

## Key Ideas and Details

## Anchor 1 / Literature

**Reading Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking conclusions drawn from the text.

Reading closely



Thinking like a detective

Grade	K	1	2	3
<b>Standard</b>	With prompting and support, ask, and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as who?, what?, where?, when?, and how? To demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Answer Questions</li> <li>• Give details</li> <li>• Listening for information</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions/answer questions (who, what, when, where, why)</li> <li>• Give Details</li> <li>• Read for details</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions (who, what, where, when, why)</li> <li>• Important details</li> <li>• Sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions (who, what, where, when, why)</li> <li>• Refer to text for answer</li> <li>• Synthesize information to answer questions about the text</li> <li>• Sequence</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>• Details</li> <li>• Questions</li> <li>• Text</li> <li>• Understanding</li> <li>• Sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Details</li> <li>• Questions</li> <li>• Text</li> <li>• Ask</li> <li>• Answer</li> <li>• Information</li> </ul>	<ul style="list-style-type: none"> <li>• Details</li> <li>• Questions</li> <li>• Text</li> <li>• Demonstrate</li> <li>• Information</li> </ul>	<ul style="list-style-type: none"> <li>• Details</li> <li>• Questions</li> <li>• Text</li> <li>• Sequence</li> <li>• Information</li> </ul>

## Key Ideas and Details

## Anchor 1 / Literature

### Written Response to Reading Prompts

#### Grade K ( Written and Oral Prompts)

- Who, what where, when, why questions.
- What happened in the beginning, middle, and end of the story?
- Draw a picture of the character, setting, or event.
- Complete a story map.

#### Grade 1

- Who, what, where, when, why questions.
- Where is the setting? How do you know that is where the story takes place?
- How does the author describe one of the characters in the text.
- Complete a story map.

#### Grade 2

- Who, what, where, when, why questions.
- How does knowing where the story takes place help us understand the story?
- Retell the story.
- How does the author describe one of the characters in the text?
- Complete a story map.

### Teacher-Student Conference Prompts

#### Grade K (Written and Oral Prompts)

- Where is the setting? How do you know that is where the story takes place?
- Tell me about the different characters.

#### Grade 1

- Share a detail from the text about a character.
- Tell me what happened in the beginning.
- Share what happened in the middle of the story.
- Share what happened at the end.

#### Grade 2

- What was the author trying to tell you?
- Who are the main characters?
- Was there a main message in the story? What was it?
- Reread a passage that helped support what the author was trying to tell you.

## Key Ideas and Details

## Anchor 2 / Literature

**Reading Anchor 2:** Determine central ideas or this of a text and analyze their development; summarize the key supporting details and ideas.

Central Idea/theme



Getting to the point

Grade	K	1	2	3
<b>Standard</b>	With prompting and support retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	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
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Identifying the main events of the story</li> <li>Retelling the story</li> <li>Sequencing/Ordering the events of the story</li> <li>Sharing story elements</li> <li>Identifying key details</li> </ul>	<ul style="list-style-type: none"> <li>Understand key details</li> <li>Understand sequential order</li> <li>Retell in sequential order</li> <li>Identify and share key details and main events within the story</li> <li>Identify the conflict, problem, and resolution</li> </ul>	<ul style="list-style-type: none"> <li>Retell stories, fables, and folktales from different cultures</li> <li>Answer questions about the text</li> <li>Determine the 'big idea'</li> <li>Connect the message to other stories or lessons</li> </ul>	<ul style="list-style-type: none"> <li>Retell stories in sequential order</li> <li>Distinguish different genre: fables, folktale, myths</li> <li>Determine the central message, lesson or moral of a story</li> <li>Explain how the central message, lesson, or moral is conveyed through key details</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Retell</li> <li>Beginning, middle, end</li> <li>Main events</li> <li>Details</li> <li>Story , problem, character</li> <li>Resolution/solution</li> <li>Sequence</li> </ul>	<ul style="list-style-type: none"> <li>Retell</li> <li>Lesson or moral</li> <li>Beginning, middle, end</li> <li>Details</li> <li>Main event</li> <li>Problem</li> <li>Resolution/solution</li> <li>Sequence</li> </ul>	<ul style="list-style-type: none"> <li>Fables, folktales</li> <li>Central message, moral</li> <li>Beginning, middle, end</li> <li>Problem</li> <li>Solution</li> <li>Sequence</li> </ul>	<ul style="list-style-type: none"> <li>Fable, folktale, myth</li> <li>Central message, lesson, moral</li> <li>Key details</li> <li>Culture</li> <li>Sequence</li> </ul>

**Craft and Structure****Anchor 2/ Literature****Written Response to Reading Prompts****Grade K (Written and Oral Prompts)**

- Draw a picture of what happened in the story.
- What problem did the character have?
- What did the character do to solve the problem?

**Grade 1**

- Retell what happened in the story.
- What problems did the characters have? Explain how they solve their problems.
- What lessons were learned in the story?

**Grade 2**

- What is the moral of the story?
- Tell about the problem in the story and how it is solved.
- Use a Three Column Chart: retell the story using beginning, middle, and end.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Can you tell me what happened in the story?
- Tell me about your picture.
- What was the story about?

**Grade 1**

- What is this story mainly about?
- What happened in the beginning/middle/end of the story?
- What lesson did the character learn? What could this mean to the reader?

**Grade 2**

- Tell me about the story. What happens first?
- What is the problem or conflict in the story?
- How is this text similar/different from other stories you know?

## Key Ideas and Details

## Anchor 3 / Literature

**Reading Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Development of characters, events, and ideas



Following the thread

Grade	K	1	2	3
<b>Standard</b>	With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Identify characters</li> <li>Identify settings</li> <li>Identify major events</li> <li>Identify problem and solution</li> </ul>	<ul style="list-style-type: none"> <li>Identify characters within the story</li> <li>Identify the main and minor characters in the story</li> <li>Identify key events and details of a story in sequential order</li> <li>Understand the lesson or moral of a story</li> </ul>	<ul style="list-style-type: none"> <li>Understand sequence of events in a story</li> <li>Identify major and minor events, characters in the story</li> <li>Describe how characters face different events or challenges in the story</li> <li>Identify how characters interact and change throughout the story</li> </ul>	<ul style="list-style-type: none"> <li>Understand the sequence of events in a story</li> <li>Identify major/minor characters</li> <li>Describe characters by citing their traits, motivations and emotions</li> <li>Understand and explain how the characters' actions contribute to major and minor events in the story</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Characters</li> <li>Setting/place</li> <li>Problem</li> <li>Solution</li> <li>Events</li> </ul>	<ul style="list-style-type: none"> <li>Characters</li> <li>Setting</li> <li>Plot</li> <li>Events</li> <li>Sequence</li> <li>Lesson/moral</li> <li>Problem, solution/resolution</li> </ul>	<ul style="list-style-type: none"> <li>Event</li> <li>Characters</li> <li>Major/minor</li> <li>Sequence of events</li> <li>Challenges</li> <li>Interaction</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of characters</li> <li>Character/character traits</li> <li>Emotion (feelings)</li> <li>Sequence of events</li> <li>Motivation</li> <li>Problem/resolution/solutions</li> </ul>

**Key Ideas and Details****Anchor 3/ Literature****Written Response to Reading Prompts****Grade K (Written and Oral Prompts)**

- Who are the characters in the story?
- Draw a picture of where the story took place.
- Where and when did the story take place?

**Grade 1**

- Tell about the characters in the story? Who is the main character?
- What happens at the beginning, middle, and end of the story?
- Create a story map.
- Use a Two Column Chart: character: looks like/acts like.

**Grade 2**

- Retell the story in sequential order?
- Explain the main character in the story, and how that character changes through the story.
- Use a Two Column Chart: tell about the challenges the characters / how they responded to the challenges.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Who is the story about?
- What is happening in the story?
- Tell me about the characters. How are they alike? How are they different?

**Grade 1**

- How are the characters behaving or feeling in the beginning of the story?
- Have the characters' feelings changed by the end of the story?
- How do you know how the characters are feeling?

**Grade 2**

- Who are the major/main characters in the story? Who are the minor characters?
- Tell me about what happens in the story. How does this affect the characters?
- What decision could the characters have responded to differently?

## Craft and Structure

## Anchor 4 / Literature

**Reading Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Word meanings		Knowing the word
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Grade	K	1	2	3
<b>Standard</b>	Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, prom, or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Identify a word</li> <li>Ask a question</li> <li>Use cues such as visuals, phonics and semantics to figure our unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand the difference between words, phrases and sentences</li> <li>Ask and answer questions about story details</li> <li>Understand that words are clues to what characters are thinking</li> <li>Identify words that use the senses: see, hear smell taste, touch</li> <li>Identify words that communicate feelings</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between words and phrases</li> <li>Ability to hear the same /different sounds in words</li> <li>Ability to hear the pattern of the spoken language</li> <li>Know that alliteration means words that start with the same of similar sounds</li> <li>Recognize when authors repeat the same lines for emphasis or effect</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between words, phrase, and sentences</li> <li>Determine word and phrase meaning through context</li> <li>Distinguish between literal and non-literal language</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Unknown word</li> <li>Question/answer</li> <li>Text</li> </ul>	<ul style="list-style-type: none"> <li>Word, phrase, sentence</li> <li>Senses</li> <li>Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Words, phrases</li> <li>Rhyme</li> <li>Rhythm</li> <li>Repetition</li> <li>Alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Determine</li> <li>Phrase</li> <li>Literal and non-literal</li> <li>Context clues</li> <li>Distinguish</li> </ul>

## Craft and Structure

## Anchor 4 / Literature

### Written Response to Reading Prompts

#### Grade K (Written and Oral Prompts)

- Is there a part/chunk of that word that you know?
- Can you get your mouth ready to say the word?
- Is there something in the picture that can help you?

#### Grade 1

- What did you do when you read a word you did not understand?
- Explain how you could use one of the pictures to help you understand an unknown word or phrase.
- How does the main character feel? What words does the author use to help you understand the character's feelings?
- Use a Two Column Chart: 5 senses/words in the story.

#### Grade 2

- How does the story or poem make you feel when you read it?
- Can you find a sentence where a lot of the words start with the same letter? What is the sentence?
- Did the author repeat any words and why?
- Use a Two Column Chart: rhyming words/sentence where you found the word.

### Teacher-Student Conference Prompts

#### Grade K (Written and Oral Prompts)

- Point to an unknown word on the page.
- What was hard about that word?

#### Grade 1

- How does the story or poem make you feel when you read it?
- Look at the picture; is there something there to help you figure out the word?
- Reread the sentence; do the other words help you understand?

#### Grade 2

- Can you identify words that rhyme?
- What is the difference between a word, phrase or sentence?
- Can you find a sentence that has words that begin with the same letter?

## Craft and Structure

## Anchor 5 / Literature

**Reading Anchor 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Text structures



Examining how the text is built

Grade	K	1	2	3
<b>Standard</b>	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).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in story (e.g., create mood, emphasize aspects of a character or setting).
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Recognize that there are different purposes for writing.</li> <li>Understand that writing is formatted in different ways</li> <li>Know the elements of a story</li> <li>Know the elements of poems</li> <li>Recognize common genres: Fables, narrative, fairytale, poem, rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Understand the narrative structure of a story and h</li> <li>Recognize common genres: fables, narrative, fairytale, poem, rhyme. Magazine-expository, fiction/non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Understand story structure</li> <li>Understand the beginning of a story that introduces the characters and setting</li> <li>Describe the actions that occur at the ending of the story</li> <li>Know that actions in the story help lead to a resolution</li> </ul>	<ul style="list-style-type: none"> <li>Understand differences between story, drama, and poem and its parts (chapter, scene, stanza)</li> <li>Use vocabulary particular to each genre when speaking and writing</li> <li>Describe how each part builds upon earlier sections when discussing or writing about story, drama, or poems</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Text</li> <li>Fiction</li> <li>Poem, rhyme</li> <li>Fable</li> <li>Narrative</li> <li>Information</li> </ul>	<ul style="list-style-type: none"> <li>Text</li> <li>Narrative</li> <li>Expository</li> <li>Fiction, non-fiction</li> <li>Information</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Text</li> <li>Drama/play</li> <li>Poem/poetry</li> <li>Paragraph</li> <li>Section</li> <li>Chapter</li> <li>Scene</li> <li>Verse</li> <li>Stanza</li> </ul>	<ul style="list-style-type: none"> <li>Text</li> <li>Drama/play</li> <li>Poem/poetry</li> <li>Scene</li> <li>Verse</li> <li>Stanza</li> </ul>

**Craft and Structure****Anchor 5 / Literature****Written Response to Reading Prompts****Grade K (Written and Oral Prompts)**

- What is this story about?
- Is this story real or not real?

**Grade 1**

- Is this a book that tells a story or gives information? Explain.
- Explain if it is fiction or non-fiction.
- What is this book about?
- What can we learn from this book?
- Use a Two Column Chart: chapter/key event,

**Grade 2**

- Describe the beginning, middle, end.
- What are the characters' problems?
- How does the character solve the problem?
- In which part of the story does most of the action occur?
- Use Two Column Chart: Chapter/key events, description.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Will this book tell us story or help us learn something new?
- What helps us know that this book is a \_\_\_\_?
- Is this a \_\_\_\_ or a \_\_\_\_?

**Grade 1**

- What information can we gather from this book?
- What are the characters' problems?
- In which part of the story does most of the action occur?
- What is the genre? How do you know?

**Grade 2**

- Read where the character's problem begins to be solved.
- What is the author trying to tell you?
- What information does the author include at the beginning of the story that helps you understand the rest of the story?
- What is the importance of having chapters, stanzas, scenes?

# Craft and Structure

# Anchor 6/ Literature

**Reading Anchor 6:** Assess how point of view or purpose shapes the content and style of a text.



Grade	K	1	2	3
<b>Standard</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in the text.	Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish their own point of view from that of the narrator of those of the characters.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Identify the name of the author</li> <li>Identify the name of the illustrator</li> <li>Tell what the author does</li> <li>Tell what the illustrator does</li> </ul>	<ul style="list-style-type: none"> <li>Understand role of a narrator</li> <li>Understand character</li> <li>Understand concept of dialogue (talking between characters)</li> <li>Understand quotation marks.</li> <li>Identify narrator</li> <li>Identify character's voice</li> <li>Identify dialogue in text</li> <li>Identify speaker</li> </ul>	<ul style="list-style-type: none"> <li>Understand and identify point of view</li> <li>Distinguish one character's point of view from another character's</li> <li>Distinguish between characters' voices when reading aloud</li> <li>Use different voices for different characters (e.g., high gruff, low excited)</li> </ul>	<ul style="list-style-type: none"> <li>Understand point of view</li> <li>Distinguish between one's own point of view and another's</li> <li>Know what is meant by "first person", "third person"</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Author</li> <li>Illustrator</li> <li>Illustration</li> <li>Written by</li> <li>Illustrated by</li> <li>Title cover</li> </ul>	<ul style="list-style-type: none"> <li>Author</li> <li>Narrator</li> <li>Character</li> <li>Dialogue</li> <li>Quotations</li> </ul>	<ul style="list-style-type: none"> <li>Point of view</li> <li>Distinguish</li> <li>Opinion</li> <li>Dialogue</li> <li>Contrast</li> </ul>	<ul style="list-style-type: none"> <li>Point of view</li> <li>Distinguish</li> <li>Narrator</li> <li>First person</li> <li>Third person</li> </ul>

**Craft and Structure****Anchor 6 / Literature****Written Response to Reading Prompts****Grade K (Written and Oral Prompts)**

- Who wrote this story?
- Who drew the pictures?
- Tell me what the book was about?

**Grade 1**

- Who is telling the story?
- What does the narrator of a story do?
- What does the author do?
- Draw a picture of a character using details from the author.
- Use a Two Column Chart: title/who tells the story, record one sentence from narrator.

**Grade 2**

- Describe the 3 difference between the two character's points of view.
- What makes the characters speak or act differently?
- Draw a picture of a character at a particular point in time, using details from the author.
- Use Three Column Chart: major problem, what did the character do, what would you have done.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Can you point to the name of the author?
- Where can I find the name of the person who wrote this story?

**Grade 1**

- Who is talking? How do you know?
- How many characters are in the story?
- What are the names of the characters?

**Grade 2**

- Can you change your voice so it sounds like how the character might talk?
- Why is it important for the author to use dialogue?
- Who narrates the story?
- How would things be different if the story were told from a different character's perspective of from your perspective?

# Integration of Knowledge and Ideas

# Anchor 7 / Literature

**Reading Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



Grade	K	1	2	3
<b>Standard</b>	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).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in story (e.g., create mood, emphasize aspects of a character or setting).
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Recognize different types of illustrations (picture, photo, drawing, sketch, etc.)</li> <li>Understand and follow a story’s events and plots</li> <li>Connect the point of the story with illustrations</li> <li>Know that illustrations help you understand more about the story, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li>Understand that illustrations add details to the story</li> <li>Understand that details are specific pieces of information that add meaning to a story</li> <li>Identify the sequence of the main events of a story using details in the illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Understand character, plot, and setting</li> <li>Analyze text information and illustrations to understand Deeper meaning of the story Use opportunities to explore stories as digital text</li> </ul>	<ul style="list-style-type: none"> <li>Understand character, plot, setting</li> <li>Recognize how illustrations contribute to a story</li> <li>Explain how illustrations contribute to create mood and describe character or setting</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Illustration</li> <li>Illustrator</li> <li>Drawing/picture/photograph</li> <li>Story</li> </ul>	<ul style="list-style-type: none"> <li>Illustrations</li> <li>Events</li> <li>Details</li> <li>Characters</li> <li>Setting</li> </ul>	<ul style="list-style-type: none"> <li>Illustration</li> <li>Character</li> <li>Setting</li> <li>Plot</li> <li>Digital text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrations</li> <li>Aspects</li> <li>Mood</li> </ul>

## Integration of Knowledge and Ideas

## Anchor 7/ Literature

### Written Response to Reading Prompts

#### Grade K (Written and Oral Prompts)

- Why do you think the illustrator drew the picture?
- Is there anything in the pictures that help you understand the story better?

#### Grade 1

- Describe an illustration in the story and why it is important.
- How do illustrations help us understand the events of the story?
- Use a Two Column Chart: illustrations (page)/details.

#### Grade 2

- Describe an illustration in the story that explains something about the character.
- Choose an illustration and retell that part of the story.
- Use a Two Column Chart: description of illustration/clues about important events.

### Teacher-Student Conference Prompts

#### Grade K (Written and Oral Prompts)

- Picture walk through the book.
- After looking at a picture, what do you think will happen next?

#### Grade 1

- Where can we look to find details about the story/characters?
- What clues does the illustration provide to help you understand the setting/character/plot of the story?

#### Grade 2

- How does the illustration relate to what the author tells us about the characters?
- How does the illustration relate to what the author tells us about the setting?
- How does the illustration help you understand what the story is about (plot)?
- Why do you think the author/illustrator included that illustration?

## Integration of Knowledge and Ideas

## Anchor 9 / Literature

**Reading Anchor 9:** Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Comparing and contrasting



Weighing the works

Grade	K	1	2	3
<b>Standard</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	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.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>Know that compare means looking for things that are alike or the same</li> <li>Know that contrast means looking for difference</li> <li>Identify similarities and differences in the adventures; experiences of characters</li> <li>Understand the “who” and the “what” of the story</li> </ul>	<ul style="list-style-type: none"> <li>Identify the characters and make comparisons</li> <li>Understand comparison (similarities), contrast (differences)</li> <li>Understand what an adventure, experience is</li> <li>Identify similarities (comparisons), differences (contrasts)</li> <li>Understand the “who” and “what” within stories</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the same Story by different authors</li> <li>Compare and contrast two stories that have a similar theme, idea or character</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Understand theme, setting and plot</li> <li>Recognize author</li> <li>Recognize how a character remains the same or changes throughout a text or throughout a series</li> <li>Compare and contrast the themes, settings and plots</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>Character</li> <li>Adventure</li> <li>Experiences</li> <li>Compare, similar</li> <li>Contrast, different</li> </ul>	<ul style="list-style-type: none"> <li>Compare (similarities)</li> <li>Contrast (differences)</li> <li>Adventures</li> <li>Experiences</li> </ul>	<ul style="list-style-type: none"> <li>Compare, contrast</li> <li>Plot</li> <li>Theme</li> </ul>	<ul style="list-style-type: none"> <li>Compare, contrast</li> <li>Theme, plot</li> <li>Setting</li> <li>Character</li> </ul>

## Integration of Knowledge and Ideas

## Anchor 9/ Literature

### Written Response to Reading Prompts

#### Grade K ( Written and Oral Prompts)

- What adventure did one character have in the story?
- Does this character remind you of another character?

#### Grade 1

- How is the ending of this story the same as another story you have read?
- How is the ending of this story different as another story you have read?
- Use a Two Column Chart: main characters( two different books)/compare, contrast.

#### Grade 2

- Describe the setting of this book and another book you have read.
- Describe the problem faced by a character in this book and another book you read.
- Use a Two Column Chart: compare, contrast/two stories.

### Teacher-Student Conference Prompts

#### Grade K (Written and Oral Prompts)

- Can you think of another story that is like this one?
- How is this story's ending the same as another story you have read?
- How is this story's ending different as another story you have read?

#### Grade 1

- Can you think of another story that is like this one?
- How is this story's ending the same as another story you have read?
- How is this story's ending different as another story you have read?

#### Grade 2

- What is the theme and is there another story with the same theme?
- What is similar about the problem-resolution sequences?
- Which version of the story do you like better?

## Range of Reading and Level of Text Complexity

## Anchor 10

**Reading Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently.

Text complexity



Stepping higher

Grade	K	1	2	3
<b>Standard</b>	Actively engage in group reading activities with purpose and understanding.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	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.	By the end of the year, read and comprehend literature, including stories, drama, and poetry, in the grades 2-3 text complexity band independently and proficiently.
<b>Essential Skills/ Concepts</b>	<ul style="list-style-type: none"> <li>• Listening intently</li> <li>• Asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Recall familiar stories</li> <li>• Retell familiar stories</li> <li>• Recite poems</li> <li>• Make connections between texts such as poems on the same topic</li> <li>• Make and confirm predictions about what will happen next in a story</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize a variety of text (stories, poetry)</li> <li>• Read independently and proficiently in grades 2-3 complexity band</li> <li>• Comprehend literature read in grades 2-3 complexity band</li> <li>• Multiple layers of meaning, figurative language and academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize genre in literature, including stories, dramas, and poetry</li> <li>• Read independently and proficiently at the high end of the 2-3 grade complexity band</li> <li>• Comprehend literature read at the high end of the 2-3 grade complexity band</li> </ul>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Purpose</li> <li>• Understanding</li> <li>• Illustrations</li> <li>• Events</li> <li>• Content</li> <li>• Predictions</li> <li>• Text</li> </ul>	<ul style="list-style-type: none"> <li>• Retell</li> <li>• Recall</li> <li>• Compare</li> <li>• Predict</li> <li>• Identify</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend</li> <li>• Independently</li> <li>• Literature</li> <li>• Proficiently</li> <li>• Character</li> <li>• Plot</li> <li>• Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend</li> <li>• Independently</li> <li>• Literature</li> <li>• Proficiently</li> <li>• Story</li> <li>• Drama</li> <li>• Poetry</li> <li>• Chart</li> </ul>

**Range of Reading and Level of Text Complexity****Anchor 10/ Literature****Written Response to Reading Prompts****Grade K ( Written and Oral Prompts)**

- Retell the story to your partner.
- Can you predict what is going to happen using the pictures or what we have read so far?

**Grade 1**

- How did you choose this book? Was it a good fit?
- Do you have any questions about what we are reading?

**Grade 2**

- Do you have any questions about what we are reading?
- How did reading this book improve your reading? Explain.
- Describe a reading strategy you used in this text.

**Teacher-Student Conference Prompts****Grade K (Written and Oral Prompts)**

- Do you have any questions about what we are reading?
- Would you like to read more books by this author?

**Grade 1**

- Reread a page. Give feedback (e.g.: fluency).
- How did you monitor your reading?
- What can you do if the book is too easy or too difficult?
- Would you like to read more books by this author?

**Grade 2**

- What clues helped you predict what was happening?
- Reread a page. Give feedback (e.g.: fluency).
- Would you like to read more books by this author?