



Maryland College and Career Ready Standards Framework English Language Arts/Literacy

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.14.01 *Reading and English Language Arts Instructional Programs for Grades Prekindergarten – 12* states that, “each local education agency shall provide in public schools an instructional program in English language arts/literacy each year for all students in grades prekindergarten – 5; provide in public schools an instructional program in English language arts/literacy each year for all students in grades 6–8; offer an English language arts/literacy program in grades 9 – 12 which enables students to meet graduation requirements and to select English language arts/literacy electives including English Language Arts/Literacy Transition Courses.”

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in English Language Arts/Literacy. State Frameworks are defined as supporting documents and provide guidance for implementing Maryland College and Career Readiness Standards in English Language Arts/Literacy which are reviewed and adopted by the Maryland State Board of Education. State Frameworks also provide consistency in learning expectations for students in English Language Arts/Literacy programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in English Language Arts/Literacy in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in English Language Arts/Literacy, Prekindergarten – Grade 12 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Maryland College and Career Ready English Language Arts/Literacy Frameworks were released in June of 2012.

Maryland College and Career Ready Standards Framework Reading Literature Grades 6-8

In June 2010, the Maryland State Board of Education adopted the Maryland College and Career Ready Standards (MCCRS). These Frameworks are the result of a year-long effort by Maryland educators to unpack the MCCR standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the MCCR standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

The MCCRS Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, references such as See MCCR Standard 6 SL4 (“See MCCR Standards, Grade 6, Speaking & Listening, Standard 4”) are provided.

The following list shows the abbreviations used when referencing standards from the MCCRS:

- RL – Reading Literature
- RI – Reading Informational Text
- RF – Reading Foundational Skills
- W – Writing
- L – Language
- SL – Speaking and Listening

The MCCRS Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 _____ (“Maryland School Library Media, grades 6-8, Standard, Indicator, objective”) and TL (“Technology Literacy Standards” followed by Standard, Indicator, objective).

Standards for Reading Literature (RL)

Cluster: Key Ideas and Details

RL1 MCCR Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Select and apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Select and apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<ul style="list-style-type: none"> • Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. • Demonstrate comprehension of a text with after reading strategies by <ul style="list-style-type: none"> ○ explaining the main ideas ○ identifying what is directly stated in the text ○ drawing inferences ○ drawing conclusions ○ verifying or adjusting predictions ○ making new predictions ○ paraphrasing and summarizing ○ making connections between the text and oneself. 	<ul style="list-style-type: none"> • Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. • Demonstrate comprehension of a text with after reading strategies by <ul style="list-style-type: none"> ○ explaining the main ideas ○ identifying what is directly stated in the text ○ drawing inferences ○ drawing conclusions ○ verifying or adjusting predictions ○ making new predictions ○ paraphrasing and summarizing ○ making connections between the text and oneself. 	<ul style="list-style-type: none"> • Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. • Demonstrate comprehension of a text with after reading strategies by <ul style="list-style-type: none"> ○ explaining the main ideas ○ identifying what is directly stated in the text ○ drawing inferences ○ drawing conclusions ○ verifying or adjusting predictions ○ making new predictions ○ paraphrasing and summarizing ○ making connections between the text and oneself.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<ul style="list-style-type: none"> • Determine and state evidence that confirms the important ideas and messages of a literary text. • Identify evidence to suggest logically what might be true about characters, setting, plot, etc. • Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. (See CCSS L.6.5b.) • Distinguish between connotations and denotations of words for understanding. (See CCSS L.6.5c.) • Participate actively and appropriately in discussions about literary texts. (See CCSS SL.6.1 and SL.6.3.) 	<ul style="list-style-type: none"> • Determine and state multiple pieces of evidence that confirm the important ideas and messages of a literary text. • Identify multiple pieces of evidence to suggest logically what might be true about characters, setting, plot, etc. • Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. (See CCSS L.7.5b.) • Distinguish between connotations and denotations of words for understanding. (See CCSS L.7.5.c.) • Participate actively and appropriately in discussions about literary texts. (See CCSS SL.7.1 and SL.7.3.) 	<ul style="list-style-type: none"> • Among multiple pieces of evidence, determine, select, and state the piece of evidence that confirms the meaning of a literary text. • Among multiple pieces of evidence, identify the strongest piece of evidence that suggests logically what might be true about characters, setting, plot, etc. • Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. (See CCSS L.8.5b.) • Distinguish between connotations and denotations of words for understanding. (See CCSS L.8.5c.) • Participate actively and appropriately in discussions about literary texts. (See CCSS SL.8.1 and SL.8.3.)

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.6.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.6.6.) • (See SLM V.A, VI.B and DL2.) 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.7.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.7.6.) • (See SLM V.A, VI.B and DL2.) 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.8.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.8.6.) • (See SLM V.A, VI.B and DL2.)

Standards for Reading Literature (RL)

Cluster: Key Ideas and Details

RL2 MCCR Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RL2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>RL2 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 the text.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use significant details of characterization and/or plot development, repeated words, ideas, and/or symbols as clues to theme. • Connect conclusions about character/s, plot, and/or symbols to determine theme. • Present details to accentuate support of main ideas or themes. (See CCSS SL.6.5.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Track and examine significant details of character and plot development, repeated words, ideas, and/or symbols through a text. • Present details and examples in a focused, coherent manner. (See CCSS SL.7.4.) • Use significant details of character and plot development, repeated words, ideas, and/or symbols to formulate a theme. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Determine the interaction among characters, setting, and plot through a text. • Present sound, valid reasoning and well-chosen details in a focused, coherent manner. (See CCSS SL.8.4.) • Examine the interaction of characters, setting, and plot to express a theme.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RL2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>RL2 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 the text.</p>
<ul style="list-style-type: none"> • Distinguish between subjective and objective summaries. • Paraphrase significant events or details from a text. • Review key ideas expressed through paraphrasing. (See CCSS SL.6.1d.) • State or compose a summary that includes events from the beginning, middle, and end of a text. • Use a variety of transition words to convey sequence. (See CCSS W.6.3c.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.6.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.6.6.) 	<ul style="list-style-type: none"> • Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text. • Use a variety of transition words to convey sequence. (See CCSS W.7.3c.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.7.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.7.6.) 	<ul style="list-style-type: none"> • Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text. • Use a variety of transition words to convey sequence. (See CCSS W.8.3c.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.8.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.8.6.)

Standards for Reading Literature (RL)

Cluster: Key Ideas and Details

RL3 MCCR Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Apply the basic elements of plot structure in a description of a story’s plot. Apply the basic elements of plot structure and drama structure in a description of a drama’s plot. Apply the elements of characterization in a description of character development. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Examine and discuss the basic elements of plot structure and characterization. Examine and discuss the basic elements of drama structure. Make connections between or among elements of a plot or a drama structure and characters to determine the effect upon each other. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Examine what a character in a story or drama thinks, says, or does. Connect how a character’s speech, thoughts, or actions cause movement within the plot or drama. Show how a character’s speech or thoughts reflect the traits a character displays.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<ul style="list-style-type: none"> • Use a variety of transition words to convey sequence. (See CCSS W.6.3.c.) • Use precise words and descriptive details to convey events. (See CCSS W.6.3.d.) • Give a conclusion that follows from events. (See CCSS W. 5.3e.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.6.1.) • Use appropriate academic or domain-specific words correctly when writing about or discussing literature. (See CCSS L.6.6.) 	<ul style="list-style-type: none"> • Use precise words and descriptive details to convey events. (See CCSS W.7.3.d.) • Use evidence from a literary text to support analysis. (See CCSS W.7.9.) • Present claims emphasizing the most important points supported by pertinent descriptions and details. (See CCSS SL.7.4.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.7.1.) • Use appropriate academic or domain-specific words correctly when writing about or discussing literature. (See CCSS L.7.6.) 	<ul style="list-style-type: none"> • Use precise words and descriptive details to convey events. (See CCSS W.8.3.d.) • Use evidence from a literary text to support analysis. (See CCSS W.8.9.) • Present claims emphasizing the most important points supported by pertinent descriptions and details. (See CCSS SL.8.4.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.8.1.) • Use appropriate academic or domain-specific words correctly when writing about or discussing literature. (See CCSS L.8.6.)

Standards for Reading Literature (RL)

Cluster: Craft and Structure

RL4 MCCR Anchor Standard: 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 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>RL4 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 and tone, including analogies or allusions to other texts.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use evidence from a literary text to support analysis of word choice. (See CCSS W.6.9.) • Examine the author’s word choice as an indicator of tone. • Use the author’s word choice as an indicator of tone. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use evidence from a literary text to support analysis of word choice. (See CCSS W.7.9.) • Examine the author’s purpose in using sound elements of words. • Use evidence from a literary text to determine tone. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use evidence from a literary text to support analysis of word choice. (See CCSS W.8.9) • Interpret analogies and literary allusions as a way to construct meaning in a literary text. • Use context as a clue to the meaning of words and phrases. (See CCSS L.8.4.a.)

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>RL4 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 and tone, including analogies or allusions to other texts.</p>
<ul style="list-style-type: none"> • Use context as a clue to the meaning of words and phrases. (See CCSS L.6.4.a.) • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (See CCSS L.6.4.b.) • Verify an inferred meaning of a word or phrase in a dictionary. (See CCSS L.6.4.d.) • Demonstrate an understanding of figurative language and connotation. (See CCSS L.6.5.a, L.6.5.c.) 	<ul style="list-style-type: none"> • Use context as a clue to the meaning of words and phrases. (See CCSS L.7.4.a.) • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (See CCSS L.7.4.b.) • Verify an inferred meaning of a word or phrase in a dictionary. (See CCSS L.7.4.d.) • Demonstrate an understanding of figurative language and connotation. (See CCSS L.7.5.a, L.7.5.c.) 	<ul style="list-style-type: none"> • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (See CCSS L.8.4.b.) • Verify an inferred meaning of a word or phrase in a dictionary. (See CCSS L.7.4.d.) • Examine the effects of diction, tone, figurative language, sound elements and connotation as a way to construct meaning. (See CCSS L.8.5.a, L.8.5.c.)

Standards for Reading Literature (RL)

Cluster: Craft and Structure

RL5 MCCR Anchor Standard: 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.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL5 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.</p>	<p>RL5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the structure of novels, dramas, and poetry. • Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate an understanding of and distinguish between dramatic structures and poetic forms. • Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning. Analyze how elements of a literary text interact. (See CCSS RL.7.3.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate an understanding of literary style. • Explain how the structures of multiple texts are alike and different. • Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL5 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.</p>	<p>RL5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>
<ul style="list-style-type: none"> • Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance the plot, setting, or theme of a literary text. • Determine how a theme is relayed through particular details in a literary text. (See CCSS RL.6.2.) • Describe how a literary text develops in a series of episodes. (See CCSS RL.6.3.) • Use knowledge of narrative techniques as a means to comprehend events in literary texts. (See CCSS W.6.3.b.) • Use evidence from literary texts to support analysis of text structure. (See CCSS W.6.9.) 	<ul style="list-style-type: none"> • Use evidence from literary texts to support analysis of a drama’s or poem’s form or structure. (See CCSS W.7.9.) • Examine how parts of dramatic structure or poetic forms help clarify or fulfill the author’s purpose. 	<ul style="list-style-type: none"> • Use evidence from literary texts to support a comparative analysis of text structures. (See CCSS W.8.9.) • Use knowledge of language including style. (See CCSS L. 6.3.b.)

Standards for Reading Literature (RL)

Cluster: Craft and Structure

RL6 MCCR Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RL6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply knowledge of the different types of point of view to a text. • Demonstrate knowledge of person in personal pronouns. (See CCSS L.6.1.c.) • Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply knowledge of point of view and characterization to determine multiple narrators. • Explain how multiple narrators/speakers are alike and different. • Examine the conflicting views of multiple narrators/speakers to develop a broad view of the action, characters, or ideas in a literary text. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate knowledge of mood. • Compare and/or contrast one’s own views to those of a character or characters. • Explain how shared or opposing points of view between a reader and character can generate a specific mood.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RL6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
<ul style="list-style-type: none"> • Use dialogue to develop characters. (See CCSS W.6.1.b.) • Use vocabulary knowledge when considering words and phrases important to comprehension. (See CCSS L.6.6.) 	<ul style="list-style-type: none"> • Analyze inferences drawn from a literary text. (See CCSS RL.7.1.) • Use dialogue to develop characters. (See CCSS W.7.1.b.) • Use vocabulary knowledge when considering words and phrases important to comprehension. (See CCSS L.7.6.) 	<ul style="list-style-type: none"> • Analyze inferences drawn from a literary text. (See CCSS RL.7.1.) • Use dialogue to develop characters. (See CCSS W.8.1.b.) • Use vocabulary knowledge when considering words and phrases important to comprehension. (See CCSS L.8.6.)

Standards for Reading Literature (RL)

Cluster: Integration of Knowledge and Ideas

RL7 MCCR Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text or what they perceive when they listen or watch.</p>	<p>RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. • Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text. • Compare the reading a literary text versus listening to or viewing a dramatization of a literary text. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. • Explain the likenesses and differences of a literary text versus an audio or a visual version of a literary text. • Demonstrate knowledge of techniques available to produce an audio, filmed, or staged version of a literary text. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text or what they perceive when they listen or watch.</p>	<p>RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
<ul style="list-style-type: none"> • Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those sights and sounds from a literary text. • Support ideas with relevant evidence. (See CCSS W.6.1.b.) • Use evidence from literary texts to support reflection. (See CCSS W.6.) • Use details presented in diverse media and formats. (See CCSS SL.6.2.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.6.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.6.6.) 	<ul style="list-style-type: none"> • Explain the likenesses and differences among an audio, filmed, or staged version of a literary text. • Explain the effects produced through audio, filmed, or staged versions of a literary text. • Support ideas with relevant evidence. (See CCSS W.7.1.b.) • Use evidence from literary texts to support reflection. (See CCSS W.7.9.) • Use details presented in diverse media and formats. (See CCSS SL.7.2.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.7.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.7.6.) 	<ul style="list-style-type: none"> • Examine the likenesses and differences between a written literary text and its filmed or staged version. • Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from the original text. • Support ideas with relevant evidence. (See CCSS W.8.1.b.) • Use evidence from literary texts to support analysis and reflection. (See CCSS W.8.9.) • Use details presented in diverse media and formats and evaluate the motives behind the creation of its presentation. (See CCSS W.8.9.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.8.1.)

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text or what they perceive when they listen or watch.</p>	<p>RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
<ul style="list-style-type: none"> • (See SLM II.A, IV.B and DL 3.) 	<ul style="list-style-type: none"> • (See SLM II.A, IV.B and DL 3.) 	<ul style="list-style-type: none"> • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.8.6.) • (See SLM II.A, IV.B and DL 3.)

Standards for Reading Literature (RL)

Cluster: Integration of Knowledge and Ideas

RL8 MCCR Anchor Standard: 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 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
RL8 not applicable to literature	RL8 not applicable to literature	RL8 not applicable to literature)
Essential Skills and Knowledge N/A	Essential Skills and Knowledge N/A	Essential Skills and Knowledge N/A

Standards for Reading Literature (RL)

Cluster: Integration of Knowledge and Ideas

RL9 MCCR Anchor Standard: 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 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL9 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.</p>	<p>RL9 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.</p>	<p>RL9 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.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader to a given literary text. • Compare texts addressing comparable topics, ideas, or themes but written in different genres. • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.6.1.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader to a given literary text. • Distinguish between historical fiction and an historical account. • Compare specific texts addressing the same time period in historical fiction and an historical account. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader to a given literary text. • Demonstrate an understanding of universality. • Compare the literary elements of a modern fiction text to a traditional fiction text.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL9 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.</p>	<p>RL9 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.</p>	<p>RL9 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.</p>
<ul style="list-style-type: none"> • Use evidence from literary texts to support analysis. (See CCSS W.6.9.) • Present findings using pertinent details. (See CCSS SL.6.4.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.6.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.6.6.) 	<ul style="list-style-type: none"> • Explain the author’s purpose in changing historical fact in a fictional text. • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (See CCSS RL.7.1.) • Use evidence from literary and informational texts to support analysis and reflection. (See CCSS W.7.9.) • Present findings using pertinent details and facts. (See CCSS SL.7.4.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.7.6.) 	<ul style="list-style-type: none"> • Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts. • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.8.1.) • Use evidence from literary texts to support analysis and reflection. (See CCSS W.8.9.) • Present findings using relevant evidence and well-chosen details. (See CCSS W.8.9.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.8.1.) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.8.6.)

Standards for Reading Informational Text (RI)

Cluster: Range of Reading and Level of Text Complexity

RI10 MCCR Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL10 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.</p>	<p>RL10 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.</p>	<p>RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
<p>RL10 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.</p>	<p>RL10 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.</p>	<p>RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.</p>
<ul style="list-style-type: none"> • Set personal goals and conference regularly with adults to improve reading. • (See MD SLM V.A.) 	<ul style="list-style-type: none"> • Set personal goals and conference regularly with adults to improve reading. • (See MD SLM V.A.) 	<ul style="list-style-type: none"> • Set personal goals and conference regularly with adults to improve reading. • (See MD SLM V.A.)