

# Reading Standards for Literature

# Grades K – 2

Kindergarten	Grade 1	Grade 2
<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>With prompting and support, ask and answer questions about key details in a text.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> </ol>	<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>Ask and answer questions about key details and events in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> </ol>	<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details and events in a text.</li> <li>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>Describe how characters in a story respond to major events and challenges.</li> </ol>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>Ask and answer questions about unknown words in a text.</li> <li>Recognize common types of texts (e.g., storybooks, poems).</li> <li>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> </ol>	<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>Identify who is telling the story at various points in a text.</li> </ol>	<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ol>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>(Not applicable to literature)</li> <li>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ol>	<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>(Not applicable to literature)</li> <li>Compare and contrast the adventures and experiences of characters in stories.</li> </ol>	<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>(Not applicable to literature)</li> <li>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> </ol>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ol>	<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> </ol>	<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Description</b></p> <ul style="list-style-type: none"> <li>The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></li> <li><i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i></li> </ul>		