

Reading Standards for Literature K-5

The following 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. *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.*

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| Key Ideas and Details > SPELL-Links Lessons 1-73; Section 16 | | |
| 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. | 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. |
| 2. With prompting and support, retell familiar stories, including key details. | 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| 3. With prompting and support, identify characters, settings, and major events in a story. | 3. Describe characters, settings, and major events in a story, using key details. | 3. Describe how characters in a story respond to major events and challenges. |
| Craft and Structure | | |
| 4. Ask and answer questions about unknown words in a text. | 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| 5. Recognize common types of texts (e.g., storybooks, poems). | 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 6. Identify who is telling the story at various points in a text. | 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| Integration of Knowledge and Ideas | | |
| 7. 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). | 7. Use illustrations and details in a story to describe its characters, setting, or events. | 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 9. Compare and contrast the adventures and experiences of characters in stories. | 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| Range of Reading and Level of Text Complexity | | |
| 10. Actively engage in group reading activities with purpose and understanding. | 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. SPELL-Links Lessons 1-73; Section 17 | 10. 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. |

Reading Standards for Literature K-5

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|--|---|--|
| Key Ideas and Details | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 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. | 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | 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. |
| 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. SPELL-Links Lessons 1-73; Section 16 | 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). | 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). |
| Craft and Structure | | |
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 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). | 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 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. | 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. | 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 6. Distinguish their own point of view from that of the narrator or those of the characters. | 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | 6. Describe how a narrator's or speaker's point of view influences how events are described. |
| Integration of Knowledge and Ideas | | |
| 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). | 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. | 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). |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 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). | 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. | 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| Range of Reading and Level of Text Complexity | | |
| 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. | 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. | 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. |

Reading Standards for Informational Text K-5

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|--|---|--|
| Key Ideas and Details > SPELL-Links Lessons 1-73; Section 16 | | |
| 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. | 1. 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 in a text. |
| 2. With prompting and support, identify the main topic and retell key details of a text. | 2. Identify the main topic and retell key details of a text. | 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| Craft and Structure > SPELL-Links Lessons 63-73; Section 17 | | |
| 4. With prompting and support, ask and answer questions about unknown words in a text. | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
| 5. Identify the front cover, back cover, and title page of a book. | 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| Integration of Knowledge and Ideas | | |
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 7. Use the illustrations and details in a text to describe its key ideas. | 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 8. With prompting and support, identify the reasons an author gives to support points in a text. | 8. Identify the reasons an author gives to support points in a text. | 8. Describe how reasons support specific points the author makes in a text. |
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 9. Compare and contrast the most important points presented by two texts on the same topic. |
| Range of Reading and Level of Text Complexity | | |
| 10. Actively engage in group reading activities with purpose and understanding. | 10. With prompting and support, read informational texts appropriately complex for grade 1. SPELL-Links Lessons 1-73; Section 17 | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

Reading Standards for Informational Text K-5

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| Key Ideas and Details | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| Craft and Structure >SPELL-Links Lessons 63-68; Section 17 | | |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . | 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . | 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| 6. Distinguish their own point of view from that of the author of a text. | 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| Integration of Knowledge and Ideas | | |
| 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | 8. Explain how an author uses reasons and evidence to support particular points in a text. | 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic. | 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| Range of Reading and Level of Text Complexity | | |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |

Speaking and Listening Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *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.*

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|--|--|
| Comprehension and Collaboration | | |
| <p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> | <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> |
| <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SPELL-Links Lessons 1-73</p> | <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SPELL-Links Lessons 1-73</p> | <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SPELL-Links Lessons 1-73</p> |
| <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SPELL-Links Lessons 1-73</p> | <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SPELL-Links Lessons 1-73</p> | <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SPELL-Links Lessons 1-73</p> |
| Presentation of Knowledge and Ideas | | |
| <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> | <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> |
| <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> | <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> |
| <p>6. Speak audibly and express thoughts, feelings, and ideas clearly. SPELL-Links Lessons 1-73</p> | <p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) SPELL-Links Lessons 1-73</p> | <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) SPELL-Links Lessons 1-73</p> |

Speaking and Listening Standards K-5

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| Comprehension and Collaboration | | |
| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion. SPELL-Links Lessons 1-73</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SPELL-Links Lessons 1-73</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SPELL-Links Lessons 1-73</p> |
| <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> |
| <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SPELL-Links Lessons 1-73</p> | <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> | <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> |
| Presentation of Knowledge and Ideas | | |
| <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SPELL-Links Lessons 1-73; Section 16</p> | <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SPELL-Links Lessons 1-73; Section 16</p> | <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SPELL-Links Lessons 1-73; Section 16</p> |
| <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> | <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> | <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> |
| <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) SPELL-Links Lessons 1-73</p> | <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.) SPELL-Links Lessons 1-73</p> | <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) SPELL-Links Lessons 1-73</p> |