

# Reading Standards for Literature

# Grades 3 – 5

Grade 3	Grade 4	Grade 5
<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>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.</li> <li>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ol>	<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> </ol>	<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>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.</li> <li>3. Compare and contrast two or more characters, events, or settings in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> </ol>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</li> <li>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.</li> <li>6. Distinguish their own point of view from that of the narrator or those of the characters.</li> </ol>	<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> </ol>	<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>6. Describe how a narrator's or speaker's point of view influences how events are described.</li> </ol>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>8. (Not applicable to literature)</li> <li>9. Compare and contrast the themes, settings, and plots of stories written by the same author about</li> </ol>	<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>8. (Not applicable to literature)</li> <li>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.</li> </ol>	<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>8. (Not applicable to literature)</li> <li>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> </ol>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>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.</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>		