### Key Ideas and Details

**CCRA.R.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.
  - With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story.
  - Use questions and prompts such as:
    - Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story?
    - Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story?
    - Can you tell me where the story took place?
    - Can you tell me the important things that happened in the story?
    - Who are the characters in the story? What do you know about them?

**CCRA.R.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.
  - Use questions and prompts such as:
    - Can you tell me what part of the story was like? What was the setting? What was the character?
    - Can you find the important events in the story? What happened after that? What happened at the end of the story?
    - Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story?
    - Can you tell me where the story took place? Can you find (picture or words) this character?

**CCRA.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
  - Use questions and prompts such as:
    - Who are the characters in the story? What are the most important events that happened in the story? How do you know?
    - What lesson is this story teaching you? How did the characters solve the problem in this story?
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<td>CCRA.R.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.</td>
<td>RL.K.4 Ask and answer questions about unknown words in a text.</td>
<td>Students in kindergarten should be able to recognize a story, a poem, a book, and other forms of text. At this level, they ask and answer questions about words they do not know across various kinds of texts by using story context. Kindergarten students also identify the author and illustrator of a story and the part each plays in telling the story.</td>
<td>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
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<td>CCRA.R.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.</td>
<td>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</td>
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<td>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</td>
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<td>CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</td>
<td>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.</td>
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<td>RL.1.6 Identify who is telling the story at various points in a text.</td>
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<td><strong>Integration of Knowledge and Ideas</strong></td>
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<td>CCRA.R.7 Integrate and evaluate content presented in diverse media and formats,</td>
<td>RL.K.7 With prompting and support, describe the relationship between illustrations and the story</td>
<td>With assistance, students will understand the relationship between illustrations and the story</td>
<td>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</td>
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including visually and quantitatively, as well as in words.

**CCRA.R.8** 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.

**RL.K.8** (Not applicable to literature)

**RL.1.18** (Not applicable to literature)

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

**RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**RL.2.10** 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.

**CCRA.R.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.

**RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

**RL.2.19** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**CCRA.R.10** Read and comprehend complex literary and informational texts in dependently and proficiently.

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

**RL.1.10** With prompting and support, read prose and poetry at the text complexity for grade 1.

**RL.2.10** With assistance, students are required to read prose and poetry at the text complexity for grade 1.

**Range of reading and Level of text Complexity**

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<td>in which they appear (e.g., what moment in a story an illustration depicts), and how the illustrations help explain the story. Students will look for similarities and differences within stories they know. Use questions and prompts such as: <em>Look at the picture. Can you tell me what is happening in the story? How does the picture help you?</em> What is the same about the characters in the two stories? What is different? <em>How did the characters solve the problem in the two stories? Did they solve the problem in the same way?</em> Use questions and prompts such as: <em>Can you find an illustration or part that shows the main character?</em> <em>Can you find an illustration or part that shows the setting?</em> <em>Can you find an illustration or part that shows the problem in the story?</em> <em>What is the same about the characters in the two stories? What is different?</em> <em>What happened to the characters that is the same? What is different?</em> <em>Did the characters solve the problem in different ways? If so, how?</em></td>
<td>text to demonstrate understanding of its characters, setting, or plot. Understand characters, setting and plot. They read versions of the same story and find similarities and differences. Use questions and prompts such as: <em>What do the illustrations tell you about the setting?</em> <em>Can you find an illustration that tells you how a character is feeling?</em> <em>What is the same about the characters in the two stories? What is different?</em> <em>What happened to the characters that is the same? What happened that is different?</em> <em>Look at these two stories. How did the authors solve the same problem in different ways?</em></td>
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Complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

“Students also acquire the habits of reading independently and closely, which are essential to their future success.”

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

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Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

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