

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 emphasizes reading closely, making inferences, and citing textual evidence. The 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 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.
- **Grades 6-8:** Students provide strong and relevant textual evidence to support explicit understanding and inferences drawn from text. They determine themes/central ideas and analyze how elements of a story or drama interact. Students examine how word choices shape meaning or tone, and analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.

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

Reading Literature Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade 4	Grade Level: Grade 5	Next Progression: Grade 6
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.	RL.5.1 Cite multiple pieces of textual evidence accurately when explaining what the text says explicitly and when drawing inferences from the text.	RL.6.1 Cite multiple pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
- 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.	- Determine and state multiple pieces of evidence that confirms the important ideas and messages of a literary text. - Determine and explain main ideas (explicit or inferred) of the text. - Summarize the text. - 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.	- Determine and state multiple pieces of evidence that confirms the important ideas and messages of a literary text. - Identify evidence to suggest logically what might be true about characters, setting, plot, etc.

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
• 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.	• Synthesize information and ideas. • Determine when best to paraphrase and when best to quote directly 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 focuses on students' ability to identify and analyze themes or central ideas in literary texts. It also emphasizes summarizing texts and understanding how specific details contribute to the development of those themes or ideas over time. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 2 at a Glance

- **Grades 3-5:** Students determine the theme, moral, or central message and summarize the text, explaining how details help develop the theme.
- **Grades 6-8:** Students analyze how a theme develops across a text and provide an objective summary that reflects that development.

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, main topic, theme

Reading Literature Standard 2 Desired Student Performance

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
RL.4.2 Summarize the text; determine the theme of a story, drama, or poem from details in the text.	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
- 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.	- Analyze details about characters, setting, and plot in a literary text to infer a theme. - Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem. - Analyze the conflicts encountered by the characters in a literary text, including how characters respond to those conflicts. - Analyze the development of the plot, including exposition, rising action, climax, falling action,	- State or compose a summary that includes events from the beginning, middle, and end of a text. - Use significant details of characterization and/or plot development, repeated words, ideas, and/or symbols as clues to theme. - Connect conclusions about character/s, plot, and/or symbols to determine theme.

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
• 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.	denouement/conclusion, as well as subplots. • Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme. • Use a variety of transition words to convey sequence. • Summarize a literary text either orally or in writing, including key events from the beginning, middle, and end of the text.	• Present details to accentuate support of main ideas or themes. • Distinguish between subjective and objective summaries. • Paraphrase significant events or details from a text. • Review key ideas expressed through paraphrasing. • Use a variety of transition words to convey sequence.

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 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 3-5:** Students analyze how characters respond to challenges, how events unfold, and how characters contribute to the development of the plot.
- **Grades 6-8:** Students analyze how particular elements of a story or drama interact, such as how characters shape the plot or how setting influences events.

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

Reading Literature Standard 3 Desired Student Performance

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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).	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) .	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
- 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	- Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot. - Analyze similarities and differences among different settings, focusing on how they affect the mood and the plot. - Analyze similarities and differences among different events, focusing on how they affect the characters, mood, and plot.	- Apply the elements of characterization in a description of character development. - Apply the basic elements of plot structure in a description of a story's plot. - Apply the basic elements of plot structure and drama structure in a description of a drama's plot. - Use a variety of transition words to convey sequence.

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
story elements (e.g., setting, characters, mood).		• Use precise words and descriptive details to convey events. • Give a conclusion that follows from events.

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 (RL) Anchor Standard 4 emphasizes students' ability to interpret the meaning of words and phrases as they are used in a text, especially figurative and connotative language. It also involves analyzing how language choices contribute to a text's meaning and tone. This Standard is paired with:

- Writing Standards
- Language Standards

Reading Informational Standard 4 at a Glance:

- **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.
- **Grades 6-8:** Students analyze the impact of specific word choices, including figurative and connotative meanings, and explore how these choices influence meaning and tone.

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 4	Grade Levels: Grade 5	Next Progression: Grade 6
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).	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
• 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. (See CCSS L.4.5a.) • Recognize and explain the meaning of common idioms, adages, and proverbs. (See CCSS L.4.5b.)	• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). • Interpret figurative language, including similes and metaphors, in context.	• Use evidence from a literary text to support analysis of word choice. • Examine the author's word choice as an indicator of tone. • Use the author's word choice as an indicator of tone. • Use context as a clue to the meaning of words and phrases. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
• Differentiate between denotation and connotation. • 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.	• Recognize and explain the meaning of common idioms, adages, and proverbs. • Explain the difference between the denotation and the connotation of a specific word. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Interpret literary and mythological allusions found in literature in the grades 4-5 text complexity band. • Analyze how word choice affects meaning. • 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 in context.	• Verify an inferred meaning of a word or phrase in a dictionary. • Demonstrate an understanding of figurative language and connotation.

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 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.
- **Grades 6-8:** Students examine how a particular section of a text contributes to the development of setting, plot, or theme, gaining insight into narrative structure and pacing.

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 4	Grade Levels: Grade 5	Next Progression: Grades 6
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.	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
• 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). • Apply academic and domain-specific vocabulary when writing or speaking about a literary genre	• Apply academic and domain-specific vocabulary when writing or speaking about literary genres and their 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). • Draw conclusions about the relationships between and among structural elements (e.g.,	• Demonstrate an understanding of the structure of novels, dramas, and poetry. • Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure. • Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
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)	foreshadowing, flashback, motifs carried over from one section of a text to another).	the plot, setting, or theme of a literary text. - Determine how a theme is relayed through particular details in a literary text. - Use evidence from literary texts to support analysis of text structure. - Describe how a literary text develops in a series of episodes. - Use knowledge of narrative techniques as a means to comprehend events in literary texts.

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 centers on students' ability to analyze how point of view and purpose shape a text, including how an author develops a narrator's or speaker's perspective and how that influences the reader's understanding. The Standard 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 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.
- **Grades 6-8:** Students analyze how differences in point of view create effects such as suspense or humor, and how the narrator's perspective shapes the content.

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 4	Grade Level: Grade 5	Next Progression: Grade 6
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.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
• 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.	• Analyze word choice to determine the point of view of a literary text, including the way in which the narrator tells the story (e.g., in an amusing way, in a serious way, etc.). • Explain the effect of the narrator's or the speaker's point of view on other elements of the text (e.g., events, characters, etc.).	• Apply knowledge of the different types of point of view to a text. • Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns.

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 3-5:** Students examine how text, illustrations, photographs, or multimedia work with the text to develop the theme or clarify meanings in stories.
- **Grades 6-8:** Students analyze how visual elements and multimedia (such as videos or graphic organizers) interact with the text, deepening their understanding of the story or poem.

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)

Literature Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 4	Grade Level: Grade 5	Next Progression: Grade 6
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.	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
- 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.	- Determine the specific elements of visual and multimedia texts (e.g., color, sound, layout, etc.). - Differentiate tone from mood. - Analyze the effect of the elements of visual and multimedia texts (e.g., use of color, sound, movement, gestures, etc.) on meaning, tone, or beauty. - Support inferences and conclusions with relevant textual evidence.	- Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text. - Compare the reading a literary text versus listening to or viewing a dramatization of a literary text. - Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
		sights and sounds from a literary text. • Support ideas with relevant evidence. • Use evidence from literary texts to support reflection. • Use details presented in diverse media and formats.

Literature Anchor Standard 8:

Pre-Requisite Skills: Grade 4	Grade Level: Grade 5	Next Progression: Grade 6
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 focuses on students' ability to compare and contrast texts, particularly how different authors, genres, or cultural backgrounds approach similar themes, topics, or literary elements. It encourages cross-text analysis to deepen understanding of 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 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.
- **Grades 6-8:** 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: Cross-text analysis, theme, comparative analysis, synthesis, and media comprehension

Reading Literature Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
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.	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
- 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.	- Apply skills to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. - Support inferences about the relationship between text features with relevant textual evidence.	- Compare texts addressing comparable topics, ideas, or themes but written in different genres. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - Use evidence from literary texts to support analysis. - Present findings using pertinent details.

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
Support inferences about the relationship between text features with relevant textual evidence.		

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 general grade-level reading expectations found in Appendix A of the College and Career Readiness Standards. It addresses the types of books students should be exposed to, as well as how text complexity increases as students move through the grade level bands. Standard 9 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. This Standard is paired with:

- Speaking and Listening Standards

Reading Literature Standard 10 at a Glance:

- **Grades 3-5:** As students move through the elementary grades, they will continue to listen to, read, and comprehend informational texts of steadily increasing complexity within the 3-5 text complexity band proficiently. Students will regularly read informational texts including history/social studies, science, and technical texts within the grades 3-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **Grades 6-8:** Students continue to read and comprehend increasingly complex literary texts independently, preparing for more analytical engagement with text. Students will regularly read literary within the grades 6-8 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

Reading Literature Standard 10 Desired Student Performance:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
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.	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4– 5 text complexity band independently and proficiently.	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
- 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.	- 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 both to explore personal interests and challenge themselves as readers.	- Adjust strategies as necessary for reading a self-selected and assigned range of grade- appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. - Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.

Pre-Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
Set personal goals and conference regularly with adults to improve reading.	Set personal goals and conference regularly with adults to improve reading.	