

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. 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 3	Grade Level: Grade 4	Next Progression: Grade 5
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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 when explaining what the text says explicitly and when drawing inferences from the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Determine main ideas of portions of the text.• Periodically restate, retell, paraphrase, and/or summarize• Connect ideas within the text.• Determine and explain the main idea (explicit or inferred) of the text.• Summarize the text.• Identify what is directly stated in the text.• Draw inferences and conclusions from the text.• 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,	<ul style="list-style-type: none">• 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.• 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.	<ul style="list-style-type: none">• 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.• 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.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>text-specific questions at varying levels of cognitive demand.</p> <ul style="list-style-type: none"> • Select relevant textual evidence when responding either orally or in writing to text-specific questions. 	<ul style="list-style-type: none"> • 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. 	

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 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 3	Grade Level: Grade 4	Next Progression: Grade 5
RL.3.2 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. .	RL.4.2 Summarize the text; determine the theme of a story, drama, or poem from details in the text.	RL.5.2. Provide an objective summary of the text; determine a theme or central idea of a text and analyze its development over the course of the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Identify and distinguish among literary texts, including types of stories, poems, and plays.• Restate, retell, paraphrase, and/or summarize the text and/or parts of the text either orally or in writing.• Differentiate between key and minor details and events from the beginning, middle, and end of a literary text.• Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events).• Identify and explain plot-based relationships, including sequence/chronology,	<ul style="list-style-type: none">• 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.• 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	<ul style="list-style-type: none">• Summarize a literary text either orally or in writing, including key events from the beginning, middle, and end of the text.• 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,

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>problem/solution, cause/effect.</p> <ul style="list-style-type: none"> • Analyze details and events in a literary text to determine a message, lesson, or moral. • Differentiate between a main idea and a central message, lesson, or moral. • Connect appropriate key details to determine how the author conveys a theme. 	<p>playwright conveys a theme.</p>	<p>climax, falling action, denouement/conclusion, as well as subplots.</p> <ul style="list-style-type: none"> • Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.

Reading Literature (RL) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

Reading Informational 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 Informational 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, making inferences, citing textual evidence, main idea, text structure, retell, text support.

Reading Literature Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Draw conclusions and make inferences about characters, referring to the text for support.• Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships.	<ul style="list-style-type: none">• 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 story elements (e.g., setting, characters, mood).	<ul style="list-style-type: none">• 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.

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 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 3	Grade Level: Grade 4	Next Progression: Grade 5
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Use sentence-level context as a clue to the meaning of a word or phrase.• Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).• Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)• Distinguish shades of meaning	<ul style="list-style-type: none">• 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.)• Differentiate between denotation and connotation.• Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical	<ul style="list-style-type: none">• 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.• Recognize and explain the meaning of common idioms, adages, and proverbs.• Explain the difference between the denotation and the connotation of a specific word.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>meanings (synonyms).</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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. 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 3	Grade Level: Grade 4	Next Progression: Grade 5
RL.3.5 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.	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Apply academic and domain-specific vocabulary when writing or speaking about the structure of a specific type of literary text (e.g., chapter, scene, stanza).• Explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution).	<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• 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).• Draw conclusions about the relationships between and among structural elements (e.g., foreshadowing, flashback, motifs carried over from one section of a text to another).

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 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 3	Grade Level: Grade 4	Next Progression: Grade 5
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Analyze the narrator as a character (e.g., the narrator's feelings about the characters, setting, events).• Analyze characters and distinguish them from the narrator.• Apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.).

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:

- **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).

Reading Literature Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RL.3.7 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).	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).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story.• Support inferences about the relationship between text features with relevant textual evidence.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

Reading Literature (RL) Anchor Standard 8:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
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 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 compare and contrast texts from different authors or cultures, analyzing how each approaches similar themes, topics, or story elements.

Key Words/Terms: Cross-text analysis, theme, comparative analysis, synthesis, and media comprehension.

Reading Literature Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RL.3.9 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).	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Apply skills from CCSS RL.3. 1-7 to 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).• Support inferences about the relationship between text features with relevant textual evidence.	<ul style="list-style-type: none">• 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.• Support inferences about the relationship between text features with relevant textual evidence.	<ul style="list-style-type: none">• Apply skills from CCSS RL.5. 1-7 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.

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 10 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:

- **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 Standards 10 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RL.3.10 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.	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• 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.• Set personal goals and conference regularly with adults to improve reading.	<ul style="list-style-type: none">• 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.• Set personal goals and conference regularly with adults to improve reading.	<ul style="list-style-type: none">• 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.• Set personal goals and conference regularly with adults to improve reading.

How is it ASSESSED?

State Assessment (MCAP): **Coming soon!**

DRAFT