Reading Literature (RL) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The Reading Literature Standard 1 focuses on students' ability to read closely and comprehend what a literary text says explicitly, as well as make logical inferences. It emphasizes citing specific textual evidence to support interpretations and conclusions. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 1 at a Glance:

- **Grades K-2**: Students learn to ask and answer questions about key details in stories they read or hear. They begin developing the skill of recalling information directly from the text to show understanding, laying the groundwork for citing evidence in later grades.
- **Grades 3-5**: Students deepen their work on Literature Standard 1 by learning to refer explicitly to the text when answering questions and making inferences. They are expected to use specific evidence from the text to support their understanding and analysis of literary elements.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, cite, type of text, evaluate, inference

Reading Literature Standard 1: Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
RL.K.1 With modeling, prompting and support, **ask and** answer questions about key details in a text.	**RL.1.1 Ask and answer** questions about key details in a text.	**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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
• With modeling, prompting and support, apply appropriate strategies before reading, viewing, or listening to a text. • Use prior knowledge and experiences to make connections to the text. • Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar topic. • Set a purpose for reading and identify type of text.	• Apply appropriate strategies before reading, viewing, or listening to a text. • Use prior knowledge and experiences to make connections to the text. • Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic. • Set a purpose for reading and identify type of text.	• Apply appropriate strategies before reading, viewing, or listening to a text. • Use prior knowledge and experiences to make and explain connections to the text. • Make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic. • Set a purpose for reading and identify type of text.

Reading Literature (RL) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

The Reading Literature Standard 2 emphasizes identifying and analyzing the central theme or message of a literary text. Over time, students learn to summarize the text and explain how key details contribute to the development of the theme, moral, or message over the course of the narrative. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 2 at a Glance:

- **Grades K-2**: Students use prior knowledge and information from the text to deepen their understanding of the informational text. They retell key ideas from the text, summarize, make inferences, paraphrase, and make connections to personal experiences.
- **Grades 3-5**: Students ask deeper questions to clarify meaning and explore ideas, use increasingly complex text features to get meaning from the text. Students paraphrase and summarize more frequently, make and adjust predictions, and provide text-based evidence in discussions and writing.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, making inferences, paraphrasing, citing textual evidence, main idea, text structure, retell, text support, main topic, theme

Reading Literature Standard 2: Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
RL.K.2 With modeling, prompting and support, retell **familiar** stories, **including key details.**	**RL.1.2** Retell stories, including key details, and **demonstrate understanding of their central message, lesson, or moral**.	RL.2.2 Retell/Recount stories, including **fables and folktales from diverse cultures,** and **determine** their central message, lesson, or moral.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
• Retell story events in a logical sequence. • Identify the elements of a story, (e.g., characters, setting, problem, and solution). • Identify key details in literary text.	• Retell story events in a logical sequence. • Identify the elements of a story, (e.g., characters, setting, problem, and solution). • Identify key details in literary text. • Analyze key details to determine the central message or lesson in literary text. • Describe people, places, things, and events with relevant details. • Expressing ideas and feelings clearly. • Demonstrate command of the conventions of standard English grammar and usage when speaking.	• Retell story events in sequential order. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading Literature (RL) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

The Reading Literature Standard 3 emphasizes understanding main topics and ideas supported by key text details to understand relationships among historical events, ideas, and concepts. This Standard is paired with:

- Reading Literature Standards
- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 3 at a Glance:

- **Grades K-2:** Students retell two events, ideas, or pieces of information, or identify two individuals in a text. They explain relationships between two individuals, events, ideas, or pieces of information (e.g., compare/ contrast, cause/effect). Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **Grades 3-5:** As students move through the intermediate (Grades 3 – 5) grade levels, they will describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, making inferences, citing textual evidence, main idea, text structure, retell, text support

Reading Literature Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
RL.K.3 With <u>modeling</u>, prompting and support, identify characters, settings, and major events in a story.	**RL.1.3 Describe** characters, settings, and major events in a story, **using key details**.	**RL.2.3** Describe **how characters in a story respond to major events and challenges**.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
• Access prior knowledge and experiences in order to identify and discuss how personal experiences, events and individuals in their own lives are similar and different from the text. • Demonstrate an understanding of the terms: character, setting, major events.	• Identify the elements in a story, including characters and the setting. • Identify key details in a story. • Retell the events in a story in a logical sequence. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• Draw conclusions about characters in a story to determine their traits. • Identify major events and challenges in the text. • Identify cause/effect relationships between characters and major story events and challenges in a text. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Reading Literature (RL) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

The Reading Literature Standard 4 emphasizes vocabulary development and word meaning strategies. Students learn to understand words and phrases in context- whether technical, figurative, or everyday language. Students learn how word choices shape meaning or tone in a text. Students begin to notice how language adds meaning or emotion to writing. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 4 at a Glance:

- **Grades K-2:** Students ask and answer questions to figure out word meanings. They determine the meanings of words and phrases in texts related to familiar topics (like science or social studies). Students Identify unfamiliar words and try to understand them using what they already know. They may also utilize the context of their reading to determine unknown word meanings.
- **Grades 3-5:** As students advance in to Grades 3-5, they are able to determine meanings of general academic vocabulary and subject-specific words. They use what they are learning about morphology (how parts of words like root words and affixes relate to other words) to grow their vocabulary. Students come to understand figurative language and use other resources like glossaries and dictionaries to determine the meaning of unknown words. They make real-life connections to word meanings (e.g., understanding "helpful" by thinking of a helpful person). Students also begin to distinguish shades of meaning and use this knowledge to communicate ideas.

Key Words/Terms: Context, academic vocabulary, tone, morphology, root word, affixes, figurative language, determine meaning, clarify, context clues, vocabulary in context

Reading Literature Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
RL.K.4 Ask and answer questions about unknown words in a text.	**RL.1.4 Identify words and phrases** in **stories** or **poems that suggest feelings** or **appeal to the senses.**	**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.**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
• With prompting and support, use text and illustrations to identify meaning of unknown words. • Understand relationship between words and feelings. • Explain how text features contribute to the meaning of a story. • Identify real-life connections between words and their use (e.g., note places at school that are colorful).	• Use sentence-level context as a clue to the meaning of a word or phrase. • Use text and illustrations to identify words or phrases that create a feeling or connect with the senses. • Identify real-life connections between words and their use (e.g., note places at home that are cozy).	• Identify literary elements such as rhyme, rhythm, repetition, and alliteration in poems, stories, and songs presented in a variety of formats. • Explain how repetition supplies rhythm and meaning in a story, poem, or song.

Reading Literature (RL) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

The Reading Literature Standard 5 emphasizes how texts are organized and how parts of a text—like sentences, paragraphs, or sections—work together to support understanding. They also learn to use text features (like bold words, headings, or links) to find and understand information efficiently. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 5 at a Glance:

- **Grades K-2:** Students recognize and use basic text features (e.g., captions, bold print, glossaries, indexes, icons). They use text features to locate key facts or information quickly. Students develop their understanding of why certain features are used (e.g., a heading shows what a section is about).
- **Grades 3-5:** As students advance in to Grades 3-5, they identify and explain different types of text features and determine the purpose of using each feature. They choose the right text feature for a specific task, and search tools and keywords to find information quickly. Students explain how text features help clarify meaning.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), informational aids (sidebars, glossaries), digital features (hyperlinks, menus)

Reading Literature Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	**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.2.5 Describe the overall structure** of a story, **including describing how the beginning introduces the story and the ending concludes the action.**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
• Discuss characteristics of different genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction). • Compare different versions of the same story, rhyme, or traditional tale. • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Identify similarities and differences between fiction and nonfiction texts. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Retell a story using sequencing words (e.g., first, so, then, next, after that, finally) to describe beginning to end. • Use knowledge of language and its conventions when writing or speaking.

Reading Literature (RL) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

The Reading Literature Standard 6 blends author's purpose, point of view, visual literacy, and comprehension skills. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 6 at a Glance:

- **Grades K-2:** Students identify the author's purpose and draw generalization.
- **Grades 3-5:** As students move through the grade levels, they will be able to assess how point of view or purpose shape texts.

Key Words/Terms: text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), informational aids (sidebars, glossaries), digital features (hyperlinks, menus), distinguish, main purpose, point of view, author's purpose, perspective, illustration

Reading Literature Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
RL.K.6 With modeling, prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL.1.6 Identify who is telling the story at various points in a text.	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
• With prompting and support, identify the role of (and use the terms) authors and illustrator.	• Define the role of the narrator of a story. • Use knowledge of characters and story events to determine who is telling the story at various points in a text.	• Explain who is telling a story. • Compare and contrast different points of view of characters in a story. • Demonstrate appropriate fluency and adjust speech to represent different points of view when reading dialogue aloud.

Reading Literature (RL) Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

The Reading Literature Standard 7 encourages students to integrate and evaluate content presented in various formats (such as text, images, and multimedia). Students analyze how visual elements or other media complement and enhance the text's meaning and themes. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 7 at a Glance:

- **Grades K-2:** Students begin to identify the relationship between text and illustrations, understanding how pictures help convey the story's meaning.
- **Grades 3-5:** Students examine how text, illustrations, photographs, or multimedia work with the text to develop the theme or clarify meanings in stories.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), informational aids (sidebars, glossaries), digital features (hyperlinks, menus)

Reading Literature Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
RL.K.7 With modeling, 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.1.7** Use illustrations **and details** in a story **to describe its characters, setting, or events.**	**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.**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
• With modeling, prompting and support, describe the illustrations in a story with relevant details. • Explain how illustrations contribute to understanding a story. • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Explain the connection between the illustrations and words in a story. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Describe how text features, specifically illustrations, aid in understanding of a text. • Create audio recordings or add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. • Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

Reading Literature Standard 8 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
Not Applicable to Literature		

Reading Literature (RL) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The Reading Literature Standard 9 emphasizes analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. The Standard emphasizes comparative analysis, synthesis, and media comprehension. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 9 at a Glance:

- **Grades K-2:** Students begin by reading about and discussing similar topics. By Grade 2, students are comparing themes and selecting important details and key points to support their comparisons.
- **Grades 3-5:** As students move through the elementary grades, their depth of comparison becomes more sophisticated. Students increasingly use multiple modalities with the same theme or subject matter to compare information on a topic, and to determine their own stance on the topic.

Key Words/Terms: Themes, comparative analysis, synthesis, media comprehension, modalities

Reading Literature Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
RL.K.9 With prompting, <u>modeling,</u> and support, compare and contrast the adventures and experiences of characters in familiar stories.	**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.	**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. Identify common themes in stories or poems.**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
- With modeling, prompting and support, explore/discuss story elements, including character(s) and events discuss what characters do and say in a familiar story. - Recognize that characters have unique adventures and experiences. - Compare characters, including their experiences and actions.	- Identify characters and events in stories. - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. - Identify likenesses and differences between characters and events in stories. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	- Listen to, read, and discuss two or more versions of the same story by different authors or from different cultures. - Identify likenesses and differences between characters, settings, and events in two or more versions of the same story. - Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. - Use knowledge of language and its conventions when writing or speaking.

Reading Literature (RL) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

The Reading Literature Standard 10 sets guidelines for the general grade-level reading expectations found in Appendix A of the College and Career Readiness Standards. It emphasizes students' ability to read and comprehend a range of literature—including stories, dramas, and poems—at appropriate levels of complexity, with increasing independence and proficiency over time. :

Reading Literature Standard 10 at a Glance:

- **Grades K-2:** Students listen to, read, and comprehend literary text including stories, dramas, and poems—at appropriate levels of complexity, with increasing independence and proficiency over time. Students will steadily increase complexity in the kindergarten through grade 2 text complexity bands. Students will participate in collaborative conversations about texts with peers and adults in both small and large groups. By the end of the school year, students read literary texts appropriately complex for each grade level.
- **Grades 3-5:** As students move through the elementary grades, they will continue to listen to, read, and comprehend literary texts of steadily increasing complexity within the 3-5 text complexity band proficiently. Students will regularly read literary within the grades 3-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Words/Terms: Text complexity bands, collaborative conversations, text features, scaffolding

Reading Literature Standards 10 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
RL.K.10 With prompting, modeling, and support, read literary texts appropriately complex **for kindergarten.**	**RL.1.10 With** prompting, modeling, and support, read literary text, prose and poetry of appropriate complexity for **grade 1.**	**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.**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
• With prompting and support, read a variety of self-selected and assigned informational texts representing diverse cultures, perspectives, ethnicities, and time periods. • Read and comprehend literary text of steadily increasing complexity. • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	• Read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods. • Read and comprehend literary text of steadily increasing complexity. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	• Read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods. • Read and comprehend literary text of steadily increasing complexity. • Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Use self-selected literary texts to explore personal interests and learn about themselves as readers.

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
		• Set personal goals and conference regularly with adults to improve reading.

How is it ASSESSED?

State Assessment: **Coming Soon!**

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