

Viewing Standards for Literature (K-2)

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students view increasingly complex texts through the grades.

Kindergartners

Grade 1 students

Grade 2 students

Key Ideas and Details

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| <ol style="list-style-type: none">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. | <ol style="list-style-type: none">1. Ask and answer questions about key details in a text.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.3. Describe characters, settings, and major events in a story, using key details. | <ol style="list-style-type: none">1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.3. Describe how characters in a story respond to major events and challenges. |
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Craft and Structure

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| <ol style="list-style-type: none">1. Ask and answer questions about unknown fingerspelled words or signs in a text.2. Recognize common types of text (e.g., storysigning, storytelling, poems).3. With prompting and support, name the author and signer of a story and define the role of each in telling the story. | <ol style="list-style-type: none">1. Identify fingerspelled words, signs, and phrases, in stories or poems that suggest feelings or appeal to the senses.2. Explain major differences between text that tells stories and text that gives information, drawing on a wide viewing of a range of text types.3. Identify who is telling the story at various points in a text. | <ol style="list-style-type: none">1. Describe how fingerspelling words, signs, and phrases (e.g., patterned handshapes and/or signs, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.2. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.3. Acknowledge differences in the points of view of characters, including by signing in a different style for each character when signing dialogue (e.g., role shifting, eye gaze). |
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Integration of Knowledge and Ideas

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| <ol style="list-style-type: none">1. 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).2. (Not applicable to literature.)3. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <ol style="list-style-type: none">1. Use illustrations and details in a story to describe its characters, setting, or events.2. (Not applicable to literature.)3. Compare and contrast the adventures and experiences of characters in stories. | <ol style="list-style-type: none">1. Use information gained from the illustrations and signs in text to demonstrate understanding of its characters, setting, or plot.2. (Not applicable to literature.)3. Compare and contrast two or more versions of the same story (e.g., Eyeth) by different authors and/or signers or from different cultures. |
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Range of Viewing and Level of Text Complexity

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| <ol style="list-style-type: none">1. Actively engage in group viewing activities with purpose and understanding. | <ol style="list-style-type: none">1. With prompting and support, view prose and poetry of appropriate complexity for grade 1. | <ol style="list-style-type: none">1. By the end of the year, view 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. |
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