

## **Reading Literature (RL) Anchor Standard 1:**

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

**The Reading Literature Standard 1** emphasizes reading closely, making inferences, and citing textual evidence. 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 7                                                                                                                          | Grade Levels: Grade 8                                                                                                                                                            | Next Progression: Grade 9-10                                                                                                                                                                 |
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| <b>RL.7.1</b> Cite multiple pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <b>RL.8.1</b> Cite multiple pieces of textual evidence <b>that most strongly support an analysis</b> of what the text says explicitly as well as inferences drawn from the text. | <b>RL.11-12.1</b> Cite multiple pieces of textual evidence that most strongly and thoroughly 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 7                                                                                                                                                                                                                                                | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                                                                                             | Next Progression: Grade 9-10                                                                                                                                                                                         |
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| <ul style="list-style-type: none"> <li>Determine and state multiple pieces of evidence that confirm the important ideas and messages of a literary text.</li> <li>Identify evidence to suggest logically what might be true about characters, setting, plot, etc.</li> </ul> | <ul style="list-style-type: none"> <li>Explain the main ideas.</li> <li>Identify what is directly stated in the text</li> <li>Draw inferences.</li> <li>Draw conclusions.</li> <li>Verify or adjust predictions.</li> <li>Make new predictions.</li> <li>Paraphrase and summarize.</li> <li>Among multiple pieces of evidence, determine, select, and state the piece of evidence that</li> </ul> | <ul style="list-style-type: none"> <li>Analyze relevant denotative, connotative, and figurative language.</li> <li>Analyze and evaluate available evidence for thoroughness, completeness, and relevance.</li> </ul> |

| Pre-Requisite Skills: Grade 7 | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Next Progression: Grade 9-10 |
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|                               | <p>confirms the meaning of a literary text.</p> <ul style="list-style-type: none"> <li>• Among multiple pieces of evidence, identify the strongest piece of evidence that suggests logically.</li> <li>• What might be true about characters, setting, plot, etc.</li> <li>• Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts.</li> <li>• Distinguish between connotations and denotations of words for understanding.</li> </ul> |                              |

## 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 7                                                                                                                                               | Grade Levels: Grade 8                                                                                                                                                                                                                       | Next Progression: Grade 9-10                                                                                                                                                                                                                                             |
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| <p><b>RL.7.2.</b> Determine a theme or central idea of a text and <b>analyze its development over the course of the text; provide an objective summary</b> of the text.</p> | <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, <b>including its relationship to the characters, setting, and plot; provide an objective summary</b> of the text.</p> | <p><b>RL.9-10.2</b> Determine the theme or central idea of a text and analyze <b>in detail</b> its development over the course of the text, <b>including how it emerges and is shaped and refined by specific details; provide an objective summary</b> of the text.</p> |

### Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                                                                                                               | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                                                                                                                           | Next Progression: Grade 9-10                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Use significant details of character and plot development, repeated words, ideas, and/or symbols to formulate a theme.</li> <li>• Track and examine significant details of character and plot development, repeated words, ideas, and/or symbols through a text.</li> <li>• Present details and examples in a focused, coherent manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Determine the interaction among characters, setting, and plot through a text.</li> <li>• Present sound, valid reasoning and well-chosen details in a focused, coherent manner.</li> <li>• Examine the interaction of characters, setting, and plot to express a theme.</li> <li>• Paraphrase in order to state or compose an unbiased summary that includes events from the</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze ideas, literary techniques, and specific details in a text that develop a theme or central idea.</li> <li>• Objectively summarize a text by including the appropriate details.</li> </ul> |

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Grade Levels: Grade 8                                                                                                                                                                           | Next Progression: Grade 9-10 |
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| <ul style="list-style-type: none"> <li>• Use a variety of transition words to convey sequence.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Use appropriate academic or domain-specific words when discussing or writing about literature.</li> <li>• Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text.</li> </ul> | <p>beginning, middle, and end of a text.</p> <ul style="list-style-type: none"> <li>• Use appropriate academic or domain-specific words when discussing or writing about literature.</li> </ul> |                              |

## 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 3 Desired Student Performance

| Pre-Requisite Skills: Grade 7                                                                                                 | Grade Levels: Grade 8                                                                                                                                            | Next Progression: Grade 9-10                                                                                                                                                                                         |
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| <b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | <b>RL.8.3</b> 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. | <b>RL.9-10.3</b> 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. |

### Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                                                                                                                                        | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                                                                                           | Next Progression: Grade 9-10                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>Examine and discuss the basic elements of plot structure and characterization.</li> <li>Examine and discuss the basic elements of drama structure.</li> <li>Make connections between or among elements of a plot or a drama structure and characters to determine the effect upon each other.</li> <li>Use precise words and descriptive details to convey events.</li> </ul> | <ul style="list-style-type: none"> <li>Examine what a character in a story or drama thinks, says, or does.</li> <li>Connect how a character's speech, thoughts, or actions cause movement within the plot or drama.</li> <li>Show how a character's speech or thoughts reflect the traits a character displays.</li> <li>Use precise words and descriptive details to convey events.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze and explain how complex characters develop, interact, and change over the course of a text.</li> <li>Analyze, explain, and evaluate the impact of complex characters on advancing the plot and developing the theme in a text.</li> <li>Participate actively and appropriately in discussions about literature.</li> </ul> |

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                               | Grade Levels: Grade 8                                                                                                                                                                                                       | Next Progression: Grade 9-10                                                                                                 |
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| <ul style="list-style-type: none"> <li>• Use evidence from a literary text to support analysis.</li> <li>• Present claims emphasizing the most important points supported by pertinent descriptions and details.</li> </ul> | <ul style="list-style-type: none"> <li>• Use evidence from a literary text to support analysis.</li> <li>• Present claims emphasizing the most important points supported by pertinent descriptions and details.</li> </ul> | <ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when speaking and writing.</li> </ul> |

## 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 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 7                                                                                                                                                                                                                                                                               | Grade Levels: Grade 8                                                                                                                                                                                                                                                      | Next Progression: Grade 9-10                                                                                                                                                                                                                                                                                                               |
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| <p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of <b>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.</b></p> | <p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of <b>specific word choices</b> on meaning and tone, <b>including analogies or allusions to other texts.</b></p> | <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the <b>cumulative impact of specific word choices</b> on meaning and tone (<b>e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone</b>).</p> |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                            | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                                                                                | Next Progression: Grade 9-10                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Use evidence from a literary text to support analysis of word choice. (See</li> <li>• Examine the author's purpose in using sound elements of words.</li> <li>• Use evidence from a literary text to determine tone.</li> </ul> | <ul style="list-style-type: none"> <li>• Use evidence from a literary text to support analysis of word choice.</li> <li>• Interpret analogies and literary allusions as a way to construct meaning in a literary text.</li> <li>• Use context as a clue to the meaning of words and phrases.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze the meaning, use, and effect of connotations, colloquialisms, idioms, and figurative language.</li> <li>• Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone.</li> </ul> |

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                          | Next Progression: Grade 9-10                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of words and phrases.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>• Verify an inferred meaning of a word or phrase in a dictionary.</li> <li>• Demonstrate an understanding of figurative language and connotation.</li> <li>• Verify an inferred meaning of a word or phrase in a dictionary</li> <li>• Demonstrate an understanding of figurative language and connotation.</li> </ul> | <p>clues to the meaning of a word (e.g., precede, recede, secede).</p> <ul style="list-style-type: none"> <li>• Verify an inferred meaning of a word or phrase in a dictionary.</li> <li>• Examine the effects of diction, tone, figurative language, sound elements and connotation as a way to construct meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze and explain the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning and tone.</li> </ul> |

## 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 7                                                                                                                                                                         | Grade Levels: Grade 8                                                                                                                                                   | Next Progression: Grades 9-10                                                                                                                                                                                                                                  |
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| <b>RL.7.5</b> Analyze how a particular sentence, chapter, scene, or stanza from a text (story, drama, or poem) <b>is formed or structured (e.g., soliloquy, sonnet) to contribute to its meaning.</b> | <b>RL.8.5 Compare and contrast</b> the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning <b>and style.</b> | <b>RL.9-10.5</b> Analyze how <b>an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, foreshadowing, flashbacks) create such effects as mystery, tension, or surprise.</b> |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                                                            | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                               | Next Progression: Grades 9-10                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>• Demonstrate an understanding of and distinguish between dramatic structures and poetic forms.</li> <li>• Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning.</li> <li>• Analyze how elements of a literary text interact.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of literary style.</li> <li>• Explain how the structures of multiple texts are alike and different.</li> <li>• Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and explain the structural characteristics of complex narrative texts and use those characteristics when interpreting texts.</li> <li>• Analyze and explain how an author deliberately manipulates text structures, orders events, and the uses elements of time to create a specific effect and mood.</li> </ul> |

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                       | Grade Levels: Grade 8                                                                                                                                                                            | Next Progression: Grades 9-10 |
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| <ul style="list-style-type: none"> <li>• Use evidence from literary texts to support analysis of a drama's or poem's form or structure.</li> <li>• Examine how parts of dramatic structure or poetic forms help clarify or fulfill the author's purpose.</li> </ul> | <ul style="list-style-type: none"> <li>• Use evidence from literary texts to support a comparative analysis of text structures.</li> <li>• Use knowledge of language including style.</li> </ul> |                               |

## Reading Literature (RL) Anchor Standard 6:

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

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

### Reading Literature Standard 6 at a Glance:

- **Grades 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 7                                                                                                        | Grade Levels: Grade 8                                                                                                                                                                                       | Next Progression: Grades 9-10                                                                                                                                                                      |
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| <b>RL.7.6 Analyze</b> how an author develops <b>and contrasts the points of view of different characters or narrators in a text.</b> | <b>RL.8.6 Analyze</b> how <b>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.</b> | <b>RL.9-10.6 Analyze</b> a <b>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.</b> |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                                                                                                  | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                                                        | Next Progression: Grades 9-10                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>• Apply knowledge of point of view and characterization to determine multiple narrators.</li> <li>• Explain how multiple narrators/speakers are alike and different.</li> <li>• Examine the conflicting views of multiple narrators/speakers to develop a broad view of the action, characters, or ideas in a literary text.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate knowledge of mood.</li> <li>• Compare and/or contrast one's own views to those of a character or characters.</li> <li>• Explain how shared or opposing points of view between a reader and character can generate a specific mood.</li> <li>• Analyze inferences drawn from a literary text.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand, appreciate, and make connections with different cultures and points of view.</li> <li>• Identify, analyze and explain the influence, effect, or impact of historical and/or cultural experience on narrative text.</li> <li>• Analyze the significance and effect of the author's point of view and biographical experiences on narrative text.</li> </ul> |

| Pre-Requisite Skills: Grade 7                                                                    | Grade Levels: Grade 8                                                                 | Next Progression: Grades 9-10 |
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| <ul style="list-style-type: none"> <li>Analyze inferences drawn from a literary text.</li> </ul> | <ul style="list-style-type: none"> <li>Use dialogue to develop characters.</li> </ul> |                               |

## Reading Literature (RL) Anchor Standard 7:

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

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

### Reading Literature Standard 7 at a Glance:

- **Grades 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 7                                                                                                                                                                                                                           | Grade Levels: Grade 8                                                                                                                                                                                  | Next Progression: Grades 9-10                                                                                                                                                                                                                                |
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| <b>RL.7.7</b> 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). | <b>RL.8.7</b> 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. | <b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                                                                                 | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                                                                  | Next Progression: Grades 9-10                                                                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>Demonstrate knowledge of techniques available to produce an audio, filmed, or staged version of a literary text.</li> <li>Explain the likenesses and differences of a literary text versus an audio or a visual version of a literary text.</li> <li>Explain the likenesses and differences among an audio,</li> </ul> | <ul style="list-style-type: none"> <li>Examine the likenesses and differences between a written literary text and its filmed or staged version.</li> <li>Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from the original text.</li> <li>Support ideas with relevant evidence.</li> </ul> | <ul style="list-style-type: none"> <li>Compare and contrast significant ideas between two different artistic mediums.</li> <li>Analyze and evaluate the author’s choice of details to include and exclude in order to convey meaning in print and non-print text.</li> <li>Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in print and non-print text.</li> </ul> |

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                                                                                                          | Grade Levels: Grade 8                                                                                                                                                                                                                                    | Next Progression: Grades 9-10 |
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| <p>filmed, or staged version of a literary text.</p> <ul style="list-style-type: none"> <li>• Explain the effects produced through audio, filmed, or staged versions of a literary text.</li> <li>• Support ideas with relevant evidence.</li> <li>• Use evidence from literary texts to support reflection.</li> <li>• Use details presented in diverse media and formats.</li> </ul> | <ul style="list-style-type: none"> <li>• Use evidence from literary texts to support analysis and reflection.</li> <li>• Use details presented in diverse media and formats and evaluate the motives behind the creation of its presentation.</li> </ul> |                               |

Reading Literature (RL) Anchor Standard 8:

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| Pre-Requisite Skills: Grade 7 | Grade Level: Grade 8 | Next Progression: Grade 9-10 |
| Not Applicable to Literature  |                      |                              |

## Reading Literature (RL) Anchor Standard 9:

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

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

### Reading Literature Standard 9 at a Glance:

- **Grades 6-8:** Students compare and contrast texts from different authors or cultures, analyzing how each approaches similar themes, topics, or story elements.
- **Grades 9-10:** Students perform in-depth comparisons of texts, evaluating how authors from different periods or cultures treat similar themes or literary concepts, often with a focus on complex ideas or stylistic differences.

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

## Reading Literature Standard 9 Desired Student Performance:

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                | Grade Levels: Grade 8                                                                                                                                                                                                                    | Next Progression: Grades 9-10                                                                                                                                                                                 |
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| <b>RL.7.9</b> 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. | <b>RL.8.9</b> 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. | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                                                                                                         | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                                                        | Next Progression: Grades 9-12                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Compare specific texts addressing the same time period in historical fiction and an historical account.</li> <li>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Distinguish between historical fiction and an historical account.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate an understanding of universality.</li> <li>Compare the literary elements of a modern fiction text to a traditional fiction text.</li> <li>Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate understanding of why certain literary themes transcend time.</li> <li>Analyze specific universal themes of the human condition and how they are transformed by different authors.</li> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when</li> </ul> |

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                                                                                      | Grade Levels: Grade 8                                                                                                                                                                                                                                                                                                                                          | Next Progression: Grades 9-12                |
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| <ul style="list-style-type: none"> <li>• Explain the author's purpose in changing historical fact in a fictional text.</li> <li>• Use evidence from literary and informational texts to support analysis and reflection.</li> <li>• Present findings using pertinent details and facts.</li> </ul> | <ul style="list-style-type: none"> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Use evidence from literary texts to support analysis and reflection.</li> <li>• Present findings using relevant evidence and well-chosen details.</li> </ul> | <p>responding and discussing literature.</p> |

## Reading Literature Anchor Standard 10:

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

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

- Speaking and Listening Standards

### Reading Literature Standard 10 at a Glance:

- **Grades 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 7                                                                                                                                                                                                            | Grade Levels: Grade 8                                                                                                                                                                                         | Next Progression: Grades 9-10                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the <b>grades 6–8 text complexity band</b> proficiently, with scaffolding as needed at the high end of the range.</p> | <p><b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, <b>at the high end of grades 6–8 text complexity band</b> independently and proficiently.</p> | <p><b>RL.9-10.10</b> By the <b>end of grade 9</b>, read and comprehend literature, including stories, dramas, and poems, <b>at the grades 9–10 text complexity band</b> proficiently, <b>with scaffolding as needed at the high end of the range.</b></p> <p>By the <b>end of grade 10</b>, read and comprehend literature, including stories, dramas, and poems, <b>at the high end of the grades 9–10 text complexity band</b> independently and proficiently.</p> |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 7                                                                                                                                                                                                          | Grade Levels: Grade 8                                                                                                                                                                                                                  | Next Progression: Grades 9-10                                                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time</li> </ul> | <ul style="list-style-type: none"> <li>Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> </ul> |

| Pre-Requisite Skills: Grade 7                                                                                                                                                                           | Grade Levels: Grade 8                                                                                                                                                                                   | Next Progression: Grades 9-10                                                                                                                   |
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| <p>periods while self-monitoring for comprehension.</p> <ul style="list-style-type: none"> <li>• Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.</li> </ul> | <p>periods while self-monitoring for comprehension.</p> <ul style="list-style-type: none"> <li>• Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.</li> </ul> |