

[illegible]

Standard 1 - Reading Literature													
	K	1	2	3	4	5	6	7	8	9	10	11	12
	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story	Identify who is telling the story at various points in a text	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	Distinguish their own point of view from that of the narrator or those of the characters	Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person	Describe how a narrator's or speaker's point of view influences how events are described.	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading or world literature.		Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
Integration of Knowledge and Ideas	Benchmark G: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*												
	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)	Use illustrations and details in a story to describe its characters, setting, or events	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	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)	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	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).	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Muse des Beaux Arts" and Bruegel's Landscape with the Fall of Icarus).		Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
	Benchmark H: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.												
	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		NA	
	Benchmark I: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.												
	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	Compare and contrast the adventures and experiences of characters in stories	Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures	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)	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	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Analyze how modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
Range of reading and level of text complexity	Benchmark J: Read and comprehend complex literary and informational texts independently and proficiently												
	Actively engage in group reading activities with purpose and understanding	With prompting and support, read prose and poetry of appropriate complexity for grade 1	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	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 proficiently	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range	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.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently.