

Reading Literature (RL) Anchor Standard 1:

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

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 1 at a Glance:

- **Grades 6-8:** Students provide strong and relevant textual evidence to support explicit understanding and inferences drawn from text. They determine themes/central ideas and analyze how elements of a story or drama interact. Students examine how word choices shape meaning or tone, and analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.
- **Grades 9-12:** Students cite strong and thorough textual evidence to support explicit analysis and subtle or complex inferences. They determine multiple themes or central ideas and analyze their development over the course texts. Students analyze how an author's choices concerning structure, order of events, and manipulation of time create effects such as mystery or surprise. They analyze multiple interpretations of a story, drama, or poem, and evaluate how an author draws on and transforms source material in a specific work. Students critically evaluate how specific evidence supports interpretations, demonstrating a mature, analytical approach to reading and interpreting literature.

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

Reading Literature Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
RL.6.1 Cite multiple pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.1 Cite multiple pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1 Cite multiple pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
- Determine and state multiple pieces of evidence that confirms the important ideas and messages of a literary text. - Identify evidence to suggest logically what might be true about characters, setting, plot, etc.	- Determine and state multiple pieces of evidence that confirm the important ideas and messages of a literary text. - Identify evidence to suggest logically what might be true about characters, setting, plot, etc.	- Explain the main ideas. - Identify what is directly stated in the text - Draw inferences. - Draw conclusions. - Verify or adjust predictions. - Make new predictions. - Paraphrase and summarize. - Among multiple pieces of evidence, determine, select, and state the piece of evidence that

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
		confirms the meaning of a literary text. • Among multiple pieces of evidence, identify the strongest piece of evidence that suggests logically. • What might be true about characters, setting, plot, etc. • Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. • Distinguish between connotations and denotations of words for understanding.

Reading Literature (RL) Anchor Standard 2:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 2 at a Glance

- **Grades 6-8:** Students analyze how a theme develops across a text and provide an objective summary that reflects that development.
- **Grades 9-12:** Students analyze how a theme develops across a text and provide an objective summary that reflects that development.

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

Reading Literature Standard 2 Desired Student Performance

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
RL.6.2 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 .	RL.7.2. 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.	RL.8.2 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
- State or compose a summary that includes events from the beginning, middle, and end of a text. - Use significant details of characterization and/or plot development, repeated words, ideas, and/or symbols as clues to theme. - Connect conclusions about character/s, plot, and/or symbols to determine theme.	- Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text. - Use significant details of character and plot development, repeated words, ideas, and/or symbols to formulate a theme. - Track and examine significant details of character and plot development, repeated words,	- Determine the interaction among characters, setting, and plot through a text. - Present sound, valid reasoning and well-chosen details in a focused, coherent manner. - Examine the interaction of characters, setting, and plot to express a theme. - Paraphrase in order to state or compose an unbiased summary that includes events from the

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
• Present details to accentuate support of main ideas or themes. • Distinguish between subjective and objective summaries. • Paraphrase significant events or details from a text. • Review key ideas expressed through paraphrasing. • Use a variety of transition words to convey sequence.	ideas, and/or symbols through a text. • Present details and examples in a focused, coherent manner. • Use a variety of transition words to convey sequence. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use appropriate academic or domain-specific words when discussing or writing about literature.	beginning, middle, and end of a text. • Use appropriate academic or domain-specific words when discussing or writing about literature.

Reading Literature (RL) Anchor Standard 3:

Analyze how and why individuals, events, and ideas develop and interact over the course of text.

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 1 at a Glance:

- **Grades 6-8:** Students analyze how particular elements of a story or drama interact, such as how characters shape the plot or how setting influences events.
- **Grades 9-12:** Students engage in complex analysis of character development, motivations, and interactions, examining how these elements advance the plot or reveal themes.

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

Reading Literature Standard 1 Desired Student Performance

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.8.3 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
• Apply the elements of characterization in a description of character development. • Apply the basic elements of plot structure in a description of a story's plot. • Apply the basic elements of plot structure and drama structure in a description of a drama's plot. • Use a variety of transition words to convey sequence.	• Examine and discuss the basic elements of plot structure and characterization. • Examine and discuss the basic elements of drama structure. • Make connections between or among elements of a plot or a drama structure and characters to determine the effect upon each other. • Use precise words and descriptive details to convey events.	• Examine what a character in a story or drama thinks, says, or does. • Connect how a character's speech, thoughts, or actions cause movement within the plot or drama. • Show how a character's speech or thoughts reflect the traits a character displays. • Use precise words and descriptive details to convey events.

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
• Use precise words and descriptive details to convey events. • Give a conclusion that follows from events.	• Use evidence from a literary text to support analysis. • Present claims emphasizing the most important points supported by pertinent descriptions and details.	• Use evidence from a literary text to support analysis. • Present claims emphasizing the most important points supported by pertinent descriptions and details.

Reading Literature (RL) Anchor Standard 4:

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

- Writing Standards
- Language Standards

Reading Informational Standard 4 at a Glance:

- **Grades 3-5:** Students determine the meaning of words and phrases, including those with figurative language, and begin analyzing how language shapes tone and mood.
- **Grades 6-8:** Students analyze the impact of specific word choices, including figurative and connotative meanings, and explore how these choices influence meaning and tone.
- **Grades 9-12:** Students engage in in-depth analysis of an author's word choices, examining nuances in meaning and how figurative language, diction, and tone affect the overall impact of the text.

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

Reading Literature Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
• Use evidence from a literary text to support analysis of word choice. • Examine the author's word choice as an indicator of tone. • Use the author's word choice as an indicator of tone. • Use context as a clue to the meaning of words and phrases.	• Use evidence from a literary text to support analysis of word choice. (See • Examine the author's purpose in using sound elements of words. • Use evidence from a literary text to determine tone. • Use context as a clue to the meaning of words and phrases.	• Use evidence from a literary text to support analysis of word choice. • Interpret analogies and literary allusions as a way to construct meaning in a literary text. • Use context as a clue to the meaning of words and phrases. • Use common, grade-appropriate Greek or Latin affixes and roots as

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). • Verify an inferred meaning of a word or phrase in a dictionary • Demonstrate an understanding of figurative language and connotation.	• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). • Verify an inferred meaning of a word or phrase in a dictionary. • Demonstrate an understanding of figurative language and connotation.	- clues to the meaning of a word (e.g., precede, recede, secede). • Verify an inferred meaning of a word or phrase in a dictionary. • Examine the effects of diction, tone, figurative language, sound elements and connotation as a way to construct meaning.

Reading Literature (RL) Anchor Standard 5:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 5 at a Glance:

- **Grades 6-8:** Students examine how a particular section of a text contributes to the development of setting, plot, or theme, gaining insight into narrative structure and pacing.
- **Grades 9-12:** Students examine how a particular section of a text contributes to the development of setting, plot, or theme, gaining insight into narrative structure and pacing.

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

Reading Literature Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.7.5 Analyze how a particular sentence, chapter, scene, or stanza from a text (story, drama, or poem) is formed or structured (e.g., soliloquy, sonnet) to contribute to its meaning.	RL.8.5 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
• Demonstrate an understanding of the structure of novels, dramas, and poetry. • Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure. • Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance the plot, setting, or theme of a literary text.	• Demonstrate an understanding of and distinguish between dramatic structures and poetic forms. • Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning. • Analyze how elements of a literary text interact. • Use evidence from literary texts to support analysis of a drama's or poem's form or structure.	• Demonstrate an understanding of literary style. • Explain how the structures of multiple texts are alike and different. • Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written. • Use evidence from literary texts to support a comparative analysis of text structures.

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
• Determine how a theme is relayed through particular details in a literary text. • Use evidence from literary texts to support analysis of text structure. • Describe how a literary text develops in a series of episodes. • Use knowledge of narrative techniques as a means to comprehend events in literary texts.	• Examine how parts of dramatic structure or poetic forms help clarify or fulfill the author's purpose.	• Use knowledge of language including style.

Reading Literature (RL) Anchor Standard 6:

Assess how point of view or purpose shapes the content and style of a text.

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 6 at a Glance:

- **Grades 6-8:** Students analyze how differences in point of view create effects such as suspense or humor, and how the narrator's perspective shapes the content.
- **Grades 9-12:** Students perform advanced analysis of how an author's choices in developing point of view or perspective influence meaning and style, including how complex narrators or speakers affect interpretation.

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

Reading Literature Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
• Apply knowledge of the different types of point of view to a text. • Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns.	• Apply knowledge of point of view and characterization to determine multiple narrators. • Explain how multiple narrators/speakers are alike and different. • Examine the conflicting views of multiple narrators/speakers to develop a broad view of the action, characters, or ideas in a literary text.	• Demonstrate knowledge of mood. • Compare and/or contrast one's own views to those of a character or characters. • Explain how shared or opposing points of view between a reader and character can generate a specific mood. • Analyze inferences drawn from a literary text. • Use dialogue to develop characters.

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
	Analyze inferences drawn from a literary text.	

Reading Literature (RL) Anchor Standard 7:

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Literature Standard 7 at a Glance:

- **Grades 6-8:** Students analyze how visual elements and multimedia (such as videos or graphic organizers) interact with the text, deepening their understanding of the story or poem.
- **Grades 9-12:** Students analyze how visual elements and multimedia (such as videos or graphic organizers) interact with the text, deepening their understanding of the story or poem.

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

Reading Literature Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RL.8.7 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
- Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text. - Compare the reading a literary text versus listening to or viewing a dramatization of a literary text. - Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those	- Demonstrate knowledge of techniques available to produce an audio, filmed, or staged version of a literary text. - Explain the likenesses and differences of a literary text versus an audio or a visual version of a literary text. - Explain the likenesses and differences among an audio,	- Examine the likenesses and differences between a written literary text and its filmed or staged version. - Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from the original text. - Support ideas with relevant evidence.

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
sights and sounds from a literary text. • Support ideas with relevant evidence. • Use evidence from literary texts to support reflection. • Use details presented in diverse media and formats.	filmed, or staged version of a literary text. • Explain the effects produced through audio, filmed, or staged versions of a literary text. • Support ideas with relevant evidence. • Use evidence from literary texts to support reflection. • Use details presented in diverse media and formats.	• Use evidence from literary texts to support analysis and reflection. • Use details presented in diverse media and formats and evaluate the motives behind the creation of its presentation.

Reading Literature (RL) Anchor Standard 8:

Pre-Requisite Skills: Grade 6	Grade Level: Grade 7	Next Progression: Grade 8
Not Applicable to Literature		

Reading Literature (RL) Anchor Standard 9:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Literature Standard 9 at a Glance:

- **Grades 6-8:** Students compare and contrast texts from different authors or cultures, analyzing how each approaches similar themes, topics, or story elements.

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

Reading Literature Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RL.8.9 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
- Compare texts addressing comparable topics, ideas, or themes but written in different genres. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - Use evidence from literary texts to support analysis.	- Compare specific texts addressing the same time period in historical fiction and an historical account. - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - Distinguish between historical fiction and an historical account.	- Demonstrate an understanding of universality. - Compare the literary elements of a modern fiction text to a traditional fiction text. - Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts.

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
• Present findings using pertinent details.	• Explain the author’s purpose in changing historical fact in a fictional text. • Use evidence from literary and informational texts to support analysis and reflection. • Present findings using pertinent details and facts.	• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Use evidence from literary texts to support analysis and reflection. • Present findings using relevant evidence and well-chosen details.

Reading Literature (RL) Anchor Standard 10:

Read and comprehend complex literary and informational texts independently and proficiently.

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

- Speaking and Listening Standards

Literature Standard 10 at a Glance:

- **Grades 6-8:** Students continue to read and comprehend increasingly complex literary texts independently, preparing for more analytical engagement with text. Students will regularly read literary within the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **Grades 9-12:** Students continue to read and comprehend increasingly complex literary texts independently, preparing for more analytical engagement with text. Students will regularly read literature within the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

Literature Standard 10 Desired Student Performance:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.8.10 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. - Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.	- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. - Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.	- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. - Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.

