



**LOS ANGELES UNIFIED SCHOOL DISTRICT –OFFICE OF EARLY LANGUAGE AND LITERACY**  
**TK –K-2 READING STANDARDS PROGRESSIONS FOR LITERATURE**

At about 48 months	At around 60 months	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade
<b>Preschool Learning Foundations</b>		<b>Common Core State Standards</b>		
4.1 Demonstrate knowledge of main characters or events in a familiar story through answering questions, retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	<b>Key Ideas and Details</b>		
		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.
		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
		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.
		<b>Craft and Structure</b>		
		5. Recognize common types of texts (e.g., storybooks, poems, <b>fantasy, realistic text.</b> *)	5. Explain major differences between books that tell stories and books that give information, drawing on a wide 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.
		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.
		<b>Integration of Knowledge and Ideas</b>		
		7. With prompting and support, describe the relationship between illustrations and the story in which they appear.	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.
		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 by different authors or from different cultures.

\*ADDED BY CALIFORNIA TO THE CCSS