

## Reading Literature Standards Vertical Alignment for Grades K-5

### Key Ideas and Details

#### Standard 1

**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 text.**

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| Kindergarten: <b>With prompting and support, ask and answer questions about key details in text.</b>  |
| 1 <sup>st</sup> Grade: Ask and answer about key details in text.  |
| 2 <sup>nd</sup> Grade: Ask and answer such questions as <b>who, what, where, when, why, and how</b> to demonstrate understanding of key details in a text             |
| 3 <sup>rd</sup> Grade: Ask and answer questions to demonstrate understanding of a text, <b>referring explicitly to the text as the basis for the answers.</b>         |
| 4 <sup>th</sup> Grade: <b>Refer to details and examples</b> in a text when explaining what the text says explicitly and when <b>drawing inferences from the text.</b> |
| 5 <sup>th</sup> Grade: <b>Quote accurately</b> from a text when explaining what the text says explicitly and when drawing inferences from the text.                   |

#### Standard 2

**Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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| Kindergarten: <b>With prompting and support, retell familiar stories, including key details.</b>  |
| 1 <sup>st</sup> Grade: Retell stories, including key details, and <b>demonstrate understanding of their central message or lesson.</b>  |
| 2 <sup>nd</sup> Grade: Recount stories, including <b>fables and folktales</b> from diverse cultures, and determine their central message, lesson, or <b>moral.</b>  |
| 3 <sup>rd</sup> Grade: Recount stories, including fables, folktales, and <b>myths</b> from diverse cultures; determine the central message, lesson, or moral and <b>explain how it is conveyed through key details in the text.</b>             |
| 4 <sup>th</sup> Grade: Determine a <b>theme of a story, drama, or poem from details in the text; summarize the text.</b>  |
| 5 <sup>th</sup> Grade: Determine a theme of a story, drama, or poem from details in the text, <b>including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;</b> summarize the text. |

#### Standard 3

**Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

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| Kindergarten: <b>With prompting and support, identify characters, settings, and major events in a story.</b>  |
| 1 <sup>st</sup> Grade: Describe characters, settings, and major events in a story, <b>using key details.</b>  |
| 2 <sup>nd</sup> Grade: <b>Describe how characters in a story respond to major events and challenges.</b>  |
| 3 <sup>rd</sup> Grade: Describe characters in a story (e.g., <b>their traits, motivations, or feelings</b> ) and <b>explain how their actions contribute to the sequence of events.</b>               |
| 4 <sup>th</sup> Grade: Describe <b>in depth</b> a character, setting, or event in a story or drama, <b>drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</b> |
| 5 <sup>th</sup> Grade: <b>Compare and contrast two or more</b> characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).          |

Craft and Structure  
**Standard 4**

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

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| Kindergarten: Ask and answer questions about unknown words in text.   |
| 1 <sup>st</sup> Grade: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| 2 <sup>nd</sup> Grade: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.                  |
| 3 <sup>rd</sup> Grade: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  |
| 4 <sup>th</sup> Grade: Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| 5 <sup>th</sup> Grade: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes.                                |

**Standard 5**

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

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| Kindergarten: Recognize common types of texts (e.g., storybooks, poems).   |
| 1 <sup>st</sup> Grade: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  |
| 2 <sup>nd</sup> Grade: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   |
| 3 <sup>rd</sup> Grade: 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.  |
| 4 <sup>th</sup> Grade: Explain major differences between poems, drama, 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. |
| 5 <sup>th</sup> Grade: Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.   |

**Standard 6**

**Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.**

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| Kindergarten: With prompting and support, name the author and illustrator of a story and define the role of each in tell the story.  |
| 1 <sup>st</sup> Grade: Identify who is telling the story at various points in a text.  |
| 2 <sup>nd</sup> Grade: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| 3 <sup>rd</sup> Grade: Distinguish their own point of view from that of the narrator or those of the characters.   |
| 4 <sup>th</sup> Grade: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  |
| 5 <sup>th</sup> Grade: Describe how a narrator's or speaker's point of view influences how event are described.  |

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Integration of Knowledge and Ideas  
**Standard 7**

**Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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| Kindergarten: <i>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</i>                                  |
| 1 <sup>st</sup> Grade: <i>Use illustrations and details in a story to describe its characters, setting, or events.</i>   |
| 2 <sup>nd</sup> Grade: <i>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</i>  |
| 3 <sup>rd</sup> Grade: <i>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)</i>                 |
| 4 <sup>th</sup> Grade: <i>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.</i> |
| 5 <sup>th</sup> Grade: <i>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).</i>                |

**Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence.**

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| Kindergarten: Not applicable.          |
| 1 <sup>st</sup> Grade: Not applicable. |
| 2 <sup>nd</sup> Grade: Not applicable. |
| 3 <sup>rd</sup> Grade: Not applicable. |
| 4 <sup>th</sup> Grade: Not applicable. |
| 5 <sup>th</sup> Grade: Not applicable. |

**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.**

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| Kindergarten: <i>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i>  |
| 1 <sup>st</sup> Grade: <i>Compare and contrast the adventures and experiences of characters in stories.</i>  |
| 2 <sup>nd</sup> Grade: <i>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</i>  |
| 3 <sup>rd</sup> Grade: <i>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)</i>   |
| 4 <sup>th</sup> Grade: <i>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.</i> |
| 5 <sup>th</sup> Grade: <i>Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</i>  |

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Range of Reading and Level of Text Complexity

**Standard 10**

***Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.***

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| Kindergarten: <b>Actively engage in group reading activities with purpose and understanding.</b>   |
| 1 <sup>st</sup> Grade: <b>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b>   |
| 2 <sup>nd</sup> Grade: <b>By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>              |
| 3 <sup>rd</sup> Grade: <b>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 complexity band <b>proficiently and independently.</b></b>                      |
| 4 <sup>th</sup> Grade: <b>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.</b> |
| 5 <sup>th</sup> Grade: <b>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 <b>independently and proficiently.</b></b>                 |