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. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 1 at a Glance:

- **Pre-Kindergarten:** Students learn to answer questions and participate in discussions about text.
- **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.

Reading Literature Standard 1 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RL.PK.1 With modeling, prompting and support, answer questions about details in a text.	**RL.K.1** With modeling, prompting and support, **ask and** answer questions about key details in a text.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Listen to a wide variety of literary texts from a wide variety of cultures related to personal interests. • Use prior knowledge and experiences to make connections to literary text. • Make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs and/or text. • Listen, ask, and answer questions as appropriate. • Engage in conversations to facilitate recall of details in order to answer questions about the text. • Respond to text, recalling details through discussions, dramatizing, drawing and/or writing.	• With modeling, prompting and support, apply appropriate strategies before reading, viewing, or listening to a text. • Use prior knowledge and experiences to make connections to the text. • Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar topic. • Set a purpose for reading and identify type of text. • With prompting and support, apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text. • Recall and discuss what is understood.

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
	• Identify and question what did not make sense. • Make, confirm, or adjust predictions. • Look back through the text for connections between topics, events, characters, and actions in stories to specific life experiences. • With prompting and support, demonstrate understanding after reading, viewing, or listening to a text. • With prompting and support, participate actively and appropriately in discussions about literary text. • With prompting and support, respond to questions about text by speaking, dramatizing, or writing, including the use of technology.

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.

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

Pre-Kindergarten: Students retell familiar stories/poems.

Grades K-2: Students retell key ideas from the text, and demonstrate understanding of the central message, lesson, or moral of a story.

Reading Literature Standard 2 Desired Student Performance

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RL.PK.2 With modeling, prompting, and support, retell familiar stories/poems.	**RL.K.2** With modeling, prompting and support, retell familiar stories, **including key details.**

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Listen to and discuss a wide variety of literary texts (plays, stories and poems) representing diverse cultures, perspectives and ethnicities. • Determine the important ideas and messages in literary texts. • Identify the beginning, middle and end of text. • Retell the story or part of the story in an appropriate sequence.	Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities. Identify the elements of a story, (e.g., characters, setting, problem, and solution). Identify key details in literary text. Retell story events in a logical sequence.

Reading Literature (RL) Anchor Standard 3:

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

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:

Pre-Kindergarten: Students identify characters, settings, and major events in a story.

Grades K-2: Students describe characters, settings, and major events in a story with key details. They are able to explain how characters respond to major events.

Reading Literature Standard 3 Desired Student Performance

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RL.PK.3 With modeling, prompting, and support, identify characters, settings, and major events in a story.	**RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Understand the terms “character” and “setting.” • Identify characters, setting, and major events in a story through the use of dramatization, puppets, discussion, writing, drawing, etc. • Access prior knowledge and experiences in order to identify and discuss how personal experiences with family and community are similar and different from the text.	• Demonstrate an understanding of the terms: character, setting, major events. • Identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, developmentally appropriate writing, drawing, etc.

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.

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 notice how language adds meaning or emotion to writing. This Standard is paired with:

Writing Standards

Language Standards

Speaking and Listening Standards

Reading Literature Standard 4 at a Glance:

Pre-Kindergarten: Students answer questions about unknown words in stories and poems.

Grades K-2: Students ask and answer questions to figure out word meanings. They identify words and phrases that suggest feelings or appeal to the senses. They describe how words supply rhythm and meaning in a story, poem, or song.

Reading Literature Standard 4 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RL.PK.4 With modeling, prompting, and support, answer questions about unknown words in stories and poems.	**RL.K.4 Ask** and answer questions about unknown words **in a text.**

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Activate prior knowledge and experiences to determine the meaning of unknown words. • Use text from Read Alouds as well as illustrations to identify meanings of unknown words.	• With prompting and support, use text and illustrations to identify the meaning of unknown words. • Understand the relationship between words and feelings. • Explain how text features contribute to the meaning of a story. • Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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.

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. This Standard is paired with:

Writing Standards

Language Standards

Speaking and Listening Standards

Reading Literature Standard 5 at a Glance:

Pre-kindergarten: Students gain exposure to common types of literary texts (e.g., storybooks, poems.)

Grades K-2: Students recognize the difference between literary and informational texts. They describe the overall structure of a story, demonstrating an understanding that the beginning introduces the characters, setting, and situation, and the ending concludes the action.

Reading Literature Standard 5 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RL.PK.5 Gain exposure to common types of literary texts (e.g., storybooks, poems).	**RL.K.5 Recognize common types of texts** (e.g., storybooks, poems).

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Explore/discuss different types/genres of literary text (e.g., stories, poetry, drama, nursery rhymes, traditional tales) representing diverse cultures, perspectives, and ethnicities. • Compare different versions of the same story, rhyme, or traditional tale.	• Discuss characteristics of different genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction). • Compare different versions of the same story, rhyme, or traditional tale.

Reading Literature (RL) Anchor Standard 6:

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

Reading Literature Standard 6 centers on students' ability to identify and analyze literary point of view and the perspective of characters within a literary text in order to strengthen understanding of the overall meaning and style of the text. This Standard is paired with:

Writing Standards

Language Standards

Speaking and Listening Standards

Reading Literature Standard 6 at a Glance:

Pre-kindergarten: Students identify the role of the author and the illustrator.

Grades K-2: Students identify who is telling the story in a narrative text, and they understand that various characters may have different points of view.

Literature Standard 6 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RL.PK.6 With modeling, prompting, and support, identify the role of author and illustrator.	**RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Name the author and illustrator. • Explain the role of the author and illustrator.	• With prompting and support, identify the role of (and use the terms) authors and illustrator.

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.

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:

Pre-kindergarten: Students tell how the illustrations support the story.

Grades K-2: Students begin to identify the relationship between text and illustrations, understanding how pictures help convey the story's meaning.

Literature Standard 7 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RL.PK.7 With modeling, prompting and support, tell how the illustrations support the story.	**RL.K.7** With prompting and support, **describe the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).**

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Examine the illustrations in a story. • Discuss how the details in the illustrations contribute to understanding.	• With modeling, prompting and support, describe the illustrations in a story with relevant details. • Explain how illustrations contribute to understanding a story.

Reading Literature (RL) Anchor Standard 8:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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.

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

Writing Standards

Language Standards

Speaking and Listening Standards

Reading Literature Standard 9 at a Glance:

Pre-kindergarten: Students compare adventures and experiences of characters in familiar stories.

Grades K-2: Students begin by comparing and contrasting characters and stories. By Grade 2, students are comparing themes and selecting important details and key points to support their comparisons.

Literature Standard 9 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RL.PK.9 With prompting, modeling and support, compare adventures and experiences of characters in familiar stories.	**RL.K.9** With prompting, modeling, and support, compare **and contrast** the adventures and experiences of characters in familiar stories.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• With modeling, prompting and support, explore/discuss story elements, including character(s) and events discuss what characters do and say in a familiar story. • Recognize that characters have unique adventures and experiences. • Compare characters, including their experiences and actions.	• With modeling, prompting and support, explore/discuss story elements, including character(s) and events. • Discuss what characters do and say in a familiar story. • Recognize that characters have unique adventures and experiences. • Compare and contrast characters, including their experiences and actions.

Reading Literature (RL) Anchor Standard 10:

Read and comprehend literary and informational texts independently and proficiently.

Reading Literature Standard 10 sets guidelines for the general grade-level reading expectations. It emphasizes students' ability to read and comprehend a range of literature-including stories, dramas, and poems-at appropriate levels of complexity, with increasing independence and proficiency over time.

Reading Literature Standard 10 at a Glance:

Pre-kindergarten: Students actively engage in group reading activities with purpose and understanding.

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. Text will steadily increase in complexity in kindergarten through grade 2. Students will participate in collaborative conversations about texts with peers and adults in both small and large groups.

Literature Standard 10 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
RL.PK.10 Actively engage in group reading activities with purpose and understanding.	**RL.K.10** Actively engage in group reading activities with purpose and understanding.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• Develop comprehension skills by listening to a variety of appropriate, increasingly complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales, fantasy, etc.). • Use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases. • Apply before, during and after reading strategies for a variety of literary texts. • Participate in collaborative conversations (e.g.,"think, pair, share" and small group discussions) about Pre-Kindergarten topics and texts with peers and adults.	• With prompting and support, develop comprehension skills by listening to a variety of appropriate increasingly complex literary texts representing diverse cultures, perspective, ethnicities, and time periods (fiction and non-fiction) from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales and fantasy, etc.) • Use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases. Apply before, during, and after reading strategies for a variety of literary texts. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.