

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.

Reading Literature Standard 1 emphasizes reading closely, making inferences, and citing textual evidence. Reading Literary Standard 1 emphasizes reading closely, making inferences, and citing textual evidence. 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 1	Grade Levels: Grade 2	Next Progression: Grade 3
RL.1.1 Ask and answer questions about key details in a text.	RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how to demonstrate understanding</i> of key details in a text.	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
• 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.	• Determine main ideas of portions of the text. • Periodically restate, retell, paraphrase, and/or summarize • Connect ideas within the text. • Determine and explain the main idea (explicit or inferred) of the text. • Summarize the text. • Identify what is directly stated in the text. • Draw inferences and conclusions from the text.

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
		• Confirm, refute, and/or make predictions about the text. • Connect prior knowledge or experience to the text. • Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand. • Select relevant textual evidence when responding either orally or in writing to text-specific questions.

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 1	Grade Levels: Grade 2	Next Progression: Grade 3
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.	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
- 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.	- 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.	- Identify and distinguish among literary texts, including types of stories, poems, and plays. - Restate, retell, paraphrase, and/or summarize the text and/or parts of the text either orally or in writing. - Differentiate between key and minor details and events from the beginning, middle, and end of a literary text. - Identify and explain the elements of a story (e.g., character(s), setting,

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
- Expressing ideas and feelings clearly. - Demonstrate command of the conventions of standard English grammar and usage when speaking.		problem, solution, sequence of events). - Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect. - Analyze details and events in a literary text to determine a message, lesson, or moral. - Differentiate between a main idea and a central message, lesson, or moral. - Connect appropriate key details to determine how the author conveys a theme.

Reading Literature (RL) Anchor Standard 3:

Analyze how and why individuals, events, and ideas develop and interact over the course of text.

The Reading Informational 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, cite, type of text, evaluate, inference

Reading Literature Standard 3 Desired Student Performance

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
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.	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
- 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.	- Draw conclusions and make inferences about characters, referring to the text for support. - Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships.

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 Informational 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, 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 1	Grade Levels: Grade 2	Next Progression: Grade 3
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.	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
• 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.	• 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 affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). • Use a known root word as a clue to the meaning of an unknown word with the same root word (e.g., company, companion)

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
		• Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps) • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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), and digital features (hyperlinks, menus)

Reading Literature Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
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.	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
- 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.	- Apply academic and domain-specific vocabulary when writing or speaking about the structure of a specific type of literary text (e.g., chapter, scene, stanza). - Explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution)

Reading Literature (RL) Anchor Standard 6:

Assess how point of view or purpose shapes the content and style of a text.

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

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, illustrations

Reading Literature Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
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.	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
- 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.	- Analyze the narrator as a character (e.g., the narrator's feelings about the characters, setting, events). - Analyze characters and distinguish them from the narrator. - Apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story.

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

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), and digital features (hyperlinks, menus)

Reading Literature Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
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.	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).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
- Explain the connection between the illustrations and the details of a story. - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. - Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings. - Demonstrate command of the conventions of standard English	- 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.	- Apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story. - Support inferences about the relationship between text features with relevant textual evidence.

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
grammar and usage when writing or speaking.		

Reading Literature (RL) Anchor Standard 8:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
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 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

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 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 1	Grade Levels: Grade 2	Next Progression: Grades 3
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.	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).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
- 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	- 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.	- Apply skills from CCSS RL.3. 1-7 to 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). - Support inferences about the relationship between text features with relevant textual evidence.

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
grammar and usage when writing or speaking.	• 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

Literature Standard 10 at a Glance: 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.

- **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 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 Standard 10 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
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.	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 .

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
- 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	- 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	- Demonstrate understanding of a wide variety of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods. - Demonstrate understanding of assigned literary texts of steadily increasing complexity. - Use self-selected literary texts to explore personal interests and learn about themselves as readers.

Pre-Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
texts with peers and adults in small and larger groups.	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.	• Set personal goals and conference regularly with adults to improve reading.