



National Center and State Collaborative

Core Content Connectors: Reading Literary Texts

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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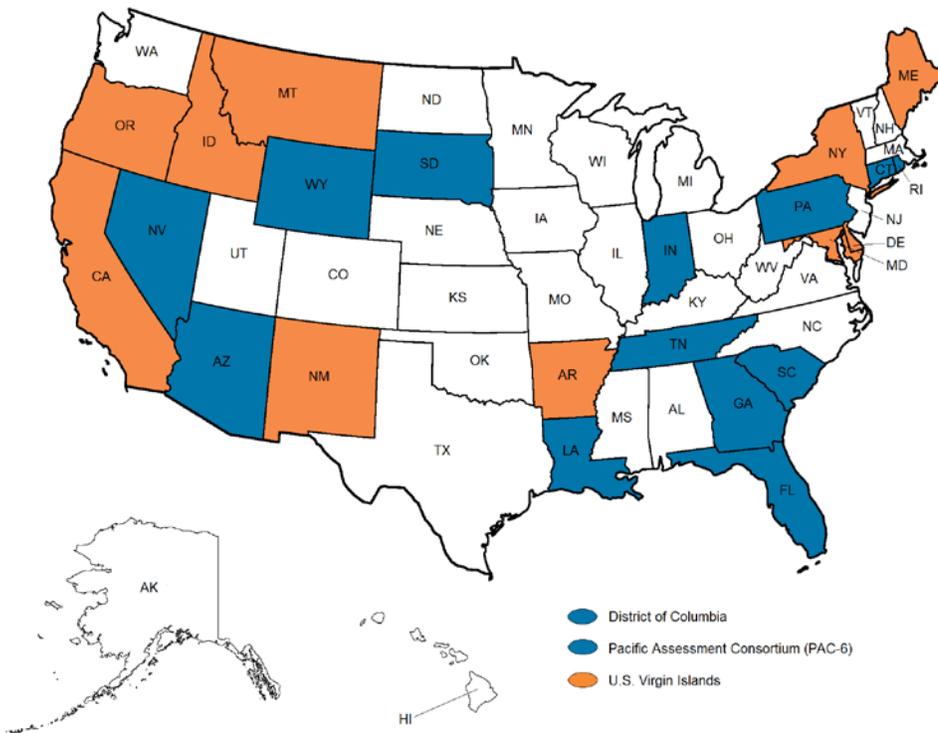


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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Core Content Connectors: Reading Literary Texts

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| Progress Indicator: E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed | | |
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| Core Content Connectors: K | CCSS Anchor Standard | Common Core State Standard |
| K.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed. | | No CCSS linked |
| Progress Indicator: K.RL.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences) | | |
| Core Content Connectors: K | CCSS Anchor Standard | Common Core State Standard |
| K.RL.b1 Locate words and illustrations in stories. | | No CCSS linked |
| K.RL.b2 Distinguish front of book from back of book. | Craft and Structure R5. 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. | K.RI.5 Identify the front cover, back cover, and title page of a book. |
| K.RL.b3 Identify the title of a story or poem or the title page. | Craft and Structure R5. 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. | K.RI.5 Identify the front cover, back cover, and title page of a book. |
| K.RL.b4 Place book in upright position to read. | | No CCSS linked |
| K.RL.b5 During shared reading activities, indicate need to turn the page for continued reading of a story/text. | Print Concepts RF.1 Demonstrate understanding of the organization and basic features of print. | K RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. |
| K.RL.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken “orally read” word to the written word. | Print Concepts RF.1 Demonstrate understanding of the organization and basic features of print. | K RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. |
| K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word “Tony”). | Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print. | K RF.1 Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters. |

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| K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences. | Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print. | K RF.1 Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters. |
| K.RL.b9 Recognize that words are separated by spaces in print. | Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print. | K RF.1 Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print. |
| Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations) | | |
| Core Content Connectors: K | CCSS Anchor Standard | Common Core State Standard |
| K.RL.c1 With prompting and support, sequence a set of events in a familiar story. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | K.RL.2 With prompting and support, retell familiar stories, including key details. |
| K.RL.c2 With prompting and support, identify the beginning, middle, and ending of a familiar story. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | K.RL.2 With prompting and support, retell familiar stories, including key details. |
| K.RL.c3 With prompting and support, identify the author of a familiar story (e.g., <i>Show me the author, Show me who wrote the book</i>). | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| K.RL.c4 With prompting and support, define the role of the author. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| K.RL.c5 With prompting and support, identify the illustrator. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| K.RL.c6 With prompting and support, define the role of the illustrator. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| K.RL.c7 With prompting and support, identify the relationship between an illustration and the story. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |

| Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted | | |
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| Core Content Connectors: K | CCSS Anchor Standard | Common Core State Standard |
| K.RL.d1 With prompting and support, identify characters in a story. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | K.RL.3 With prompting and support, identify characters, settings, and major events in a story. |
| K.RL.d2 With prompting and support, identify major events (e.g., problem or solution) in a story. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | K.RL.3 With prompting and support, identify characters, settings, and major events in a story. |
| Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories | | |
| Core Content Connectors: K | CCSS Anchor Standard | Common Core State Standard |
| K.RL.e1 Retell a familiar story (e.g., What was the story about?). | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | K.RL.2 With prompting and support, retell familiar stories, including key details. |
| K.RL.e2 With prompting and support, answer questions about key details in a story. | Key Ideas and Details R1. 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. | K.RL.1 With prompting and support, ask and answer questions about key details in a text. |
| Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson) | | |
| Core Content Connectors: K | CCSS Anchor Standard | Common Core State Standard |
| K.RL.f1 With prompting and support, show how characters interacted in a story. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | K.RL.3 With prompting and support, identify characters, settings, and major events in a story. |
| K.RL.f2 With prompting and support, identify a setting in a story. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | K.RL.3 With prompting and support, identify characters, settings, and major events in a story. |

| Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles | | |
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| Core Content Connectors: K | CCSS Anchor Standard | Common Core State Standard |
| K.RL.g1 Recognize common types of text. | <p align="center">Craft and Structure</p> R5. 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. | K.RL.5 Recognize common types of texts (e.g., storybooks, poems). |
| K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories. | <p align="center">Integration of Knowledge and Ideas</p> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |

Grade 1

| Progress Indicator: E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed | | |
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| Core Content Connectors: 1 | CCSS Anchor Standard | Common Core State Standard |
| 1.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed. | | No CCSS linked |
| Progress Indicator: E.RL.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences) | | |
| Core Content Connectors: 1 | CCSS Anchor Standard | Common Core State Standard |
| 1.RL.b1 Locate words and illustrations in stories. | | No CCSS linked |
| 1.RL.b2 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word. | <p align="center">Print Concepts</p> K RF.1 Demonstrate understanding of the organization and basic features of print. | K RF.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. |
| 1.RL.b3 During shared reading activities, indicate need to turn the page for continued reading of a story/text. | <p align="center">Print Concepts</p> K RF.1 Demonstrate understanding of the organization and basic features of print. | K RF.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. |
| 1.RL.b4 Recognize that words are separated by spaces in print. | <p align="center">Print Concepts</p> K RF.1 Demonstrate understanding of the organization and basic features of print. | K RF.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> c. Understand that words are separated by spaces in print. |

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| 1.RL.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization). | Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print. | 1.RF.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations) | | |
| Core Content Connectors: 1 | CCSS Anchor Standard | Common Core State Standard |
| 1.RL.c1 Explain a key illustration in the story. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. |
| 1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. |
| 1.RL.c3 Answer questions about the beginning, middle, and end of a story. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 1.RL.3 Describe characters, settings, and major events in a story, using key details. |
| 1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 1.RL.3 Describe characters, settings, and major events in a story, using key details. |
| Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted | | |
| Core Content Connectors: 1 | CCSS Anchor Standard | Common Core State Standard |
| 1.RL.d1 Answer questions about key details in a story (e.g., <i>who, what, when, where, why</i>). | Key Ideas and Details R1. 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. Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 1.RL.1 Ask and answer questions about key details in a text. 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

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| <p>1.RL.d2 Ask questions about key details in a familiar story.</p> | <p align="center">Key Ideas and Details</p> <p>R1. 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.</p> <p align="center">Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>1.RL.1 Ask and answer questions about key details in a text.</p> <p>1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <p>1.RL.d3 Identify and/or describe the characters from a story.</p> | <p align="center">Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | <p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> |
| <p>1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.</p> | <p align="center">Key Ideas and Details</p> <p>R3. 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.</p> | <p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> |
| <p>Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories</p> | | |
| <p>Core Content Connectors: 1</p> | <p align="center">CCSS Anchor Standard</p> | <p align="center">Common Core State Standard</p> |
| <p>1.RL.e1 Answer questions regarding key events of stories.</p> | <p align="center">Key Ideas and Details</p> <p>R3. 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.</p> | <p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> |
| <p>1.RL.e2 Use details to tell what happened in a story.</p> | <p align="center">Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | <p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> |
| <p>1.RL.e3 Retell the sequence of events in a story.</p> | <p align="center">Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | <p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> |

| Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson) | | |
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| Core Content Connectors: 1 | CCSS Anchor Standard | Common Core State Standard |
| 1.RL.f1 Identify who is telling the story in a text. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 1.RL.6 Identify who is telling the story at various points in a text. |
| 1.RL.f2 Identify and/or describe a setting in a story. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 1.RL.3 Describe characters, settings, and major events in a story, using key details. |
| 1.RL.f3 Describe feelings of characters. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 1.RL.3 Describe characters, settings, and major events in a story, using key details. |
| Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles | | |
| Core Content Connectors: 1 | CCSS Anchor Standard | Common Core State Standard |
| 1.RL.g1 Identify the purpose of storybooks and informational text. | Craft and Structure R5. 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. | 1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types |
| 1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories. | Range of Reading and Level of Text Complexity R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 1.RL.9 Compare and contrast the adventures and experiences of characters in stories. |

Grade 2

| Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations; connects word meanings) | | |
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| Core Content Connectors: 2 | CCSS Anchor Standard | Common Core State Standard |
| 2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. |

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| 2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story. | Craft and Structure R5. 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. | 2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| 2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story. | Craft and Structure R5. 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. | 2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| 2.RL.c5 Use signal words (e.g., <i>then, while, because, when, after, before, later</i>) to describe event sequence, actions, and interactions in a story. | Craft and Structure R5. 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. | 2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted | | |
| Core Content Connectors: 2 | CCSS Anchor Standard | Common Core State Standard |
| 2.RL.d1 Answer <i>who, what, where, when, why,</i> and <i>how</i> questions from stories. | Key Ideas and Details R1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 2.RL.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. |
| 2.RL.d2 Describe or select a description of a major event or problem in a story. | Key Ideas and Details R3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 2.RL.3 Describe how characters in a story respond to major events and challenges. |
| 2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story. | Key Ideas and Details R3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 2.RL.3 Describe how characters in a story respond to major events and challenges. |

| Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories | | |
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| Core Content Connectors: 2 | CCSS Anchor Standard | Common Core State Standard |
| 2.RL.e1 Use details to recount stories, including fables and folktales from diverse cultures. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| 2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media. | Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and format, including visually, quantitatively, and orally. | 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson) | | |
| Core Content Connectors: 2 | CCSS Anchor Standard | Common Core State Standard |
| 2.RL.f1 Use information gained from illustrations to describe elements within the setting. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 2.RL.f2 Identify different points of view different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?). | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| 2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 2.RL.f4 Use information gained from illustrations to describe a relationships between characters (e.g., mother/daughter, love/hate). | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles | | |
| Core Content Connectors: 2 | CCSS Anchor Standard | Common Core State Standard |
| 2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by | Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build | 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different |

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| different authors or from different cultures. | knowledge or to compare the approaches the authors take. | cultures. |
| 2.RL.g2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures. | Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |

Grade 3

| Progress Indicator: E.RL.h describing relationships among characters, setting, key events, and conflicts | | |
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| Core Content Connectors: 3 | CCSS Anchor Standard | Common Core State Standard |
| 3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). | Key Ideas and Details R1. 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. | 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 3.RL.h2 Explain how characters actions contribute to the sequence of events/plot. | Key Ideas and Details R1. 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. | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| Progress Indicator: E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions | | |
| Core Content Connectors: 3 | CCSS Anchor Standard | Common Core State Standard |
| 3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| 3.RL.i2 Answer literal questions and refer to text to support your answer. | Key Ideas and Details R1. 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. | 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

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| <p>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</p> | <p align="center">Key Ideas and Details</p> <p>R1. 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.</p> <p align="center">Integration of Knowledge and Ideas</p> <p>R 7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</p> | <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> |
| <p align="center">Progress Indicator: E.RL.j describing or classifying texts according to literary genre, text features, or author’s style/perspective</p> | | |
| <p>Core Content Connectors: 3</p> | <p align="center">CCSS Anchor Standard</p> | <p align="center">Common Core State Standard</p> |
| <p>3.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents).</p> | | <p>No CCSS link</p> |
| <p>3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).</p> | <p align="center">Craft and Structure</p> <p>R5. 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.</p> | <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> |
| <p>3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter).</p> | <p align="center">Craft and Structure</p> <p>R5. 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.</p> | <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> |
| <p>3.RL.j4 Identify narrator or character’s point of view.</p> | <p align="center">Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p> | <p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> |
| <p>3.RL.j5 Identify own point of view.</p> | <p align="center">Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p> | <p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> |
| <p>3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.</p> | <p align="center">Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p> | <p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> |

| Progress Indicator: E.RL.k identifying central ideas and key details to derive author’s purpose, message or theme | | |
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| Core Content Connectors: 3 | CCSS Anchor Standard | Common Core State Standard |
| 3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures. | <p>Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| 3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <p>Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story. | <p>Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| Progress Indicator: E.RL.l using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions) | | |
| Core Content Connectors: 3 | CCSS Anchor Standard | Common Core State Standard |
| 3.RL.l1 Describe a character’s traits in a story using details from the text and illustrations. | <p>Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| 3.RL.l2 Explain a character’s motivation in a story using the character’s thoughts, words, and actions as evidence from the text. | <p>Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| 3. RL.l3 Explain a character’s feelings in a story using the character’s thoughts, words, and actions as evidence from the text. | <p>Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| 3.RL.l4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). | <p>Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

| Progress Indicator: E.RL.m describing aspects of author’s craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts | | |
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| Core Content Connectors: 3 | CCSS Anchor Standard | Common Core State Standard |
| 3.RL.m1 Analyze how a character’s point of view influences a conflict within a text. | <p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| 3.RL.m2 Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story. | <p>Integration of Knowledge and Ideas</p> <p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> | 3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |

Grade 4

| Progress Indicator: E.RL.h describing relationships among characters, setting, key events, and conflicts | | |
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| Core Content Connectors: 4 | CCSS Anchor Standard | Common Core State Standard |
| 4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). | <p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.</p> | 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). |
| Progress Indicator: E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions | | |
| Core Content Connectors: 4 | CCSS Anchor Standard | Common Core State Standard |
| 4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. | <p>Key Ideas and Details</p> <p>R1. 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.</p> | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. | <p>Key Ideas and Details</p> <p>R1. 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.</p> | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 4.RL.i3 Use evidence from the text to summarize a story, poem or drama. | <p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the</p> | 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. |

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| | key supporting details and ideas. | |
| 4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words. | 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| 4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Progress Indicator: E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective | | |
| Core Content Connectors: 4 | CCSS Anchor Standard | Common Core State Standard |
| 4.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents). | Craft and Structure R5. 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. | 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| 4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph). | Craft and Structure R5. 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. | 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| 4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter). | Craft and Structure R5. 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. | 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |

| Progress Indicator: E.RL.k identifying central ideas and key details to derive author’s purpose, message or theme | | |
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| Core Content Connectors: 4 | CCSS Anchor Standard | Common Core State Standard |
| 4.RL.k1 Use details and examples in a text when explaining the author’s purpose (e.g., what did the author use to scare you, surprise you?). | Key Ideas and Details R1. 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. | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| 4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points. | Comprehension and Collaboration SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points |
| Progress Indicator: E.RL.l using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions) | | |
| Core Content Connectors: 4 | CCSS Anchor Standard | Common Core State Standard |
| 4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text | 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions). |
| 4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text | 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions). |
| Progress Indicator: E.RL.m describing aspects of author’s craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts | | |
| Core Content Connectors: 4 | CCSS Anchor Standard | Common Core State Standard |
| 4.RL.m1 Determine the author’s point of view (first- or third- person). | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| 4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| 4.RL.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words. | 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| 4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words. | 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| 4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. | Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| 4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |

Grade 5

| Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts | | |
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| Core Content Connectors: 5 | CCSS Anchor Standard | Common Core State Standard |
| 5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts. | Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently. | 5.R.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. |
| Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view) | | |
| Core Content Connectors: 5 | CCSS Anchor Standard | Common Core State Standard |
| 5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly. | Key ideas and Details R1. 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 | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

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| | drawn from the text. | |
| 5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions. | Key ideas and Details R1. 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. | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme | | |
| Core Content Connectors: 5 | CCSS Anchor Standard | Common Core State Standard |
| 5.RL.c1 Summarize a portion of text such as a paragraph or a chapter. | Key ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5.RL.2 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; summarize the text. |
| 5.RL.c2 Summarize a text from beginning to end in a few sentences. | Key ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5.RL.2 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; summarize the text. |
| 5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. | Key ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5.RL.2 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; summarize the text. |
| Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across text | | |
| Core Content Connectors: 5 | CCSS Anchor Standard | Common Core State Standard |
| 5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. | Key ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 5RL.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). |
| 5.RL.d2 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). | Key ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 5RL.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). |
| 5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the | 5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

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| | authors take. | |
| Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style | | |
| Core Content Connectors: 5 | CCSS Anchor Standard | Common Core State Standard |
| 5.RL.e1 Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text. | Craft and Structure R5. 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. | 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text. | Craft and Structure R5. 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. | 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | Integration of Knowledge and Skills R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 5.RL.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). |
| Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation | | |
| Core Content Connectors: 5 | CCSS Anchor Standard | Common Core State Standard |
| 5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed. | Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. |
| 5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. |
| Progress Indicator: M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text | | |
| Core Content Connectors: 5 | CCSS Anchor Standard | Common Core State Standard |
| 5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text. | Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in | 5.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |

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| | word meanings. | a. Interpret figurative language, including similes and metaphors, in context. |
| 5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text. | Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 5.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. |

Grade 6

| Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts | | |
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| Core Content Connectors: 6 | CCSS Anchor Standard | Common Core State Standard |
| 6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts. | Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently. | 6.RL.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. |
| Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view) | | |
| Core Content Connectors: 6 | CCSS Anchor Standard | Common Core State Standard |
| 6.RL.b1 Describe how the plot unfolds in a story. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 6.RL.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. |
| 6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly. | Key Ideas and Details R1. 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. | 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story. | Key Ideas and Details R1. 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. | 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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| 6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development. | Key Ideas and Details R1. 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. | 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme | | |
| Core Content Connectors: 6 | CCSS Anchor Standard | Common Core State Standard |
| 6.RLc1 Select key details about a character and relate those details to a theme within the text. | Key ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 6.RL.2 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. |
| 6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 6.RL.2 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. |
| 6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 6.RL.2 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. |
| Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across texts | | |
| Core Content Connectors: 6 | CCSS Anchor Standard | Common Core State Standard |
| 6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 6.RL.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. |
| Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style | | |
| Core Content Connectors: 6 | CCSS Anchor Standard | Common Core State Standard |
| 6.RL.e1 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. | Craft and Structure R5. 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. | 6.RL.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. |
| 6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic. | Integration of knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the | 6.RL.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. |

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| | authors take. | |
| 6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text. | Integration of Knowledge and Skills R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 6.RL.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. |
| Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader’s interpretation | | |
| Core Content Connectors: 6 | CCSS Anchor Standard | Common Core State Standard |
| 6.RL.f1 Determine the narrative point of view. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 6.RL.6. Explain how an author develops the point of view of the narrator or speaker in a text. |
| 6.RL.f2 Identify and describe how the narrative point of view influences the reader’s interpretation. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 6.RL.6. Explain how an author develops the point of view of the narrator or speaker in a text. |
| 6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 6.RL.6. Explain how an author develops the point of view of the narrator or speaker in a text. |
| Progress Indicator: M.RL.g applying aspects of author’s craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text | | |
| Core Content Connectors: 6 | CCSS Anchor Standard | Common Core State Standard |
| 6.RL.g1 Interpret personification to help explain the characters within a text. | Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 5.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. |
| 6.RL.g2 Interpret the use of personification within a text. | Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 5.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. |

Grade 7

| Progress Indicator: M.RI.h flexibility using strategies to derive meaning from a variety of texts and mediums | | |
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| Core Content Connectors: 7 | CCSS Anchor Standard | Common Core State Standard |
| 7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts. | Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently. | 7.RL.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. |
| Progress Indicator: M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme) | | |
| Core Content Connectors: 7 | CCSS Anchor Standard | Common Core State Standard |
| 7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. | Key Ideas and Details R1. 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. | 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text. | Key Ideas and Details R1. 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. | 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 7.RL.i3 Determine the theme or central idea of a text. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 7.RL.2 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. |
| Progress Indicator: M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme | | |
| Core Content Connectors: 7 | CCSS Anchor Standard | Common Core State Standard |
| 7.RL.j1 Analyze the development of the theme or central idea over the course of the text. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 7.RL.2 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. |
| 7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects) | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course | 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |

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| within the text). | of a text. | |
| Progress Indicator: M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning | | |
| Core Content Connectors: 7 | CCSS Anchor Standard | Common Core State Standard |
| 7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone | | |
| Core Content Connectors: 7 | CCSS Anchor Standard | Common Core State Standard |
| 7.RL.l1 Examine how the structure of a poem or drama adds to its meaning. | Craft and Structure R5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | 7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria | | |
| Core Content Connectors: 7 | CCSS Anchor Standard | Common Core State Standard |
| 7.RL.m1 Compare and contrast the points of view of different characters in the same text. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| 7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 7.RL.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). |
| 7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 7.RL.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). |
| 7.RL.m4 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. | Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 7.RL.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. |

Grade 8

| Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of texts and mediums | | |
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| Core Content Connectors: 8 | CCSS Anchor Standard | Common Core State Standard |
| 8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts. | <p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p> | 8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. |
| Progress Indicator: M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme) | | |
| Core Content Connectors: 8 | CCSS Anchor Standard | Common Core State Standard |
| 8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. | <p>Key Ideas and Details</p> <p>R1. 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.</p> | 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. | <p>Key Ideas and Details</p> <p>R1. 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.</p> | 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text. | <p>Key Ideas and Details</p> <p>R1. 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.</p> | 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| Progress Indicator: M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme | | |
| Core Content Connectors: 8 | CCSS Anchor Standard | Common Core State Standard |
| 8.RL.j1 Determine the theme or central idea of a text. | <p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | 8.RL.2 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. |

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| 8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 8.RL.2 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. |
| 8.RL.j3 Provide/create an objective summary of a text. | Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 8.RL.2 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. |
| 8.RL.j4 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. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 8.RL.3 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. |
| Progress Indicator: M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning | | |
| Core Content Connectors: 8 | CCSS Anchor Standard | Common Core State Standard |
| 8.RL.k1 Identify the use of literary techniques within a text. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 8.RL.3 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. |
| 8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character. | Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 8.RL.3 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. |
| Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone | | |
| Core Content Connectors: 8 | CCSS Anchor Standard | Common Core State Standard |
| 8.RL.l1 Compare and contrast the structure of two or more texts. | Craft and Structure R5. 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. | 8.RL.5 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. |
| 8.RL.l2 Explain how language use contributes to the meaning of a poem or drama. | Craft and Structure R5. 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 | 8.RL.5 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. |

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| | whole. | |
| Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria | | |
| Core Content Connectors: 8 | CCSS Anchor Standard | Common Core State Standard |
| 8.RL.m1 Compare and contrast the points of view of different characters in the same text. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| 8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 8.RL.6 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. |
| 8.RL.m3 Compare and contrast content presented in text, media, and live performance. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 8.RL.7 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. |
| 8.RL.m4 Compare modern works of literature to the texts from which they draw ideas. | Integration of Knowledge and Ideas R9. 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. | 8.RL.9 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. |

Grade 9-10

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| Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums | | |
| Core Content Connectors: 910 | CCSS Anchor Standard | Common Core State Standard |
| 910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums. | Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently. | 9-10.RL.10 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. |
| Progress Indicator: H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme) | | |
| Core Content Connectors: 910 | CCSS Anchor Standard | Common Core State Standard |
| 910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text. | Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when | 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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| | writing or speaking to support conclusions drawn from the text. | |
| 910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text. | <p style="text-align: center;">Key Ideas and Details</p> R1. 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. | 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Progress Indicator: H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes | | |
| Core Content Connectors: 910 | CCSS Anchor Standard | Common Core State Standard |
| 910.RL.c1 Determine the theme or central idea of a text. | <p style="text-align: center;">Key Ideas and Details</p> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 9-10.RL.2 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. |
| 910.RL.c2 Determine how the theme develops. | <p style="text-align: center;">Key Ideas and Details</p> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 9-10.RL.2 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. |
| 910.RL.c3 Determine how key details support the development of the theme of a text. | <p style="text-align: center;">Key Ideas and Details</p> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 9-10.RL.2 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. |
| 910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character). | <p style="text-align: center;">Key Ideas and Details</p> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 9-10.RL.3 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. |
| 910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme. | <p style="text-align: center;">Key Ideas and Details</p> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 9-10.RL.3 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 |

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| | | plot or develop the theme. |
| Progress Indicator: H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work | | |
| Core Content Connectors: 910 | CCSS Anchor Standard | Common Core State Standard |
| 910.RL.d1 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. | Craft and Structure R5. 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. | 9-10.RL.5 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. |
| 910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work. | Craft and Structure L5. 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. | 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |
| Progress Indicator: H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria | | |
| Core Content Connectors: 910 | CCSS Anchor Standard | Common Core State Standard |
| 910.RL.e1 Compare and contrast works from different cultures with a common theme. | Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text. | 9-10.RL.6 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. |
| 910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | 9-10.RL.7 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 ArtsII and Breughel’s Landscape with the Fall of Icarus). |
| Progress Indicator: H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place) | | |
| Core Content Connectors: 910 | CCSS Anchor Standard | Common Core State Standard |
| 910.RL.f1 Analyze how an author draws on 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). | Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 9-10.RL.9 Analyze how an author draws on 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). |

Grade 11-12

| Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums | | |
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| Core Content Connectors: 1112 | CCSS Anchor Standard | Common Core State Standard |
| 1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts. | <p>Range of Reading and Level of Text Complexity</p> <p>R10. 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> | 11-12.RL.10 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. |
| Progress Indicator: H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme) | | |
| Core Content Connectors: 1112 | CCSS Anchor Standard | Common Core State Standard |
| 1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text. | <p>Key Ideas and Details</p> <p>R1. 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> | 11-12.RL.1 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. |
| 1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text. | <p>Key Ideas and Details</p> <p>R1.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> | 11-12.RL.1 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. |
| 1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text. | <p>Key Ideas and Details</p> <p>R1.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> | 11-12.RL.1 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. |

| Progress Indicator: H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes | | |
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| Core Content Connectors: 1112 | CCSS Anchor Standard | Common Core State Standard |
| 1112.RL.c1 Determine two or more themes or central ideas of a text. | <p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | 11-12.RL.2 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. |
| 1112.RL.c2 Determine how the theme develops. | <p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | 11-12.RL.2 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. |
| 1112.RL.c3 Provide/create an objective summary of a text. | <p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | 11-12.RL.2 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. |
| 1112.RL.c4 Analyze the author’s choices about what is developed and included in the text and what is not developed and included related to story elements. | <p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | 11-12.RL.3 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). |
| 1112.RL.c5 Analyze author’s choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | <p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | 11-12.RL.3 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). |

| Progress Indicator: H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work | | |
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| Core Content Connectors: 1112 | CCSS Anchor Standard | Common Core State Standard |
| 1112.RL.d1 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. | Craft and Structure R5. 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. | 11-12.RL.5 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. |
| 1112.RL.d2 Define satire, sarcasm, irony. | Craft and Structure R6. Assess how point of view or purpose shape the content and style of a text. | 11-12.RL.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| 1112.RL.d3 Differentiate from what is directly stated in a text from what is meant. | Craft and Structure R6. Assess how point of view or purpose shape the content and style of a text. | 11-12.RL.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| 1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work. | Craft and Structure L5. Demonstrate understanding of word relationships and nuances in word meanings. | 11.12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| Progress Indicator: H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria | | |
| Core Content Connectors: 1112 | CCSS Anchor Standard | Common Core State Standard |
| 1112.RL.e1 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text. | Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | 11-12.RL.7 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 |

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| | | dramatist.) |
| Progress Indicator: H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place) | | |
| Core Content Connectors: 1112 | CCSS Anchor Standard | Common Core State Standard |
| 1112.RL.f1 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 (historical reflection, social, morals). | Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 11-12.RL.9 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. |