

**Reading Literature (Level 4)****Key Ideas and Details**

<i>Student Goal:</i>	<i>What it looks like:</i>
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Students at Level 4 continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers. The genre of myths is added at this level and students are asked to both retell and explain how key details communicate the message. They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Who are the characters in this story?</li> <li>• What are the most important events that happened in the story? How do you know?</li> <li>• What lesson is this story teaching you?</li> <li>• Where did the story take place? How do you know?</li> <li>• Can you tell me how the character is feeling in this part of the story?</li> <li>• Can you find the reasons why the character acted this way?</li> <li>• How does this character affect what happens in the beginning or at the end of the story?</li> </ul>
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.	
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<p>Students at Level 4 are required to tell the meaning of words and phrases in a text, noting the differences between literal and non-literal language. They continue to build on story structure when writing or speaking by describing how various parts build on one another not only in stories, but in dramas and poems. At this level, students are required not only to establish the point of view but tell how their own point of view is different from the narrator's or the characters'.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What do you do when you come to words you do not know? (use context)</li> <li>• Why did the author choose this word? Does this word have other meanings than the way the author used it?</li> <li>• Can you tell me what the parts of this story are called (chapters, stanzas, scenes) and how they are connected or organized (time order, topic)?</li> <li>• Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story? How is your thinking the same or different?</li> </ul>
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.	
6. Distinguish their own point of view from that of the narrator or those of the characters.	

**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)	<p>Students at Level 4 must integrate pictures and written text to better understand different aspects of a story such as the mood, setting, and the characters. Students are required to find similarities and differences in books with the same author and characters.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What do the illustrations tell you about the mood of this book? Can you find where the mood is</li> </ul>
8. (Not applicable to literature)	

<p>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).</p>	<p>described in the story? How do the pictures help you understand the description of the mood?</p> <ul style="list-style-type: none"> <li>• Look at these two books in the same series. What is the same about the setting in the two stories? What is different?</li> <li>• How did these specific characters solve the problem in different ways across this series of stories?</li> <li>• How are the problems these specific characters face similar across this series of stories?</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>10. By the end of the year, read and comprehend literature, including stories, drama and poetry, in the Level 4 band, independently and proficiently.</p>	<p>Students at Level 4 are capable of reading and understanding a variety of literature at Level 4 instructional reading level independently.</p> <p>“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.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>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.</p> <p>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.</p>