Napa/Solano/Contra Costa Educational Support Team

**Common Core – Grade Span Comparison**

**Reading Standards - Literature** (Gr. K-5)

|  | **Kindergarten** | **First Grade** | **Second Grade** | **Third Grade** | **Fourth Grade** | **Fifth Grade** |
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| **Key Ideas and Details** | 1. With prompting and support, ask and answer questions about **key details** in a text. | 1. Ask and answer questions about **key details** in a text. | 1. Ask and answer such questions as **who**, **what**, **where**, **when**, **why**, and **how** to demonstrate understanding of **key details** in a text | 1. Ask and answer questions to demonstrate under-standing of a text, referring **explicitly to the text** as the basis for the answers. | 1. Refer to **details** and **examples in a text** when explaining what the text says **explicitly** and when **drawing** **inferences** from the text. | 1. **Quote accurately** from a **text** when explaining what the text says **explicitly** and when **drawing inferences** from the text. |
| 2. With prompting and support, retell familiar stories, including **key details**. | 2. Retell stories, including **key** **details**, and demonstrate understanding of their **central** **message** or **lesson**. | 2. Recount stories, including fables and folktales from diverse cultures, and determine their **central** **message**, **lesson**, or **moral**. | 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. | 2. Determine a **theme** of a **story**, **drama**, or **poem** from **details** **in the text**; **summarize** the text. | 2. Determine a **theme** of a story, drama, or poem from details in the text, including how **characters** in a story or drama **respond to challenges** or how the **speaker** in a poem **reflects upon a topic**; **summarize** the text. |
| 3. With prompting and support, identify **characters**, **settings**, and **major events** in a story. | 3. Describe **characters**, **settings**, and **major events** in a story, using **key details**. | 3. Describe how **characters** in a story **respond** to major events and **challenges** | 3. Describe **characters** in a story (e.g., their traits, motivations, or feelings) and explain how their **actions** contribute to the **sequence of events**. | 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). | 3. **Compare and contrast** **two or more** characters, settings, or events in a story or drama, drawing on specific **details in the text** (e.g., how characters interact). |
| **Craft and Structure** | 4. Ask and answer questions about **unknown words** in a text. | 4. Identify words and phrases in **stories** or **poems** that suggest **feelings** or **appeal to the** **senses**. | 4. Describe how **words** and **phrases** (e.g., regular beats, alliteration, rhymes, repeated lines) supply **rhythm** and **meaning** in a story, poem, or **song**. | 4. Determine the **meaning** of words and phrases as they are used in a text, distinguishing **literal** from **nonliteral** language. | 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). | 4. Determine the **meaning** of words and phrases as they  are used in a text, including **figurative language** such as metaphors and similes. |
| 5. Recognize common types of **texts** (e.g., storybooks, poems, *fantasy, realistic text*). | 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. | 5. Describe the **overall structure of a story**, including describing how the **beginning** introduces the story and the **ending** concludes the action. | 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**. | 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. | 5. Explain how a **series of chapters**, **scenes**, or **stanzas** fits together to provide the **overall structure** of a particular story, drama, or poem. |
| 6. With prompting and support, name the **author** and **illustrator** of a story and define the role of each in telling the story. | 6. Identify **who is telling the story** at various points in a text. | 6. Acknowledge **differences in the points of view** of characters, including by speaking in a different voice for each character when reading dialogue aloud. | 6. Distinguish their **own** **point of view** from that of the **narrator** or those of the **characters**. | 6. **Compare and contrast** the **point of view** from which different stories are narrated, including the difference between **first-** and **third-person narrations**. | 6. Describe how a narrator’s  or speaker’s **point of view** influences how events are described. |

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| **Integration of Knowledge  and Ideas** | 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). | 7. Use illustrations and details in a story to describe its **characters**, **setting**, or **events**. | 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its **characters**, **setting**, or **plot**. | 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**). | 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. | 7. Analyze how visual and multimedia elements contribute to the **meaning**, **tone**, or **beauty** of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| 8. *(Not applicable to literature)* | 8. *(Not applicable to literature)* | 8. *(Not applicable to literature)* | 8. *(Not applicable to literature)* | 8. *(Not applicable to literature)* | 8. *(Not applicable to literature)* |
| 9. With prompting and support, **compare and contrast** the adventures and experiences of characters in familiar stories. | 9. **Compare and contrast** the adventures and experiences of characters in stories. | 9. **Compare and contrast** two or more versions of the **same story** (e.g., Cinderella stories) by different authors or from different cultures. | 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). | 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, myths, and traditional literature from different cultures. | 9. **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their approaches to **similar themes** and **topics**. |
| **Range of Reading** | 10. Actively engage in **group** **reading activities** with purpose and understanding.  *a. Activate prior knowledge related to the information and events in texts.*  *b. Use illustrations and context to make predictions about text.* | 10. With prompting and support, read **prose** and **poetry** of appropriate complexity for grade 1.  *a. Activate prior knowledge related to the information and events in a text.*  *b. Confirm predictions about what will happen next in  a text.* | 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. | 10. By the end of the year, read and comprehend **literature**, including **stories**, **dramas**, and **poetry**, at the **high end** of the grades 2–3 text complexity band **independently** and **proficiently**. | 10. By the end of the year, read and comprehend **literature**, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend **literature**, including stories, dramas, and poetry, at the **high end** of the grades 4–5 text complexity band **independently** and **proficiently**. |

Text in ***blue*** is specific to the California State Common Core standards.