

Reading Standards PreK-12

Reading Standards for Literature #1 Key Ideas and Details

Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

Grade PreK: With prompting and support, ask and answer questions about a story or poem read aloud.

Grade K: With prompting and support, ask and answer questions about key details in a text.

Grade 1: Ask and answer questions about key details in a text.

Grade 2: Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade 4: Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

Grade 5: Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. *See grade 5 Writing Standard 8 for more on paraphrasing.*

Grade 6: Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. *See grade 6 Writing Standard 8 for more on quoting and paraphrasing.*

Grade 7: Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. *See grade 7 Writing Standard 8 for more on quoting and paraphrasing.*

Grade 8: Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. *See grade 8 Writing Standard 8 for more on quoting and paraphrasing.*

Grade 9-10: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

Grade 11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading Standards for Literature #2

Key Ideas and Details

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade PreK: With prompting and support, ask and answer questions about a story or poem read aloud.

Grade K: With prompting and support, retell familiar stories, including key details.

Grade 1: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Grade 2: Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Grade 3: Retell 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 a text.

Grade 4: Determine a theme of a story, drama, or poem from details in the text; summarize a text.

Grade 5: 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 a text.

Grade 6: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

Grade 7: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.

Grade 8: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.

Grade 9-10: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.

Grade 11-12: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.

Reading Standards for Literature #3 Key Ideas and Details

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade PreK: With prompting and support, act out characters and events from a story or poem read aloud.

Grade K: With prompting and support, identify characters, settings, and major events in a story.

Grade 1: Describe characters, settings, and major events in a story, using key details.

Grade 2: Describe how characters in a story respond to major events and challenges.

Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 4: 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).

Grade 5: 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).

Grade 6: Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Grade 7: Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).

Grade 8: Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

Grade 9-10: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Grade 11-12: Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Reading Standards for Literature #4 Craft and Structure

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.

Grade PreK: With prompting and support ask and answer questions about unfamiliar words in a story or poem read aloud.

Grade K: Ask and answer questions about unknown words in a text.

Grade 1: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Grade 2: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. *See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

Grade 3: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. *See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

Grade 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*); explain how figurative language (e.g., simile, metaphor) enriches a text. *See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

Grade 5: Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. *See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

Grade 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author’s attitude toward subject or audience), or mood (i.e., emotional atmosphere). *See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

Grade 7: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. *See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

Grade 8: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. *See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

Grade 9-10: Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. *See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

Grade 11-12: Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). *See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.*

Reading Standards for Literature #5 Craft and Structure

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

Grade Pre K: Show awareness of the rhythmic structure of a poem or song by clapping or through movement.

Grade K: Recognize common types of texts and characteristics of their structure.

Grade 1: Identify characteristics of common types of stories, including folktales and fairy tales.

Grade 2: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Grade 3: Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.

Grade 4: Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.

Grade 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Grade 6: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Grade 7: Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).

Grade 8: Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.

Grade 9-10: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Grade 11-12: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.

Reading Standards for Literature #6

Craft and Structure

Assess how point of view or purpose shapes the content and style of a text.

Grade PreK: With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.

Grade K: With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.

Grade 1: Identify who is telling the story at various points in text.

Grade 2: Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.

Grade 3: Distinguish their own point of view from that of a text’s narrator or those of its characters.

Grade 4: Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.

Grade 5: Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.

Grade 6: Explain how an author develops the point of view of the narrator or speaker in a text.

Grade 7: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Grade 8 Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Grade 9-10: Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

Grade 11-12: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).

Reading Standards for Literature #7 Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

Grade PreK: With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.

Grade K: 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).

Grade 1: Use illustrations and details in a story to describe its characters, setting, or events.

Grade 2: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Grade 3: 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).

Grade 4: Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.

Grade 5: 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).

Grade 6: Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.

Grade 7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

Grade 8: Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).

Grade 9-10: Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

Grade 11-12: Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.

¹ Please see "Research to build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital resources.

Reading Standards for Literature #8 Integration of Knowledge and Ideas

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade PreK: Not applicable

Grade K: Not applicable

Grade 1: Not applicable. For expectations regarding central messages or lessons in stories, see RL.2

Grade 2: Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.

Grade 3: Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.

Grade 4: Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.

Grade 5: Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.

Grade 6: Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.

Grade 7: Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.

Grade 8: Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.

Grade 9-10: Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.

Grade 11-12: Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.

Reading Standards for Literature #9 Integration of Knowledge and Ideas

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade PreK: With prompting and support, make connections between a story or poem and their own experiences.

Grade K: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Grade 1: Compare and contrast the adventures and experiences of characters in stories.

Grade 2: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Grade 3: 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).

Grade 4: 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.

Grade 5: Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.

Grade 6: Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Grade 7: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Grade 8: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grade 9-10: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Grade 11-12: Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.

Reading Standards for Literature #10 Range of Reading and Level of Text Complexity

Independently and proficiently read and comprehend complex literary and informational texts.²

Grade PreK: Listen actively as an individual and as a member of a group to a variety of age-appropriate literature.

Grade K: Actively engage in group reading activities with purpose and understanding.

Grade 1: With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibit complexity appropriate for at least grade 1.

Grade 2: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

Grade 3: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.

Grade 4: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.

Grade 5: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.

Grade 6: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

Grade 7: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

Grade 8: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8

Grade 9-10: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

Grade 11-12: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

² Measuring text complexity involves qualitative evaluation of the text, a quantitative evaluation of the text, and matching reader to text and task. See the Pre-K-5 resource section in this Framework for more information regarding range, quality, and complexity of student reading for grades pre-K-5. Appendix A of the Common Core State Standards also discusses text complexity in depth, and the Massachusetts Model Curriculum Unit Project provides examples of complex texts and tasks.