

Reading Literature (Level 3)**Key Ideas and Details**

<i>Student Goal:</i>	<i>What it looks like:</i>
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.	Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters' reaction to what is taking place in the story.
3. Describe how characters in a story respond to major events and challenges.	Use questions and prompts such as: <ul style="list-style-type: none"> • 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?

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Use questions and prompts such as: <ul style="list-style-type: none"> • Describe the parts of a story (beginning and end). • Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration? • How are the characters thinking/feeling about this event? Are the characters thinking the same way about...? • Think about this character. How would this character say this part?
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. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read versions of the same story and find similarities and differences.
8. (Not applicable to literature)	Use questions and prompts such as: <ul style="list-style-type: none"> • What do the illustrations tell you about the setting? • Can you find an illustration that tells you how a character is feeling? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What happened that is different? • Look at these two stories. How did the authors solve the same problem in different ways?
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. By the end of the year, read and comprehend literature, including stories and poetry, in the Level 3 band proficiently, with scaffolding as needed at the high end of the range.

With assistance as needed, students are required to read proficiently and understand various types of literature for Level 3.

“The Reading goals place equal emphasis on the sophistication of what students read and the skill with which they read. Goal 10 defines a level-by-level “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.”

“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 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.