

Reading Literature (Level 5)**Key Ideas and Details**

<i>Student Goal:</i>	<i>What it looks like:</i>
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Students at Level 5 should refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students are continuing to determine a theme and expanding this work to other genres. They are required to refer to the text to describe various story elements.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. • What are the most important events that happened in the story? How do you know? • What is the theme of this text? • Summarize the story from beginning to end in a few sentences. • Can you tell me how the character is feeling in this part of the story? Explain why the character is feeling this way.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<p>Students will continue to tell the meaning of words and phrases in a text and focus specifically on mythological characters. Students must tell the differences between poems, drama, and prose using structural elements to create an oral or written response to a text. Students will find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words or phrases you do not know? (use context) • Can you tell me what is different about these kinds of texts? What is the same? • Think about what you read. Who is telling the story? • 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?
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	

Integration of Knowledge and Ideas

7. 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.	<p>Students at this level must link the reading of the text in a story to listening or viewing the same story. They will make connections by comparing what they read to what they visualized and heard. Students will find similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.</p>
8. (Not applicable to literature)	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the same about how the story is presented visually (illustrations) and in writing? What is different? • What happened to the characters that is the same? What happened that is different? • How did characters solve problems in different ways across texts?
9. 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,	

<p>myths, and traditional literature from different cultures.</p>	<ul style="list-style-type: none"> • How are the plots the same or different across texts?
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. Students at Level 5 read and comprehend literature, including stories, dramas, and poetry, in the Level 5 text complexity band proficiently.</p>	<p>Students at Level 5 are capable of reading and understanding a variety of literature at Level 5 instructional reading level.</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>