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 refer explicitly to text to explain their understanding, ask and answer questions and make inferences. Students use specific evidence to support their understanding and analysis of literary elements. They determine themes/central ideas and describe characters in detail. They explore word meanings, phrases, and figurative language, as well as compare and contrast themes, settings, and story plots.

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 2	Grade Levels: Grade 3	Next Progression: Grade 4
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.	**RL.3.1** Ask and answer **questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	**RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text**.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• 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.	• Determine main ideas of portions of the text. • Periodically restate, retell, paraphrase, summarize, and/or synthesize information. • Connect ideas within the text. • Make, confirm, and/or modify questions, inferences, and predictions. • Determine and explain main ideas (explicit or inferred) of the text. • Summarize the text.

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• **Listen, ask, and answer questions as appropriate.** • **Engage in conversations to facilitate recall of details in order to ask and answer questions about the text.** • **Respond to text, recalling details through discussions, dramatizing, drawing, and/or writing.** • **Listen, ask, and answer questions as appropriate.** • **Engage in conversations to facilitate recall of details in order to ask and answer questions about the text.** • **Respond to text, recalling details through discussions, dramatizing, drawing, and/or writing.**	• 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.	• Explain what is directly stated in the text by citing specific details and examples from the text. • Explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text. • Synthesize information and ideas. • 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 only 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 2	Grade Levels: Grade 3	Next Progression: Grade 4
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.**	**RL.4.2 Summarize the text; determine the theme** of a story, **drama, or poem** from details in the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• 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,	• Analyze narrative elements of the text, including character(s), setting, and plot. • Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect. • Analyze details about characters, setting, and plot in a literary text to infer a theme. • Differentiate between a topic and a theme.

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	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.	• Differentiate between a literary theme and a message, lesson, or moral. • Connect key details in a literary text to explain how the author, poet, or playwright 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 focuses on students' ability to analyze how characters, events, and ideas develop and interact over the course of a literary text. It encourages understanding of narrative structure, character motivation, and plot development to deepen literary analysis. This Standard is paired with:

- 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:** Students analyze how characters respond to challenges, how events unfold, and how characters contribute to the development of the plot.

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 2	Grade Levels: Grade 3	Next Progression: Grade 4
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.**	**RL.4.3** Describe **in depth** a character, setting, or event in a story or drama **to explain the impact on the plot**, drawing on specific details in the text **(e.g., a character's thoughts, words, or actions)**.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• 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,	• 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.	• Analyze the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters. • Analyze the setting or an aspect of the setting (e.g. time, place, historical backdrop, and determine its contribution to the mood and/or the plot). • Analyze a specific event and determine its relationship to other

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
speaking audibly in coherent sentences.		story elements (e.g., setting, characters, mood).

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:** Students determine the meaning of words and phrases, including those with figurative language, and begin analyzing how language shapes tone and mood

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 2	Grade Levels: Grade 3	Next Progression: Grade 4
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.**	**RL.4.4** Determine the meaning of words and phrases as they are used in a text, **including those that allude to significant characters found in mythology** (e.g., Herculean).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• 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 (e.g., company, companion).	• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • Explain the meaning of figurative language, including simple similes and metaphors (e.g., as pretty as a picture) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. (See CCSS L.4.5b.) • Differentiate between denotation and connotation.

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	• 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).	• Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • Apply an understanding of the term allusion by Identifying and explaining mythological allusions found in literature in the grades 4–5 text complexity band. • Analyze how word choice affects meaning.

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 focuses on students' ability to analyze the structure of literary texts, including how specific parts (such as chapters, scenes, or stanzas) relate to each other and contribute to the overall meaning, mood, or theme. Students learn 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 examine how a particular section of a text contributes to the development of setting, plot, or theme. 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 2	Grade Levels: Grade 3	Next Progression: Grades 4
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.	**RL.4.5 Explain major differences** between poems, drama, and prose**, and refer to the structural elements** of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) **when writing or speaking about a text.**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• 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).	• Apply academic and domain-specific vocabulary when writing or speaking about a literary genre and its specific structure (e.g., chapter, scene, stanza). • Analyze the details and events in structural elements of a literary text (e.g., chapters, scenes, stanzas, of stories, dramas, and poems).

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. Students begin to distinguish between their own point of view and that of the narrator or characters, understanding how perspective influences storytelling.

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 2	Grade Levels: Grade 3	Next Progression: Grades 4
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**.**	**RL.4.6 Compare and contrast the point of view** from which different stories are narrated, including the difference between first- and third-person narrations.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• 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.	• Apply an understanding of point of view as a literary term. • Analyze word choice to determine the point of view of a literary text, (e.g., 1st person, 3rd person narration). • Describe the narrator's relationship to the characters. • Compare and contrast a 1st person narrative with a 3rd person narrative.

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.

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 2	Grade Levels: Grade 3	Next Progression: Grades 4
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).	**RL.4.7 Make connections** between the text of a story or drama and a visual or oral presentation of the text**, identifying** where each version reflects specific descriptions and directions in the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• 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.	• Compare and contrast a visual or oral presentation of a text (e.g., a film, live performance, etc.) to its print version, noting specific instances of similarity and/or difference. • Support inferences and conclusions with relevant textual evidence.

Reading Literature (RL) Anchor Standard 8:

Pre-Requisite Skills: Grade 2	Grade Level: Grade 3	Next Progression: Grade 4
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:** 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. Students compare and contrast themes, settings, and plots of stories within the same genre or by the same author, noting how authors develop similar topics.

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

Reading Literature Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
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).**	**RL.4.9** Compare and contrast the **treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest)** in stories, **myths,** and **traditional literature** from different cultures.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• 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.	• Determine patterns in topics, themes, and events in various works of literature. • Apply skills from CCSS RL.4.1-7 to compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• Use knowledge of language and its conventions when writing or speaking.		• Support inferences about the relationship between text features with relevant textual evidence.

Reading Literature (RL) Anchor Standard 10:

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Literature Standard 10 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 10 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 10 Desired Student Performance:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
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.**	**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the **grades 4–5 text complexity band** proficiently, with scaffolding as needed at the high end of the range.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• 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.	• With scaffolding as needed, 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 2	Grade Levels: Grade 3	Next Progression: Grades 4
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.**	• Set personal goals and conference regularly with adults to improve reading.	• Set personal goals and conference regularly with adults to improve reading.