



# 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 9-12

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate the behaviors of a strategic reader.</li> <li>• Analyze text clues that affect meaning.</li> <li>• Analyze relevant denotative, connotative, and figurative language. (See CCSS L. 9-10 .5.)</li> <li>• Analyze and evaluate available evidence for thoroughness, completeness, and relevance.</li> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6.)</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate the behaviors of a strategic reader.</li> <li>• Analyze text clues that affect meaning.</li> <li>• Analyze relevant denotative, connotative, and figurative language. (See CCSS L.11-12.5.)</li> <li>• Analyze and evaluate available evidence for thoroughness, completeness, and relevance.</li> <li>• Explain and analyze complexities and ambiguities in a work of literature.</li> <li>• Participate actively and appropriately in discussions about literature.</li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when speaking and writing. (See 9- 10 CCSS L.1.)</li> <li>• (See SLM V.A, VI.B, and DL 2.)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.11-12. 4 &amp; L.11-12 .6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1.)</li> <li>• (See SLM V.A, VI.B, and DL 2.)</li> </ul>

## 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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL2 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 the text.</p>	<p>RL2 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 the text.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Objectively summarize a text by including the appropriate details.</li> <li>• Analyze ideas, literary techniques, and specific details in a text that develop a theme or central idea.</li> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Objectively summarize a text by including the appropriate details.</li> <li>• Analyze ideas, literary techniques, and specific details in a text that develop multiple themes or central ideas.</li> <li>• Analyze how multiple themes interact in a text, build upon one another, and clarify and extend meaning.</li> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.11-12.4 &amp; L.11-12.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1.)</li> </ul>

## 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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL3 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.</p>	<p>RL3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Analyze and explain how complex characters develop, interact, and change over the course of a text.</li> <li>• Analyze, explain, and evaluate the impact of complex characters on advancing the plot and developing the theme in a text.</li> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that an author deliberately makes choices that develop the narrative elements.</li> <li>• Analyze and explain how an author’s choices impact the development and interaction of the narrative elements in a specific text.</li> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.11-12.4 &amp; L.11-12.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12 .1.)</li> </ul>

## 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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</p>	<p>RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>Analyze the meaning, use, and effect of connotations, colloquialisms, idioms, and figurative language. (See CCSS L.9-10.5.)</li> <li>Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone.</li> <li>Analyze and explain the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning and tone.</li> <li>Participate actively and appropriately in discussions about literature.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>Analyze the meaning, use, and effect of connotations, multiple meanings, colloquialisms, idioms, and figurative language. (See CCSS L.11-12.5.)</li> <li>Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone.</li> <li>Analyze, explain, and evaluate the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning, imagery, mood, and tone.</li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</p>	<p>RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
<ul style="list-style-type: none"> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.11-12 .4 &amp; L.11-12 .6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1.)</li> </ul>



## 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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL5 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.</p>	<p>RL5 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) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Identify and explain the structural characteristics of complex narrative texts and use those characteristics when interpreting texts.</li> <li>• Analyze and explain how an author deliberately manipulates text structures, orders events, and the uses elements of time to create a specific effect and mood.</li> <li>• Participate actively and appropriately in discussions about literature.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Explain, analyze, and evaluate the structural characteristics complex narrative texts and use those characteristics when interpreting texts.</li> <li>• Analyze and explain how an author’s deliberate manipulation of the internal structures of a text contributes to its overall structure, meaning, and effect.</li> <li>• Analyze the effect of an author’s:                             <ul style="list-style-type: none"> <li>• decision on where to begin and/or end a story</li> <li>• choice of a comedic or tragic resolution</li> </ul> </li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL5 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.</p>	<p>RL5 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) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
<ul style="list-style-type: none"> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10 .6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.11-12.4 &amp; L.11-12.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1.)</li> </ul>

## 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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p>	<p>RL6 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, or understatement).</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Understand, appreciate, and make connections with different cultures and points of view.</li> <li>• Identify, analyze and explain the influence, effect, or impact of historical and/or cultural experience on narrative text.</li> <li>• Analyze the significance and effect of the author’s point of view and biographical experiences on narrative text.</li> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6.)</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate the appropriateness of a specific tone and/or shift in tone for a particular purpose, character, speaker, or situation.</li> <li>• Analyze, and explain the implied meaning of the text.</li> <li>• Distinguish among types of irony (e.g., verbal, situational, dramatic).</li> <li>• Analyze and evaluate the overall effect of the use of irony and its impact on achieving the author’s purpose.</li> <li>• Analyze the characteristics of particular literary subgenres (e.g., satire, farce, sarcasm, understatement, parody, allegory) as they create meaning and achieve the author’s purpose.</li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p>	<p>RL6 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, or understatement).</p>
<ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.11-12 .4 &amp; L.11-12.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12 .1.)</li> </ul>

## Standards for Reading Literature (RL)

### Cluster: Integration of Knowledge and Ideas

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

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)</p>	<p>RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate the behaviors of a strategic reader, listener, or viewer of a variety of literary forms.</li> <li>• Compare and contrast significant ideas between two different artistic mediums.</li> <li>• Analyze and evaluate the author’s choice of details to include and exclude in order to convey meaning in print and non-print text.</li> <li>• Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in print and non-print text.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate the behaviors of a strategic reader, listener, or viewer of a variety of literary forms.</li> <li>• Compare and contrast significant ideas between multiple interpretations of the source text.</li> <li>• Analyze and evaluate the effectiveness of an author’s interpretation of themes or central ideas found in different versions of a story, drama, or poem.</li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)</p>	<p>RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
<ul style="list-style-type: none"> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10 .6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> <li>• (See SLM II.A, IV.B, and DL 3.)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in multiple interpretations of a story, drama or poem.</li> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.11-12.4 &amp; L.11-12 .6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1.)</li> <li>• (See SLM II.A, IV.B, and DL 3.)</li> </ul>

**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 9-10 STUDENTS	GRADE 11-12 STUDENTS
RL8 Not applicable to literature	RL8 Not applicable to literature

## 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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL9 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).</p>	<p>RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of why certain literary themes transcend time.</li> <li>• Analyze specific universal themes of the human condition and how they are transformed by different authors.</li> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6.)</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Analyze and explain themes common to specific time periods in American history.</li> <li>• Analyze and evaluate the impact of historical and/or cultural experiences on literary themes or topics.</li> <li>• Compare and contrast the treatment of similar themes or topics by two or more authors of the same time period.</li> <li>• Participate actively and appropriately in discussions about literature.</li> </ul>



GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL9 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).</p>	<p>RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
<ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.11-12.4 &amp; L. 11-12 .6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1.)</li> </ul>

## Standards for Reading Literature (RL)

### Cluster: Range of Reading and Level of Text Complexity

#### RL10 MCCR Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL10 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.</p> <p>By the end of grade 10, read and comprehend literature, including stories dramas, and poems, at the end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>RL10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a wide range of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods.</li> <li>• Comprehend texts of steadily increasing complexity, with scaffolding as needed.</li> <li>• As an emerging adult reader, set personal reading goals to self-select and explore texts of different genres and increasing complexity.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a wide range of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods.</li> <li>• Comprehend texts of steadily increasing complexity.</li> <li>• As an emerging adult reader, set personal reading goals to self-select and explore texts of different genres and increasing complexity.</li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RL10 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.</p> <p>By the end of grade 10, read and comprehend literature, including stories dramas, and poems, at the end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>RL10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>
<ul style="list-style-type: none"> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> <li>• (See SLM V.A.)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate actively and appropriately in discussions about literature.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10 .6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> <li>• (See SLM V.A.)</li> </ul>