



# Maryland College and Career Ready Standards for Reading Literature Clarifications

## Maryland College and Career Ready (MCCR) Standards for Reading Literature Clarifications – Standard 10

The English Language Arts Department at MSDE facilitated teams of educators from across the state to participate in writing Clarifications for the MCCR Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement these Standards. Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the MCCR Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the MCCR Standards toolkit.

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**RL10 ANCHOR STANDARD: READ AND COMPREHEND COMPLEX LITERARY AND INFORMATIONAL TEXTS INDEPENDENTLY AND PROFICIENTLY.**

Each time a student participates in reading activities he/she is working toward accomplishing the demands of Standard Ten.

**Pre-Kindergarten: Actively engage in group reading activities with purpose and understanding.**

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems. A student engages in active learning with these texts by listening, discussing, and applying modeled comprehension skills and strategies to define purposes for reading.

**Kindergarten - Actively engage in group reading activities with purpose and understanding.**

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems. A student engages in active learning with these texts by listening and participating with a purpose such as metacognition, fun, information, directions and by applying comprehension strategies and skills.

**Grade One - With prompting and support, read prose and poetry of appropriate complexity for grade 1.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems of steadily increasing complexity.

The more independent first grader may use the teacher as a guide/model to become a fluent reader of prose and poetry. Fluency is the ability to read at an appropriate rate using expression.

**Grade Two - 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.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems of steadily increasing complexity.

Text complexity refers to three components: Qualitative Dimensions for Literary Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive

capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

Scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

**Grade Three - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high-end of the grades 2-3 text complexity band, independently and proficiently.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems of steadily increasing complexity.

Text complexity refers to three components Qualitative Dimensions for Literary Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

A teacher works with students to establish targets for literacy growth during a year. A student works to read at the higher end of the stated text complexity band, taking in the meaning, nature of, or importance of a text and applying that knowledge in oral or written form.

**Grade Four - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems of steadily increasing complexity.

Text complexity refers to three components Qualitative Dimensions for Literary Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

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A fourth grader self-selects text within the stated grade level band that is challenging, represents various genres, and interests him/her. A student independently sets a purpose for reading these texts and at completion demonstrates understanding.

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**Grade Five - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems of steadily increasing complexity.

Text complexity refers to three components Qualitative Dimensions for Literary Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

Fifth graders self-select challenging literary text from the stated text complexity band to satisfy educational as well as personal interests. Students monitor and clarify their understanding as they continually set personal goals to increase their competency.

**Grade Six - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems of steadily increasing complexity.

Text complexity refers to three components Qualitative Dimensions for Literary Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

Scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

By the time a student has reached sixth grade, he/she has a cadre of practical reading strategies, which are independently practiced, to attain meaning and develop an understanding of key elements of literature through interpretive and critical analysis.

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**Grade Seven - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems of steadily increasing complexity.

Text complexity refers to three components Qualitative Dimensions for Literary Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

Scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

By the time a student has reached seventh grade, he/she has a cadre of practical reading strategies, which are independently practiced, to attain meaning and develop an understanding of key elements of literature through interpretive and critical analysis

**Grade Eight - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fantasy, fables, folktales, realistic fiction, historical fiction, plays, and poems of steadily increasing complexity.

Text complexity refers to three components Qualitative Dimensions for Literary Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

By the time a student has reached eighth grade, he/she has a cadre of practical reading strategies, which are independently practiced, to attain meaning and develop an understanding of key elements of literature through interpretive and critical analysis.

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**Grades Nine and Ten - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures.

Text complexity refers to three components: Qualitative Dimensions for Literary Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

For ninth graders, if necessary, scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

By the time a student has reached ninth or tenth grade, he/she has a cadre of practical reading strategies, which are independently practiced, to attain meaning and develop an understanding of key elements of literature through interpretive and critical analysis.

**Grades Eleven and Twelve - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-College/Career Ready text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-College/Career Ready text complexity band independently and proficiently.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures.

Text complexity refers to three components: Qualitative Dimensions for Literary Text, Quantitative Measures, and Reader/Task Considerations. Qualitative Dimensions address text structure, language conventionality and clarity, levels of meaning or purpose, and knowledge demands. Quantitative Measures address levels of text measured by word frequency and sentence length. Reader/Task Considerations addresses cognitive capabilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme considerations, and associated tasks.

For eleventh graders, if necessary, scaffolding or making text accessible to students can be accomplished in a variety of ways. Accessing the site for Universal Design for Learning provides this information.

For twelfth graders, independent planning for personal reading growth and proficiency in understanding at basic, interpretive, and critical levels mark the individual ready to meet the demands of a college classroom or a workplace.