Reading Literature (Level 1)

Key Ideas and Details

Student Goal:	*What it looks like:*
1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	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 find the part that tells where the story takes place (picture or words)? • Who was in the story? Can you find (picture or words) this character?

Craft and Structure

4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Students at Level 1 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. Students at Level 1 also identify the author and illustrator of a story and the part each plays in telling the story. Use questions and prompts such as: • What can you do when you come to a word you do not know? (use context) • Can you tell me what kind of book this is? How do you know? • Who is the author? What is his/her job? • Who is the illustrator? What is his/her job?

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). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	With assistance, students will understand the relationship between illustrations and the story and how the illustrations help explain the story. Students will look for similarities and differences in characters' experiences within stories they know. Use questions and prompts such as: • Look at the picture. Can you tell me what is happening in the story? How does the picture help you? • What is the same about the characters in the two stories? What is different? • How did the characters solve the problem in the two stories? Did they solve the problem in the same way?

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.	Actively engaged students are responsible for their own learning. "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.