CLUSTER: KEY IDEAS AND DETAILS

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.

RL K.1: With prompting and support, ask and answer questions about key details in a text.

Essential Skills:

With prompting and support:

- Apply appropriate strategies before reading, viewing, or listening to texts to:
  - Access prior knowledge and experiences to make connections to the text.
  - Examine the title, cover, illustrations/photographs/text, and familiar topic.
  - Make predictions or ask questions about the text by.
  - Set a purpose for reading.
  - Identify type of text.

- Apply appropriate strategies to monitor understanding during reading, viewing, or listening to texts to:
  - Recall and discuss relevant details.
  - Identify and question what did not make sense.

- Demonstrate understanding after reading, viewing, or listening to texts to:
  - Retell and discuss the text.
  - Engage in conversation to understand the text.
  - Determine the main idea of a text.

- Respond to questions about text by speaking, dramatizing, or writing, including the use of technology.

Benchmarks:
CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL K.2: With prompting and support, retell familiar stories, including key details.

Essential Skills:

With prompting and support:

- Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities.
- Retell story events in a logical sequence.
- Identify key details in a logical sequence.
- Identify the elements of a story, (e.g., characters, setting, problem, and solution).

Benchmarks:
## CLUSTER: KEY IDEAS AND DETAILS

<table>
<thead>
<tr>
<th>Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL K.3: With prompting and support, identify characters, settings, and major events in a story using key details.</td>
</tr>
</tbody>
</table>

**Essential Skills:**

**With prompting and support:**

- Understand the terms: character, setting, major events, problem and solution.

- Identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, developmentally appropriate writing, drawing, etc.

**Benchmarks:**
# CLUSTER: CRAFT AND STRUCTURE

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL K.4: Ask and answer questions about unknown words in a text.</td>
</tr>
<tr>
<td><strong>Essential Skills:</strong></td>
</tr>
<tr>
<td>With prompting and support:</td>
</tr>
<tr>
<td>• Use text and illustrations to identify meaning of unknown words.</td>
</tr>
<tr>
<td>• Understand relationship between word choice and their intended meaning.</td>
</tr>
<tr>
<td>• Identify real-life connections between words and their use.</td>
</tr>
</tbody>
</table>

**Benchmarks:**
## CLUSTER: CRAFT AND STRUCTURE

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>RL K.5: Recognize common types of texts (e.g., storybooks, poems).</td>
</tr>
</tbody>
</table>

### Essential Skills:

**With prompting and support:**

- Discuss characteristics of different genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction).

- Compare different versions of the same story, rhyme, or traditional tale.

### Benchmarks:
## CLUSTER: CRAFT AND STRUCTURE

**Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text.

**RL K.6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Essential Skills:

### With prompting and support:

- Identify the role of (and use the terms) authors and illustrators.

### Benchmarks:
# CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

**Anchor Standard 7**: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RL K.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).

**Essential Skills:**

With prompting and support:

- Describe the illustrations/photographs in a story with relevant details.

- Explain how illustrations/photographs contribute to understanding a story.

**Benchmarks:**

**NOTE: RL 8 not applicable to literature**
### CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
</tr>
<tr>
<td>a. Students will make cultural connections to text and self.</td>
</tr>
</tbody>
</table>

#### Essential Skills:

**With prompting and support:**

- Explore/discuss story elements, including character(s) and events.
- Discuss what characters do and say in a familiar story.
- Recognize that characters have unique adventures and experiences.
- Compare characters, including their experiences and actions.

#### Benchmarks:
### CLUSTER: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

**Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

**RL K.10:** Actively engage in group reading activities with purpose and understanding.

**Essential Skills:**

**With prompting and support:**

- Develop comprehension skills by listening to a variety of increasingly complex grade-appropriate literary texts (self-selected and assigned), representing diverse cultures, perspectives, ethnicities, and time periods (fiction and non-fiction) from a wide variety of genres (e.g., stories, poems, nursery rhymes, realistic fiction, fairy tales and fantasy, etc.).

- Use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases.

- Apply before, during and after reading strategies to a variety of literary texts.

- Participate in collaborative conversations with adults and peers about grade-level complex text.

**Benchmarks:**
## Cluster: Responding to Literature

**Anchor Standard 11:** Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

**RL. 11.1** With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).

### Essential Skills:

**With prompting and support:**

- Discuss personal experiences and how they relate to peers, texts, and the world around them.

### Benchmarks: