

Reading Literature (RL) Anchor Standard 1: 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.

The Reading Literature Standard 1 emphasizes reading closely, making inferences, and citing textual evidence. The Reading Literary Standard 1 emphasizes reading closely, making inferences, and citing textual evidence. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 1 at a Glance:

- **Grades 3-5:** Students refer explicitly to text to explain their understanding, ask and answer questions and make inferences. Students use specific evidence to support their understanding and analysis of literary elements. They determine themes/central ideas and describe characters in detail. They explore word meanings, phrases, and figurative language, as well as compare and contrast themes, settings, and story plots.
- **Grades 6-8:** Students provide strong and relevant textual evidence to support explicit understanding and inferences drawn from text. They determine themes/central ideas and analyze how elements of a story or drama interact. Students examine how word choices shape meaning or tone, and analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, cite, evaluate, infer

Reading Literature Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
RL.5.1 Cite multiple pieces of textual evidence accurately when explaining what the text says explicitly and when drawing inferences from the text.	RL.6.1 Cite multiple pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.1 Cite multiple pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Determine and explain main ideas (explicit or inferred) of the text.• Summarize the text.• Explain what is directly stated in the text by citing specific details and examples from the text.• Explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text.• Synthesize information and ideas.• Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text specific questions.	<ul style="list-style-type: none">• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Reading Literature (RL) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

The Reading Literature Standard 2 focuses on students' ability to identify and analyze themes or central ideas in literary texts. It also emphasizes summarizing texts and understanding how specific details contribute to the development of those themes or ideas over time. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 2 at a Glance:

- **Grades 3-5:** Students determine the theme, moral, or central message and summarize the text, explaining how details help develop the theme.
- **Grades 6-8:** Students analyze how a theme develops across a text and provide an objective summary that reflects that development.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, making inferences, citing textual evidence, main idea, text structure, retell, text support, main topic, theme

Reading Literature Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
RL.5.2 Summarize the text; determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	RL.6.2 Provide a summary of the text distinct from personal opinions or judgments ; determine a theme or central idea of a text and how it is conveyed through particular details.	RL.7.2. Provide an objective summary of the text; determine a theme or central idea of a text and analyze its development over the course of the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Summarize a literary text either orally or in writing, including key events from the beginning, middle, and end of the text.• Analyze details about characters, setting, and plot in a literary text to infer a theme.• Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem.• Analyze the conflicts encountered by the characters in a literary text, including how characters respond to those conflicts.• Analyze the development of the plot,	<ul style="list-style-type: none">• State or compose a summary that includes events from the beginning, middle, and end of a text.• 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.• Distinguish between subjective and objective summaries.• Paraphrase significant events or details from a text.	<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 significant details of character and plot development, repeated words, ideas, and/or symbols to formulate a theme.• 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.• Use a variety of transition words to convey sequence.

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<p>including exposition, rising action, climax, falling action, denouement/conclusion, as well as subplots.</p> <ul style="list-style-type: none"> • Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme. • Participate actively and appropriately in discussions about literary text. 	<ul style="list-style-type: none"> • Review key ideas expressed through paraphrasing. • Use a variety of transition words to convey sequence. 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use appropriate academic or domain-specific words when discussing or writing about literature.

Reading Literature (RL) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

The Reading Informational Standard 3 focuses on students' ability to analyze how characters, events, and ideas develop and interact over the course of a literary text. It encourages understanding of narrative structure, character motivation, and plot development to deepen literary analysis. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 3 at a Glance:

- **Grades 3-5:** Students analyze how characters respond to challenges, how events unfold, and how characters contribute to the development of the plot.
- **Grades 6-8:** Students analyze how particular elements of a story or drama interact, such as how characters shape the plot or how setting influences events.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, making inferences, citing textual evidence, main idea, text structure, retell, text support

Reading Literature Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.6.3 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.	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot.• Analyze similarities and differences among different settings, focusing on how they affect the mood and the plot.• Analyze similarities and differences among different events, focusing on how they affect the characters, mood, and plot.	<ul style="list-style-type: none">• Apply the elements of characterization in a description of character development.• 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.• Use a variety of transition words to convey sequence.• Use precise words and descriptive details to convey events.• Give a conclusion that follows from events.	<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.• Use precise words and descriptive details to convey events.• Use evidence from a literary text to support analysis.• Present claims emphasizing the most important points supported by pertinent descriptions and details.

Reading Literature (RL) Anchor Standard 4: 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.

The Reading Literature Standard 4 emphasizes students' ability to interpret the meaning of words and phrases as they are used in a text, especially figurative and connotative language. It also involves analyzing how language choices contribute to a text's meaning and tone. This Standard is paired with:

- Writing Standards
- Language Standards

Reading Informational Standard 4 at a Glance:

- **Grades 3-5:** Students determine the meaning of words and phrases, including those with figurative language, and begin analyzing how language shapes tone and mood.
- **Grades 6-8:** Students analyze the impact of specific word choices, including figurative and connotative meanings, and explore how these choices influence meaning and tone.

Key Words/Terms: Context, academic vocabulary, morphology, root word, affixes, figurative language, determine meaning, clarify, context clues, vocabulary in context

Reading Literature Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.6.4 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.	RL.7.4 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).• Interpret figurative language, including similes and metaphors, in context.• Recognize and explain the meaning of common idioms, adages, and	<ul style="list-style-type: none">• Use evidence from a literary text to support analysis of word choice.• Examine the author's word choice as an indicator of tone.• Use the author's word choice as an indicator of tone.• Use context as a clue to the meaning of words and phrases.• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).• Verify an inferred meaning of a word	<ul style="list-style-type: none">• Use evidence from a literary text to support analysis of word choice. (See• Examine the author's purpose in using sound elements of words.• Use evidence from a literary text to determine tone.• Use context as a clue to the meaning of words and phrases.• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).• Verify an inferred meaning of a word

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<p>proverbs.</p> <ul style="list-style-type: none"> • Explain the difference between the denotation and the connotation of a specific word. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Interpret literary and mythological allusions found in literature in the grades 4-5 text complexity band. • Analyze how word choice affects meaning. • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context. 	<p>or phrase in a dictionary</p> <ul style="list-style-type: none"> • Demonstrate an understanding of figurative language and connotation. 	<p>or phrase in a dictionary.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of figurative language and connotation.

Reading Literature (RL) Anchor Standard 5: 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.

The Reading Literature Standard 5 focuses on students' ability to analyze the structure of literary texts, including how specific parts (such as chapters, scenes, or stanzas) relate to each other and contribute to the overall meaning, mood, or theme. Students learn how texts are organized and how parts of a text—like sentences, paragraphs, or sections—work together to support understanding. They also learn to use text features (like bold words, headings, or links) to find and understand information efficiently. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 5 at a Glance:

- **Grades 3-5:** As students advance in to Grades 3-5, they identify and explain different types of text features and determine the purpose of using each feature. They choose the right text feature for a specific task, and search tools and keywords to find information quickly. Students examine how a particular section of a text contributes to the development of setting, plot, or theme. Students explain how text features help clarify meaning.
- **Grades 6-8:** Students examine how a particular section of a text contributes to the development of setting, plot, or theme, gaining insight into narrative structure and pacing.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), Informational aids (sidebars, glossaries), and digital features (hyperlinks, menus)

Reading Literature Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.6.5 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.	RL.7.5 Analyze how a particular sentence, chapter, scene, or stanza from a text (story, drama, or poem) is formed or structured (e.g., soliloquy, sonnet) to contribute to its meaning.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Apply academic and domain-specific vocabulary when writing or speaking about literary genres and their structure (e.g., chapter, scene, stanza).• Analyze the details and events in structural elements of a literary text (e.g., chapters, scenes, stanzas, of stories, dramas, and poems).• Draw conclusions about the relationships between and among structural elements (e.g., foreshadowing, flashback, motifs carried over from one section of a text to another).	<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.• 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.	<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.• Use evidence from literary texts to support analysis of a drama's or poem's form or structure.• Examine how parts of dramatic structure or poetic forms help clarify or fulfill the author's purpose.

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
	<ul style="list-style-type: none"> • Use evidence from literary texts to support analysis of text structure. • Describe how a literary text develops in a series of episodes. • Use knowledge of narrative techniques as a means to comprehend events in literary texts. 	

Reading Literature (RL) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

The Reading Literature Standard 6 centers on students' ability to analyze how point of view and purpose shape a text, including how an author develops a narrator's or speaker's perspective and how that influences the reader's understanding. The Standard blends author's purpose, point of view, visual literacy, and comprehension skills. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 6 at a Glance:

- **Grades 3-5:** As students move through the grade levels, they will be able to assess how point of view or purpose shape texts. Students begin to distinguish between their own point of view and that of the narrator or characters, understanding how perspective influences storytelling.
- **Grades 6-8:** Students analyze how differences in point of view create effects such as suspense or humor, and how the narrator's perspective shapes the content.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), Informational aids (sidebars, glossaries), digital features (hyperlinks, menus), distinguish, main purpose, point of view, author's purpose, perspective, illustrations

Reading Literature Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Analyze word choice to determine the point of view of a literary text, including the way in which the narrator tells the story (e.g., in an amusing way, in a serious way, etc.).• Explain the effect of the narrator's or the speaker's point of view on other elements of the text (e.g., events, characters, etc.).	<ul style="list-style-type: none">• Apply knowledge of the different types of point of view to a text.• Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns.	<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.• Analyze inferences drawn from a literary text.

Reading Literature (RL) Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

The Reading Literature Standard 7 encourages students to integrate and evaluate content presented in various formats (such as text, images, and multimedia). Students analyze how visual elements or other media complement and enhance the text's meaning and themes. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 7 at a Glance:

- **Grades 3-5:** Students examine how text, illustrations, photographs, or multimedia work with the text to develop the theme or clarify meanings in stories.
- **Grades 6-8:** Students analyze how visual elements and multimedia (such as videos or graphic organizers) interact with the text, deepening their understanding of the story or poem.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), informational aids (sidebars, glossaries), and digital features (hyperlinks, menus)

Reading Literature Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RL.6.7 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 to what they perceive when they listen or watch.	RL.7.7 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).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Determine the specific elements of visual and multimedia texts (e.g., color, sound, layout, etc.).• Differentiate tone from mood.• Analyze the effect of the elements of visual and multimedia texts (e.g., use of color, sound, movement, gestures, etc.) on meaning, tone, or beauty.• Support inferences and conclusions with relevant textual evidence.	<ul style="list-style-type: none">• 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.• 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.	<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.• 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

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
	<ul style="list-style-type: none"> • Use evidence from literary texts to support reflection. • Use details presented in diverse media and formats. 	<p>versions of a literary text.</p> <ul style="list-style-type: none"> • Support ideas with relevant evidence. • Use evidence from literary texts to support reflection. Use details presented in diverse media and formats.

Reading Literature (RL) Anchor Standard 8:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
Not Applicable to Literature		

Reading Literature (RL) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The Reading Literature Standard 9 focuses on students' ability to compare and contrast texts, particularly how different authors, genres, or cultural backgrounds approach similar themes, topics, or literary elements. It encourages cross-text analysis to deepen understanding of literature. Standard 9 emphasizes analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. The Standard emphasizes comparative analysis, synthesis, and media comprehension. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 9 at a Glance:

- **Grades 3-5:** Students increasingly use multiple modalities with the same theme or subject matter to compare information on a topic, and to determine their own stance on the topic. Students compare and contrast themes, settings, and plots of stories within the same genre or by the same author, noting how authors develop similar topics.
- **Grades 6-8:** Students compare and contrast texts from different authors or cultures, analyzing how each approaches similar themes, topics, or story elements.

Key Words/Terms: Cross-text analysis, theme, comparative analysis, synthesis, and media comprehension

Reading Literature Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.6.9 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.	RL.7.9 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Apply skills to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.• Support inferences about the relationship between text features with relevant textual evidence.	<ul style="list-style-type: none">• 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.• Use evidence from literary texts to support analysis.• Present findings using pertinent details.	<ul style="list-style-type: none">• Compare specific texts addressing the same time period in historical fiction and an historical account• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• Distinguish between historical fiction and an historical account.• Explain the author's purpose in changing historical fact in a fictional text.• Use evidence from literary and informational texts to support analysis and reflection.• Present findings using pertinent details and facts.

Reading Literature (RL) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

The Reading Literature Standard 10 sets guidelines for general grade-level reading expectations found in Appendix A of the College and Career Readiness Standards. It addresses the types of books students should be exposed to, as well as how text complexity increases as students move through the grade level bands. Standard 9 emphasizes students' ability to read and comprehend a range of literature—including stories, dramas, and poems—at appropriate levels of complexity, with increasing independence and proficiency over time. This Standard is paired with:

- Speaking and Listening Standards

Reading Literature Standard 10 at a Glance:

- **Grades 3-5:** As students move through the elementary grades, they will continue to listen to, read, and comprehend informational texts of steadily increasing complexity within the 3-5 text complexity band proficiently. Students will regularly read informational texts including history/social studies, science, and technical texts within the grades 3-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **Grades 6-8:** Students continue to read and comprehend increasingly complex literary texts independently, preparing for more analytical engagement with text. Students will regularly read literary within the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Words/Terms: Text complexity bands, collaborative conversations, text features

Reading Literature Standards 10 Desired Student Performance:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
RL.5.10 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.	RL.6.10 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.	RL.7.10 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Demonstrate understanding of a wide variety of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods.• Demonstrate understanding of assigned literary texts of steadily increasing complexity.• Use self-selected literary texts both to explore personal interests and challenge themselves as readers.• Set personal goals and conference regularly with adults to improve reading.	<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.	<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.

How is it ASSESSED?

State Assessment (MCAP): Coming soon!

DRAFT