



National Center and State Collaborative

Reading Instructional Families – Literary Text

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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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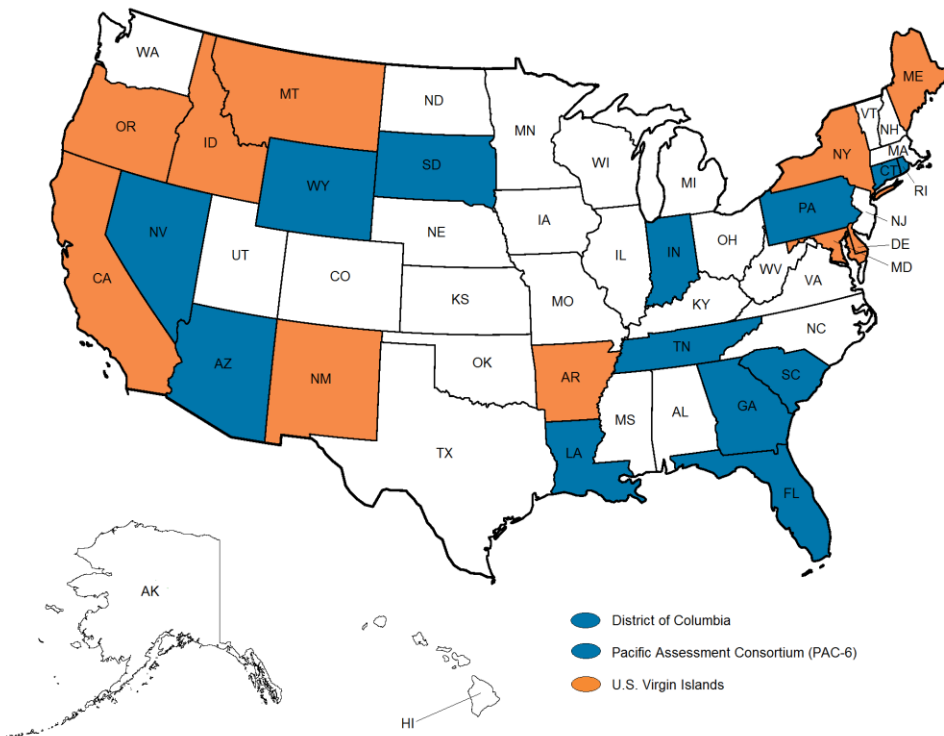


National Center and State Collaborative

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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Reading Instructional Families – Literary Text

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Reading Literary Text: Distribution of Learning Targets and Instructional Families (CCSS Anchors & Anchor Standards)

	(K-4) Elementary School Learning Targets					(5-8) Middle School Learning Targets				(9-12) High School Learning Targets	
	<i>E.RL Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.</i>					<i>M.RL Identify and interpret use of text structures, genre-specific features, and literary devices and techniques (e.g., narrative hook, pacing, back-story) to comprehend and analyze a range of literary texts.</i>				<i>H.RL Analyze the use of text structures, literary devices, and techniques, complex plotlines and subtexts, and universal themes to comprehend and critique increasingly more diverse texts and formats.</i>	
Instructional Families (CCSS Anchors & Anchor Standards (AS))	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10	Grade 11/12
Key Ideas and Details											
CCSS AS include:											
RL1. Using Details to Describe Text											
RL2. Describing the Central Message / Theme											
RL3. Analyzing Relationships											
Craft and Structure											
CCSS AS include:											
RL4. Understanding Words and Phrases											
RL5. Recognizing Organization and Features of Text											
RL6. Distinguishing a Point of View											
Integration of Knowledge and Skills:											
CCSS AS include:											
RL7. Connecting Diverse Media and Formats											
RL9. Analyzing across Texts											
RL10. Range of Reading and Text Complexity											

Reading Literary Text: Key Ideas and Details Grades K-2

Learning Target: *E.RL* Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.

RL1: Using Details to Describe Text

K.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed. **No CCSS link**

K.RL.e2 With prompting and support answer questions about key details in a story. **K.RL.1**

1.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed. **No CCSS link**

1.RL.d1 Answer questions about key details in a story (e.g., *who, what, when, where, why*). **1.RL.1**

1.RL.d2 Ask questions about key details in a familiar story. **1.RL.1; 1.SL.2**

2.RL.d1 Answer *who, what, where, when, why, and how* questions from stories. **2.RL.1**

RL2: Describing the Central Message / Theme

K.RL.c1 With prompting and support sequence a set of events in a familiar story. **K.RL.2**

K.RL.c2 With prompting and support identify the beginning, middle, and ending of a familiar story. **K.RL.2**

K.RL.e1 Retell a familiar story (e.g., What was the story about?). **K.RL.2**

K.HD.d2 With prompting and support, retell a favorite story, including key details. **K.RL.2**

1.RL.e2 Use details to tell what happened in a story. **1.RL.2**

1.RL.e3 Retell the sequence of events in a story. **1.RL.2**

1.HD.d4 Retell a favorite text, including key details. **1.RL.2; 1.SL.4**

2.RL.e1 Use details to recount stories, including fables and folktales from diverse cultures. **2.RL.2**

2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures. **2.RL.2**

2.HD.d1 Retell a favorite text, including key details. **2.RL.2**

RL3: Analyzing Relationships

K.RL.d1 With prompting and support identify characters in a story. **K.RL.3**

K.RL.d2 With prompting and support identify major events (e.g., problem or solution) in a story. **K.RL.3**

K.RL.f1 With prompting and support show how characters interacted in a story. **K.RL.3**

K.RL.f2 With prompting and support identify a setting in a story. **K.RL.3**

1.RL.c3 Answer questions about the beginning, middle, and end of a story. **1.RL.3**

1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story. **1.RL.3**

1.RL.d3 Identify and/or describe the characters from a story. **1.RL.3**

1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story. **1.RL.3**

1.RL.e1 Answer questions regarding key events of stories. **1.RL.3**

1.RL.f2 Identify and/or describe a setting in a story. **1.RL.3**

1.RL.f3 Describe feelings of characters. **1.RL.3**

2.RL.d2 Describe or select a description of a major event or problem in a story. **2.RL.3**

2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story. **2.RL.3**

Reading Literary Text: Craft and Structure Grades K-2

Learning Target: E.RL Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.

RL5: Recognizing Organization and Features of Text
K.RL.b1 Locate words and illustrations in stories. No CCSS link
K.RL.b2 Distinguish front of book from back of book. K.RL.5
K.RL.b3 Identify the title of a story or poem or the title page. K.RL.5
K.RL.b4 Place book in upright position to read. No CCSS link
K.RL.g1 Recognize common types of text. K.RL.5
K.HD.a1 Answer questions about reading such as “Why do we read? What do we read?” K.RL.5; K.RL.10
1.RL.g1 Identify the purpose of storybooks and informational text. 1.RL.5
1.HD.g1 Read books to examine how certain genres are written. 1.RL.5
2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story. 2.RL.5
2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story. 2.RL.5
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. 2.RL.5
2.HD.g1 Read books to examine how to write certain genres. 2.RL.5

RL6: Distinguishing a Point of View
K.RL.c3 With prompting and support identify the author of a familiar story (e.g., show me the author, show me who wrote the book). K.RL.6
K.RL.c4 With prompting and support define the role of the author. K.RL.6
K.RL.c5 With prompting and support, identify the illustrator. K.RL.6
K.RL.c6 With prompting and support define the role of the illustrator. K.RL.6
1.RL.f1 Identify who is telling the story in a text. 1.RL.6
2.RL.f2 Identify different points of view of different characters in a story (e.g., Who thinks it is a bad idea to play a joke on a friend?). 2.RL.6

Reading Literary Text: Integration of Knowledge and Ideas Grades K-2

Learning Target: *E.RL* Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.

RL7: Connecting Diverse Media and Formats

K.RL.c7 With prompting and support identify the relationship between an illustration and the story. K.RL.7
K.HD.e2 With prompting and support, identify illustrations to aid comprehension. K.RL.7
1.RL.c1 Explain a key illustration in the story. 1.RL.7
1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events. 1.RL.7
1.HD.e3 Use text features to aid comprehension. 1.RI.5; 1RL.7
2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events. 1.RL.7
2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story. 2.RL.7
2.RL.f1 Use information gained from illustrations to describe elements within the setting. 2.RL.7
2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted. 2.RL.7
2.RL.f4 Use information gained from illustrations to describe a relationships between characters. (e.g., mother/daughter, love/hate) 2.RL.7
2.HD.e2 Use text features to aid comprehension. 2.RI.5; 2.RL.7

RL9: Analyzing Across Texts

K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories. K.RL.9
1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories. 1.RL.9
2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RL.9
2.RLg2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures. 2.RL.9

RL10: Range of Reading and Text Complexity

K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?" K.RL.5; K.RL.10
K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes. K.RI.10; K.RL.10
K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed. K.RL.10
1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories. 1.RL.9
1.HD.b1 Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes. 1.RL.10
1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed. 1.RL.10
2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RL.9
2.RLg2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures. 2.RL.9
2.HD.b1 Choose information or narrative text or adapted text to read and reread, listen to, or view for leisure purposes. 2.RL.10

Reading Literary Text: Key Ideas and Details Grades 3-5

Learning Target: *E.RL* Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.

RL1: Using Details to Describe Text
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). 3.RL.1
3.RL.h2 Explain how characters' actions contribute to the sequence of events/plot. 3.RL.1
3.RL.i2 Answer literal questions and refer to text to support your answer. 3.RL.1
4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. 4.RL.1
4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. 4.RL.1
4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.RL.1; 4.SL.2
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?). 4.RL.1
5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly. 5.RL.1
5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions. 5.RL.1

RL2: Describing the Central Message / Theme
3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. 3.RL.2
3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures. 3.RL.2
3.RL.k2 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. No CCSS link
3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story. 3.RL.2
4.RL.i3 Use evidence from the text to summarize a story, poem or drama. 4.RL.2
4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer. 4.RL.2
4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points. 4.RI.2; 4.SL.3
5.RL.c1 Summarize a portion of text such as a paragraph or a chapter. 5.RL.2
5.RL.c2 Summarize a text from beginning to end in a few sentences. 5.RL.2
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. 5.RL.2

RL3: Analyzing Relationships
3.RL.l1 Describe a character's traits in a story using details from the text and illustrations. 3.RL.3
3.RL.l2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. 3.RL.3
3.RL.l3 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. 3.RL.3
3.RL.l4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). 3.RL.3
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). 4.RL.3
4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. 4.RL.3
4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description. 4.RL.3
5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. 5.RL.3
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). 5.RL.3

Reading Literary Text: Craft and Structure Grades 3-5

Learning Target: E.RL Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.

RL4: Understanding Words and Phrases

4.RWL.k4 Determine the meaning of literal and nonliteral words and phrases as they are used in a text. **4.RL.4**

RL5: Recognizing Organization and Features of Text

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). **3.RL.5**

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). **3.RL.5**

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). **4.RL.5**

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). **4.RL.5**

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). **4.RL.5**

5.RL.e1 Use signal words to identify common types of text structure within a text. **5.RL.5**

5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text. **5.RL.5**

5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text. **5.RL.5**

5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text. **5.RL.5**

RL6: Distinguishing a Point of View

3.RL.j4 Identify narrator or character's point of view. **3.RL.6**

3.RL.j5 Identify own point of view. **3.RL.6**

3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters. **3.RL.6**

3.RL.m1 Analyze how a character's point of view influences a conflict within a text. **3.RL.3**

4.RL.m1 Determine the author's point of view (first- or third-person). **4.RL.6**

4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **4.RL.6**

5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed. **5.RL.6; 5.SL.2**

5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described. **5.RL.6**

5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed. **5.RL.6**

Reading Literary Text: Integration of Knowledge and Ideas Grades 3-5

Learning Target: *E.RL* Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.

RL7: Connecting Diverse Media and Formats

3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations. 3.RL.7; 3.RL.1
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. 3.RL.7
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. 4.RL.7
4.RL.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer. 4.RL.7
4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer. 4.RL.7
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). 5.RL.7

RL9: Analyzing Across Texts

3.HD.h2 Compare two or more texts or adapted texts on the same topic or by the same author. 3.RL.9; 3.RI.9
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. 4.RL.9
4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 4.RL.9
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. 5.RL.9

RL10: Range of Reading and Level of Text Complexity

3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text. 3.RI.2; 3.RL.10; 3.RI.10
4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text and adapted text. 4.RL.10; 4.RI.10
5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts. 5.RL.10
5.HD.a1 Read or be read to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels. 5.RL.10; 5.RI.10

Reading Literary Text: Key Ideas and Details Grades 6-8

Learning Target: M.RL Identify and interpret use of text structures, genre-specific features, and literary devices and techniques (e.g., narrative hook, pacing, back-story) to comprehend and analyze a range of literary texts.

RL1: Using Details to Describe Text
6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly. 6.RL.1
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. 6.RL.1
6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development. 6.RL.1
7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. 7.RL.1
7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text. 7.RL.1
8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. 8.RL.1
8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. 8.RL.1
8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text. 8.RL.1

RL2: Describing the Central Message / Theme
6.RL.c1 Select key details about a character and relate those details to a theme within the text. 6.RL.2
6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details. 6.RL.2
6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions. 6.RL.2
7.RL.i3 Determine the theme or central idea of a text. 7.RL.2
7.RL.j1 Analyze the development of the theme or central idea over the course of the text. 7.RL.2
8.RL.j1 Determine the theme or central idea of a text. 8.RL.2
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. 8.RL.2
8.RL.j3 Provide/create an objective summary of a text. 8.RL.2

RL3: Analyzing Relationships
6.RL.b1 Describe how the plot unfolds in a story. 6.RL.3
6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution. 6.RL.3
7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text). 7.RL.3
7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 7.RL.3
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. 8.RL.3
8.RL.k1 Identify the use of literary techniques within a text. 8.RL.3
8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveals aspects of a character. 8.RL.3

Reading Literary Text: Craft and Structure Grades 6-8

Learning Target: *M.RL Identify and interpret use of text structures, genre-specific features, and literary devices and techniques (e.g., narrative hook, pacing, back-story) to comprehend and analyze a range of literary texts.*

RL4: Understanding Words and Phrases

6.RL.g1 Interpret personification to help explain the characters within a text. **NO CCSS linked**

6.RL.g2 Interpret the meaning of personification to help determine the writing style within a text. **NO CCSS linked**

RL5: Recognizing Organization and Features of Text

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. **6.RL.5**

7.RL.l1 Examine how the structure of a poem or drama adds to its meaning. **7.RL.5**

8.RL.l1 Compare and contrast the structure of two or more texts. **8.RL.5**

8.RL.l2 Explain how language use contributes to the meaning of a poem or drama. **8.RL.5**

RL6: Distinguishing a Point of View

6.RL.f1 Determine the narrative point of view. **6.RL.6**

6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation. **6.RL.6**

6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text. **6.RL.6**

7.RL.m1 Compare and contrast the points of view of different characters in the same text. **7.RL.6**

8.RL.m1 Compare and contrast the points of view of different characters in the same text. **7.RL.6**

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. **8.RL.6**

Reading Literary Text: Integration of Knowledge and Ideas Grades 6-8

Learning Target: *M.RL Identify and interpret use of text structures, genre-specific features, and literary devices and techniques (e.g., narrative hook, pacing, back-story) to comprehend and analyze a range of literary texts.*

RL7: Connecting Diverse Media and Formats

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. **6.RL.7**

7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums. **7.RL.7**

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. **7.RL.7**

8.RL.m3 Compare and contrast content presented in text, media, and live performance. **8.RL.7**

RL9: Analyzing Across Texts

6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic. **6.RL.9**

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. **7.RL.9**

8.RL.m4 Compare modern works of literature to the texts from which they draw ideas. **8.RL.9**

RL10: Range of Reading Level and Text Complexity

6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts. **6.RL.10**

6.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels. **6.RL.10; 6.RI.10**

7.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. **7.RL.10**

7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts. **7.RL.10**

8.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. **8.RL.10; 8.RI.10**

8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts. **8.RL.10**

Reading Literary Text: Key Ideas and Details Grades 9-12

Learning Target: *H.RL Analyze the use of text structures, literary devices, and techniques, complex plotlines and subtexts, and universal themes to comprehend and critique increasingly more diverse texts and formats.*

RL1: Using Details to Describe Text

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. **9-10.RL.1**

910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text. **9-10.RL.1**

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. **11-12.RL.1**

1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text. **11-12.RL.1**

1112.RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text. **11-12.RL.1**

RL2: Describing the Central Message / Theme

910.RL.c1 Determine the theme or central idea of a text. **9-10.RL.2**

910.RL.c2 Determine how the theme develops. **9-10.RL.2**

910.RL.c3 Determine how key details support the development of the theme of a text. **9-10.RL.2**

1112.RL.c1 Determine two or more themes or central ideas of a text. **11-12.RL.2**

1112.RL.c2 Determine how the theme develops. **11-12.RL.2**

1112.RL.c3 Provide/create an objective summary of a text. **11-12.RL.2**

RL3: Analyzing Relationships

910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character). **9-10.RL.3**

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. **9-10.RL.3**

910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work. **9-10.RL.3**

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. **11-12.RL.3**

1112.RL.c5 Analyze the 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). **11-12.RL.3**

1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work. **NO CCSS link**

Reading Literary Text: Craft and Structure Grades 9-12

Learning Target: H.RL Analyze the use of text structures, literary devices, and techniques, complex plotlines and subtexts, and universal themes to comprehend and critique increasingly more diverse texts and formats.

RL4: Understanding Words and Phrases

No CCCs in this grade span

RL5: Recognizing Organization and Features of Text

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. **9-10.RL.5**

10.RL.5

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. **11-12.RL.5**

RL6: Craft and Structure

910.RL.e1 Compare and contrast works from different cultures with a common theme. **9-10.RL.6**

1112.RL.d2 Define satire, sarcasm, irony. **11-12.RL.6**

1112.RL.d3 Differentiate from what is directly stated in a text from what is meant. **11-12.RL.6**

Reading Literary Text: Integration of Knowledge and Ideas Grades 9-12

Learning Target: *H.RL Analyze the use of text structures, literary devices, and techniques, complex plotlines and subtexts, and universal themes to comprehend and critique increasingly more diverse texts and formats.*

RL7: Connecting Diverse Media and Formats

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. **9-10.RL.7**

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. **11-12.RL.7**

RL9: Analyzing Across Texts

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). **9-10.RL.9**

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). **11-12.RL.9**

RL10: Range of Reading Level and Text Complexity

910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums. **9-10.RL.10**

910.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. **9-10.RL.10**

910.HD.e1 Read challenging grade appropriate texts or adapted grade appropriate texts. **9-10.RL.10**

1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts. **11-12.RL.10**

1112.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. **11-12.RL.10**

1112.HD.e1 Independently read challenging grade appropriate texts or grade appropriate adapted texts. **11-12.RL.10; 11-12.RI.10**