All the Way to the Top*

Words by Annette Bay Pimentel

Pictures by Nabi H. Ali

A Common Core State Standards Aligned Activity Guide for
Grades 1, 2, 3, 4, & 5

Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades 1, 2, 3, 4 & 5, but standards for other grades may also apply.

Prepared by We Love Children's Books in Collaboration with Jenna Pontius Vandenberg

About the Book

Jennifer Keelan was determined to make a change—even if she was just a kid. She never thought her wheelchair could slow her down, but the way the world around her was built made it hard to do even simple things like go to school or eat lunch in the cafeteria. With her family's encouragement she goes to protests around the country and becomes part of the movement that helped get the Americans with Disabilities Act passed by Congress. This is the inspiring, true story of Jennifer Keelan, the activist whose participation in the Capitol Crawl at just eight years old encouraged Congress to pass the Americans with Disabilities Act.

About the Contributors

ANNETTE BAY PIMENTEL has published two picture book biographies: *Mountain Chef* (Charlesbridge, 2016) about a Chinese American who helped inspire the creation of the National Park Service which won the Carter G. Woodson Award, and *Girl, Running* (Nancy Paulson, 2018) about the first female to run the Boston Marathon, which was a JLG pick and received a starred review.

Annette lives in Moscow, Idaho. <http://www.annettebaypimentel.com/>

JENNIFER KEELAN-CHAFFINS joined the disability rights movement at the age of six and has been a passionate advocate ever since. In 1990, she received the Americans with Disabilities Act Award. Jennifer received her GED in 2002 before earning a B.S. in Family and Human Development from Arizona State University, which she plans to use to help children with disability rights advocacy. She lives in Colorado with her mother, Cynthia Keelan, and her service dog Mya.

NABI H. ALI is an illustrator of Tamil descent based in Orange County, California. He enjoys creating works that foster inclusivity and intersectionality in art and media. His hobbies include painting, researching South Asian culture, and writing poetry.



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PRAISE FOR *ALL THE WAY TO THE TOP*

“Pimentel offers a great look at a young activist creating change and a better understanding of the importance of the ADA.”

—*School Library Journal*

“A necessary testament to the power of children’s voices.”

—*Kirkus Reviews*

“Clear, accessible prose accompanied by Ali’s creamily textured digital illustrations...a jumping-off point for conversations.”

—*Publishers Weekly*

“Pimentel’s compelling, present-tense narrative gives the story great immediacy, helping children connect with Jennifer’s reactions to physical barriers and social injustice...Still an activist, Jennifer Keelan-Chaffins offers a

thought-provoking foreword to this inspiring picture book.”

—*Booklist*

Pre-Reading Questions and Activities

Discuss the words “include” and “exclude” with the class. What does it mean to be included? What does it mean to be excluded? How does it feel to be included? How does it feel to be excluded? Instruct students to keep these feelings in mind as you read the book.

What does it mean to be an “activist”? Have any students or their families ever been part of a protest or campaigned to make a change in the world, big or small? How did it make them feel?

Complete a “See-Think-Wonder” based on the cover illustration and the photo in the back of the book showing Jennifer Keelan crawling up the steps of the US Capitol. Have students list what they observe (“see”) in the picture, then instruct them to make a prediction (“think”) and ask a question (“wonder”) about each thing they observed.

To help students understand the story more easily, review the following terms as a class before you read this book:

Cerebral Palsy

Assistive Devices

Curb Cuts

Activist/Activism

Physical Barriers

Public Places

Demonstrations/Protests

Capitol Crawl

Law

Americans with Disabilities Act

Vocabulary

Before you read the book aloud to the class, tell students to be alert for words they do not recognize or if a word is used in an unfamiliar way. Have them raise their hands when that happens and make a class list. Work with the students to figure out the meaning of the word from context. Provide real life connections to this new word by discussing other situations where it could be used.

RI 1.4, 2.4, 3.4, 4.4, 5.4

L 1.4, 1.5, 2.4, 2.5, 3.4, 3.5, 4.4, 5.4

Post-Reading Questions and Activities

Reading Comprehension

Why does her neighborhood school say that Jennifer doesn't belong there?

Why does Jennifer decide to become an activist?

How does taking part in a protest or demonstration make Jennifer feel?

Name the different places where Jennifer attends protests in the story.

Does Jennifer see other children at demonstrations?

Why do Jennifer and her friends crawl up the Capitol steps?

What is the Americans with Disabilities Act?

What is the purpose of the ADA?

How do Jennifer and her friends react to the passage of the ADA?

RI 1.1, 2.1, 3.1, 4.1, 5.1

SL 1.2, 2.2, 3.2, 4.2, 5.2

What's the Big Idea?

Come together as a class and discuss the big ideas and themes in this book. Break students into pairs and have them re-tell the story to each other and find examples that illustrate the main themes. Have volunteers share their findings about each theme. What do students think was the most important idea in this book?

RI 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

A Picture is Worth a Thousand Words

As a class discuss the role of the author and the role of the illustrator in creating a book. Break students into small groups, assigning each a two page spread for closer examination. Work with students to explore the following questions (based on the “5Ws and 1H”): Where is their scene set? Who are the featured characters? What is happening? How do the illustrations work with the words to tell the story? Have each group present their ideas to the class.

RI 1.1, 1.7, 2.1, 2.7, 3.1, 3.7, 4.1, 4.7, 5.1

SL 1.1, 1.4, 1.5, 2.1, 2.4, 2.5, 3.1, 3.4, 3.5, 4.1, 4.4, 4.5, 5.1, 5.4, 5.5

Cause and Effect

When Jennifer is discriminated against by her neighborhood school it causes her to take action to effect a change. As a class, review the events of the story. Why did Jennifer become an activist? What protests did she take part in? How do her actions help get the ADA passed into law?

RI 1.1, 1.3, 1.7, 2.1, 2.3, 2.7, 3.1, 3.3, 3.7, 4.1, 4.3, 4.7, 5.1, 5.3

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Good Changes

Thanks to the ADA, public spaces now take people with disabilities into consideration. For example, curb cuts allow wheelchairs to cross streets more easily. Ask students to identify the accommodations they see in their day-to-day lives. Can students think of other accommodations that could make life easier? Ask students to explore their neighborhoods and take photos of the accommodations they encounter. Come together as a class and share their discoveries.

SL 1.1, 1.5, 2.1, 2.5, 3.1, 3.5, 4.1, 4.5, 5.1, 5.5

Just a Friend Waiting to Happen

Jennifer is a confident child! When other students in kindergarten tell her “You’ll never be one of us,” Jennifer knows they are wrong. She says that she thinks of herself as, “...just a friend waiting to happen!” What does this phrase mean? Do students feel the same way? Adopt this phrase as the class motto while you are studying this book. How could this attitude change the way students see the world and other people?

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

How Would You Feel?

Discuss the idea of “empathy” with students and why is it important to understand the way someone else is feeling. Go through the book as a class and discuss how Jennifer feels about the things that happen to her. If they were in a similar situation, would students feel the same emotions? Why or why not?

RI 1.1, 1.2, 1.7, 2.1, 2.2, 2.7, 3.1, 3.2, 3.7, 4.1, 4.2, 4.7

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Compare and Contrast

All the Way to the Top is the story of a girl with a disability who becomes an activist and helps make real changes in the world. Read *The Youngest Marcher* by Cynthia Levinson, or a similar title. Compare and contrast the two stories. Can you draw general conclusions about the experiences of young protesters from these two books?

RI 1.1, 1.7, 1.9, 2.1, 2.7, 2.9, 3.1, 3.7, 3.9, 4.1, 4.7, 4.9, 5.1, 5.9

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Stop and Go

All the Way to the Top repeats the words “stop” and “go.” Go through the book and have the class identify where “stop” and “go” occur on each page and what these words refer to in each case. Why are those important ideas for this story? What physical things stopped Jennifer? What non-physical things stopped her? How did she overcome them? Have students encountered any obstacles that tried to “stop” them?

RI 1.1, 1.7, 2.1, 2.7, 3.1, 3.7, 4.1, 4.7, 5.1

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Posters

Like many protestors, Jennifer shouts and chants during marches. *All the Way to the Top* includes two chants used by disability rights demonstrators:

“The people united will never be divided”

“What do we want? The ADA! When do we want it? Now!”

As a class, try chanting these slogans. What purpose do chants and posters serve at a demonstration? Have the class create a chant or slogan for an issue they all care about. Have students create posters that they might use at a demonstration about their issue and chant their slogan.

SL 1.1, 1.5, 2.1, 2.5, 3.1, 3.5, 4.1, 4.5, 5.1, 5.5

Tell Me About the Time...

This book is based on interviews with Jennifer Keelan-Chaffins. Have students pick a friend or family member to interview about an important event in their life. Discuss with students what makes a good interview question. As a class, create some open-ended questions for students to use as inspiration. Discuss how phrases like, “Tell me about...” or “How did you feel when...” or “What happened next...” encourage subjects to tell more of their story. After the interview, have students write an account of that event from the perspective of their interview subject, just like *All the Way to the Top* does with Jennifer Keelan-Chaffins. With guidance and support, have students revise their work before sharing with the entire class.

SL 1.1, 2.1, 3.1, 4.1, 5.1

W 1.3, 1.5, 1.8, 2.3, 2.5, 2.8, 3.3, 3.5, 3.8, 4.3, 4.5, 4.8, 5.3, 5.5, 5.8

Group Research Project

Social change depends on the actions of many people. Break students into groups for a research project to explore other people and organizations who were involved in the passage of the Americans with Disabilities Act. Working with an adult if necessary, have students write/dictate and illustrate a short piece on their chosen topic. (Some ideas to get you started: Justin Dart, Judy Heumann, Ed Roberts, Sandra Schnur, Marca Bristo, Lex Frieden, Henry Viscardi, Senator Tom Harkin, Rep. Tony Coelho, Wade Blank, ADAPT, NCIL, Deaf President Now.)

W 2.2, 2.7, 3.2, 3.7, 4.2, 4.7, 5.2, 5.7

Remarks by President Obama

On the 25th Anniversary of the passage of the ADA, then-President Barack Obama spoke about the law, some of the people who championed it and the impact it had. Have students read the text of his speech, available here: <https://obamawhitehouse.archives.gov/the-press-office/2015/07/20/remarks-president-americans-disabilities-act>. Use the internet to find a video of him making these remarks (for example: <https://youtu.be/AKyBrk6ntaM>) and watch it as a class. Which did students prefer, reading the speech or hearing it? Why? What were the strengths of each format? The weaknesses? After you have discussed these issues, use the questions on the worksheet, attached below, to test student comprehension. Once completed, come together and discuss the answers.

RI 3.1, 3.7, 4.1, 4.7, 5.1, 5.7

SL 3.2, 4.2, 5.2

How the ADA Could Have Helped

Make copies of the worksheets below, and pass them out to students. The sheets have two columns. The right column shows a scene from the book, and the left is blank. Briefly discuss what is happening in each scene on the worksheet. Have students search the full texts of the ADA and IDEA to find the section of the law that would have helped Jennifer to overcome her “Stop” moments and the other challenges referenced in the book. Students should cite the section number, provide the text of the law, and restate the meaning of the law in their own words. As a modification, especially for younger students, print out the relevant parts of the ADA/IDEA and, working as a class or as individuals, have students match the “Stop” moments in the book to the corresponding pieces of the legislation.

ADA (https://www.ada.gov/2010_regs.htm)

IDEA (<https://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33&edition=prelim>).

RI 1.1, 1.7, 2.1, 2.7, 3.1, 3.7, 4.1, 4.7, 5.1, 5.7

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HOW COULD THE ADA AND THE IDEA HAVE HELPED JENNIFER?

Review the illustrations below and identify the part of the ADA or IDEA that would have helped the “Stop” moment Jennifer has encountered. Cite the section number, provide the text of the law and restate the law in your own words next to each picture.

ADA: https://www.ada.gov/2010_regs.htm

IDEA: <https://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33&edition=prelim>

	 <p>The school's not far. Jennifer rolls outside, down the sidewalk, to the corner.</p> <p>But... STOP!</p> <p>A four-inch curb is a cliff to someone who uses a wheelchair.</p>
	 <p>Jennifer and her family hear about activists who are working to make sure people with disabilities have access to public places, like schools. They want to know more, so they attend a strategy meeting. Jennifer has never seen anything like it! The room is full of grown-ups with all sorts of disabilities. Some use wheelchairs. Some use canes. None of them are sitting around waiting for things to change. They're shouting, laughing, and planning a big protest to get wheelchair lifts on buses.</p>

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Finally, they reach the U.S. Capitol. But...**STOP!**
 A mountain of steps block Jennifer and other people using wheelchairs from the building where Congress makes laws.
 Grown-ups slide out of their wheelchairs and start pulling themselves up the steps. They will make sure members of Congress know they are here.
 Jennifer's heart races. This is what she has been shouting about! "I want to climb the steps," she says.

But...**STOP!**

The grown-ups think she's too young. "You can't do it."



Her Grandpa eases her wheelchair over the curb. Though the drop jolts Jennifer, she makes it to the building.

But...**STOP!**

The school says Jennifer doesn't belong there because she uses a wheelchair.



She slides out of her wheelchair, scoots along the sidewalk to the bottom of the stairway, and puts her hands on the first step. She hauls herself up. Tiny bits of dirt and rock dig into her skin. She drags herself up another step.

The crowd roars. Reporters surround her with cameras and microphones, recording her gutsy climb.

"I'll take all night if I have to," she vows. And she keeps heaving...hauling...dragging herself up those steps.

She keeps **GOING...**



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HOW COULD THE ADA AND THE IDEA HAVE HELPED JENNIFER? - ANSWER KEY

Review the illustrations below and identify the part of the ADA or IDEA that would have helped the “Stop” moment Jennifer has encountered. Cite the section number, provide the text of the law and restate the law in your own words next to each picture.

ADA: https://www.ada.gov/2010_regs.htm

IDEA: <https://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33&edition=prelim>

ADA: 28 CFR 35.151 New construction and alterations

(i) *Curb ramps.*

(1) Newly constructed or altered streets, roads, and highways must contain curb ramps or other sloped areas at any intersection having curbs or other barriers to entry from a street level pedestrian walkway.

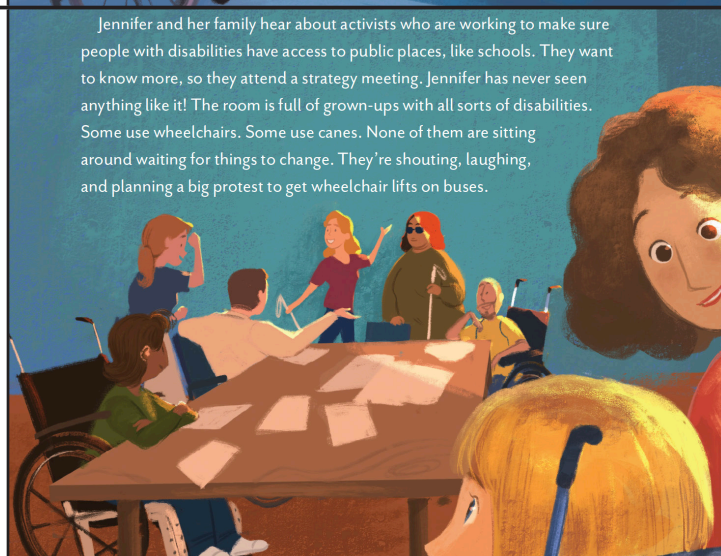
(2) Newly constructed or altered street level pedestrian walkways must contain curb ramps or other sloped areas at intersections to streets, roads, or highways



ADA Sec. 12142. Public entities operating fixed route systems

(A) *Purchase and lease of new vehicles*

(1) It shall be considered discrimination for purposes of section which operates a fixed route system to purchase or lease a new bus, a new rapid rail vehicle, a new light rail vehicle, or any other new vehicle to be used on such system, if the solicitation for such purchase or lease is made after the 30th day following July 26, 1990, and if such bus, rail vehicle, or other vehicle is not readily accessible to and usable by individuals with disabilities, including individuals who use wheelchairs.



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1404 IDEA 1404. Acquisition of equipment; construction or alteration of facilities (in schools)

(A) Purchase and lease of new vehicles

(1) It shall be considered discrimination for purposes of section which operates a fixed route system to purchase or lease a new bus, a new rapid rail vehicle, a new light rail vehicle, or any other new vehicle to be used on such system, if the solicitation for such purchase or lease is made after the 30th day following July 26, 1990, and if such bus, rail vehicle, or other vehicle is not readily accessible to and usable by individuals with disabilities, including individuals who use wheelchairs.

Finally, they reach the U.S. Capitol. But...**STOP!**

A mountain of steps block Jennifer and other people using wheelchairs from the building where Congress makes laws.

Grown-ups slide out of their wheelchairs and start pulling themselves up the steps. They will make sure members of Congress know they are here.

Jennifer's heart races. This is what she has been shouting about! "I want to climb the steps," she says.

But...**STOP!**

The grown-ups think she's too young. "You can't do it."



1 IDEA 412. State eligibility

(5) Least restrictive environment

(A) In general

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Her Grandpa eases her wheelchair over the curb. Though the drop jolts Jennifer, she makes it to the building.

But...**STOP!**

The school says Jennifer doesn't belong there because she uses a wheelchair.



ADA: 28 CFR 35.151 New construction and alterations

(1)

Each facility or part of a facility altered by, on behalf of, or for the use of a public entity in a manner that affects or could affect the usability of the facility or part of the facility shall, to the maximum extent feasible, be altered in such manner that the altered portion of the facility is readily accessible to and usable by individuals with disabilities, if the alteration was commenced after January 26, 1992.

She slides out of her wheelchair, scoots along the sidewalk to the bottom of the stairway, and puts her hands on the first step. She hauls herself up. Tiny bits of dirt and rock dig into her skin. She drags herself up another step.

The crowd roars. Reporters surround her with cameras and microphones, recording her gutsy climb.

"I'll take all night if I have to," she vows. And she keeps heaving...hauling...dragging herself up those steps.

She keeps **GOING...**

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REMARKS BY THE PRESIDENT ON THE AMERICANS WITH DISABILITIES ACT

<https://obamawhitehouse.archives.gov/the-press-office/2015/07/20/remarks-president-americans-disabilities-act>

1. When was this speech given? Who gave this speech?
2. Choose one person the president mentioned who “made the ADA the law of the land.” Describe their story and how they helped pass the ADA.
3. What does “institutionalizing people” mean?
4. How has the ADA helped more people work and earn a living?
5. Who is Fraser Robinson? How could the ADA have helped him?

REMARKS BY THE PRESIDENT ON THE AMERICANS WITH DISABILITIES ACT - ANSWER KEY

<https://obamawhitehouse.archives.gov/the-press-office/2015/07/20/remarks-president-americans-disabilities-act>

1. When was this speech given? Who gave this speech?

Barack Obama gave this speech on July 20th, 2015.

2. Choose one person the president mentioned who “made the ADA the law of the land.” Describe their story and how they helped pass the ADA.

One example (answers vary): Tony Coelho was not able to become a priest because he had epilepsy, so he became a congressional representative and helped pass the ADA.

3. What does “institutionalizing people” mean?

Isolating people with disabilities, keeping them apart from the rest of the community. This is now illegal.

4. How has the ADA helped more people work and earn a living?

The ADA has given people more access to skills training. Also, Obama signed an executive order requiring the federal government to hire more Americans with disabilities.

5. Who is Fraser Robinson? How could the ADA have helped him?

Fraser Robinson was Obama’s father in law. He had MS. Perhaps, if the ADA had been around during his life he could have gotten a motorized wheelchair and would have been able to go to more places, more easily. Ramps and accessible buildings also would have helped him.

Be sure to review the additional notes and resources included in the back of the book. These pages provide a great summary of the events surrounding the passing of the ADA, and some perspective on the Disability Rights Movement.

Visit the Common Core State Standards website to read about the individual standards listed in this guide:

<http://www.corestandards.org/ELA-Literacy/>

Internet Resources

ADA National Network: Information, Guidance and Training on the Americans with Disabilities Act

<https://adata.org/learn-about-ada>

IDEA: Individuals with Disabilities Education Act

<https://sites.ed.gov/idea/about-idea/>

1990 Americans with Disabilities Act Facts for Kids

<http://www.american-historama.org/1990-present-modern-era/americans-with-disabilities-act.htm>

Obama White House Archives: Remarks by the President on *The Americans With Disabilities Act* July 20, 2015

<https://obamawhitehouse.archives.gov/the-press-office/2015/07/20/remarks-president-americans-disabilities-act>

YouTube: Jennifer Keelan, 08 of 12: "Climbing the Capitol Steps for ADA" Interview

<https://youtu.be/kU9cDyqvH-g>

For Reference

Common Core State Standards Used

Reading: Informational Text GRADE 1 (RI)

Key Ideas and Details

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

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

1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

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

1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

1.7 Use the illustrations and details in a text to describe its key ideas.

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

Writing Standards Grade 1 (W)

Text Types and Purposes

1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Research to Build and Present Knowledge

1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Speaking and Listening Standards Grade 1 (SL)

Comprehension and Collaboration

1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Language Standards Grade 1 (L)

Vocabulary Acquisition and Use

1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- 1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading: Informational Text Grade 2

Key Ideas and Details

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

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

Integration of Knowledge and Ideas:

- 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.9 Compare and contrast the most important points presented by two texts on the same topic.

Writing Standards Grade 2 (W)

Text Types and Purposes

- 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Research to Build and Present Knowledge

- 2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Speaking and Listening Standards Grade 2 (SL)

Comprehension and Collaboration

- 2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

Presentation of Knowledge and Ideas

- 2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

Language Standards Grade 2 (L)

Vocabulary Acquisition and Use

- 2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Reading: Informational Text Grade 3 (RI)

Key Ideas and Details:

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

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

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

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).

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

Writing Standards GRADE 3 (W)

Text Types and Purposes

3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

Research to Build and Present Knowledge

3.7. Conduct short research projects that build knowledge about a topic.

Speaking and Listening Standards GRADE 3 (SL)

Comprehension and Collaboration

3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Presentation of Knowledge and Ideas

3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language Standards GRADE 3 (L)

Vocabulary Acquisition and Use

- 3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.5. Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Grade 4

Reading Standards for Informational Text Grade 4 (RI)

Key Ideas and Details

- 4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

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

Writing Standards Grade 4 (W)

Text Types and Purposes

4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Research to Build and Present Knowledge

4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Speaking and Listening Standards Grade 4 (SL)

Comprehension and Collaboration

4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Presentation of Knowledge and Ideas

4.4. Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language Standards Grade 4 (L)

Vocabulary Acquisition and Use

4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Grade 5

Reading Standards for Informational Text Grade 5 (RI)

Key Ideas and Details

- 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

- 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.
- 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.

Writing Standards Grade 5 (W)

Text Types and Purposes

- 5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- 5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Research to Build and Present Knowledge

5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

Speaking and Listening Standards Grade 5 (SL)

Comprehension and Collaboration

5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Presentation of Knowledge and Ideas

5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language Standards Grade 5 (L)

Vocabulary Acquisition and Use

5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.