Maryland College and Career Ready Standards Framework English Language Arts/Literacy

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.14.01 *Reading and English Language Arts Instructional Programs for Grades Prekindergarten – 12* states that, "each local education agency shall provide in public schools an instructional program in English language arts/literacy each year for all students in grades prekindergarten – 5; provide in public schools an instructional program in English language arts/literacy each year for all students in grades 6—8; offer an English language arts/literacy program in grades 9 – 12 which enables students to meet graduation requirements and to select English language arts/literacy electives including English Language Arts/Literacy Transition Courses."

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in English Language Arts/Literacy. State Frameworks are defined as supporting documents and provide guidance for implementing Maryland College and Career Readiness Standards in English Language Arts/Literacy which are reviewed and adopted by the Maryland State Board of Education. State Frameworks also provide consistency in learning expectations for students in English Language Arts/Literacy programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in English Language Arts/Literacy in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in English Language Arts/Literacy, Prekindergarten – Grade 12 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Maryland College and Career Ready English Language Arts/Literacy Frameworks were released in June of 2012.

Maryland College and Career Ready Standards Framework Reading Literature Grades 3-5

In June 2010, the Maryland State Board of Education adopted the Maryland College and Career Ready Standards (MCCRS). These Frameworks are the result of a year-long effort by Maryland educators to unpack the MCCR standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the MCCR standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

The MCCRS Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, references such as See MCCR Standard 6 SL4 ("See MCCR Standards, Grade 6, Speaking & Listening, Standard 4") are provided.

The following list shows the abbreviations used when referencing standards from the MCCRS:

- RL – Reading Literature
- RI – Reading Informational Text
- RF – Reading Foundational Skills
- W – Writing
- L – Language
- SL – Speaking and Listening

The MCCRS Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 _____ ("Maryland School Library Media, grades 6-8, Standard, Indicator, objective") and TL ("Technology Literacy Standards" followed by Standard, Indicator, objective).

Standards for Reading Literature (RL)
Cluster: Key Ideas and Details
RL1 MCCR Anchor Standard: 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.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Essential Skills and Knowledge Apply appropriate strategies before reading, viewing, or listening to a text: • preview and survey the text • access prior knowledge about the texts • formulate purpose-setting questions • make predictions	Essential Skills and Knowledge Apply appropriate strategies before reading, viewing, or listening to a text: • preview and survey the text • access prior knowledge about the text • formulate purpose-setting questions • make predictions	Essential Skills and Knowledge Apply appropriate strategies before reading, viewing, or listening to a text: • preview and survey the text • access prior knowledge about the text • formulate purpose-setting questions • make predictions

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: • reread as necessary • determine main ideas of portions of the text • periodically restate, retell, paraphrase, and/or summarize (See CCSS RL.4.2; SL.3.4-6.) • connect ideas within the text • make, confirm, and/or modify questions, inferences, and predictions • visualize	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: • reread as necessary • determine main ideas of portions of the text • periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.4.4-6.) • connect ideas within the text • make, confirm, and/or modify questions, inferences, and predictions • visualize	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: • reread as necessary • determine main ideas of portions of the text • periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.5.4-6.) • connect ideas within the text • make, confirm, and/or modify questions, inferences, and predictions • visualize

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: • determine and explain the main idea (explicit or inferred) of the text • summarize the text (See CCSS RL.4.2; SL.3.4-6.) • identify what is directly stated in the text • draw inferences and conclusions from the text • confirm, refute, and/or make predictions about the text • connect prior knowledge or experience to the text	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: • determine and explain main ideas (explicit or inferred) of the text • summarize the text (See CCSS SL.4.4-6; MD SLM 4-5 4A2.) • explain what is directly stated in the text by citing specific details and examples from the text • explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text • synthesize information and ideas • confirm, refute and/or make predictions about the text • connect prior knowledge or experience to the text	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: • determine and explain main ideas (explicit or inferred) of the text • summarize the text (See CCSS SL.5.4-6; MD SLM 4A2.) • explain what is directly stated in the text by citing specific details and examples from the text • explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text • synthesize information and ideas • confirm, refute, and/or make predictions about the text • connect prior knowledge or experience to the text

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand. - Select relevant textual evidence when responding either orally or in writing to text-specific questions. - Participate actively and appropriately in discussions about literary text. (See CCSS SL.3.1-3.) - Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.3.1-2.) - Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS L.3.6.) - See MD SLM V.A, VI.B; MD DL 2 and 3.	- Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand. - Select only relevant textual evidence when responding either orally or in writing to text-specific questions. - Participate actively and appropriately in discussions about literary text. (See CCSS SL.4.1-3.) - Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.4.1-2.) - Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS L.4.6.) - See MD SLM V.A, VI.B; MD DL 2 and 3.	- Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand. - Justify the selection of textual evidence when responding either orally or in writing to text-specific questions. - Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text specific questions. - Use commas and quotation marks correctly when punctuating direct quotations in written responses to text specific questions. (See CCSS L.4.2b.) - Participate actively and appropriately in discussions about literary text. (See CCSS SL.5.1-3.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		• Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.5.1-2.) • Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS L.5.6.) • See MD SLM V.A, VI.B; MD DL 2 and 3.

Standards for Reading Literature (RL)
Cluster: Key Ideas and Details
RL2 MCCR Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text	RL2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Essential Skills and Knowledge • Identify and distinguish among literary texts, including types of stories, poems, and plays. • Restate, retell, paraphrase, and/or summarize the text and/or parts of the text either orally or in writing. (See CCSS RL.4.2; W.4.9; SL.3.4, 6.)	Essential Skills and Knowledge • Summarize a literary text either orally or in writing. (See CCSS RI.4.2; W.4.9; SL.4.4, 6.) ○ Determine the key events from the beginning, middle, and end of the text. (See CCSS RI.4.2.)	Essential Skills and Knowledge • Summarize a literary text either orally or in writing, including key events from the beginning, middle, and end of the text. (See CCSS W.5.9; SL.5.4, 6.) • Analyze details about characters, setting, and plot in a literary text to infer a theme.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text	RL2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Differentiate between key and minor details and events from the beginning, middle, and end of a literary text. (See CCSS RI.3.2.) - Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events). - Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect. (See CCSS RI.3.2.)	- Analyze narrative elements of the text, including character(s), setting, and plot. - Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect.	- Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem. - Analyze the conflicts encountered by the characters in a literary text, including how characters respond to those conflicts. - Analyze the development of the plot, including exposition, rising action, climax, falling action, denouement, as well as subplots. - Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text	RL2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

• Analyze details and events in a literary text to determine a message, lesson, or moral.
  o Differentiate between a main idea and a central message, lesson, or moral.
  o Connect appropriate key details to determine how the author conveys a theme.
• Participate actively and appropriately in discussions about literary text. (See CCSS SL.3.1-3.)
• Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.3.1-2.)
• Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.4.9; L.3.6.)
	• Analyze details about characters, setting, and plot in a literary text to infer a theme.
	  o Differentiate between a topic and a theme.
	  o Differentiate between a literary theme and a message, lesson, or moral.
	  o Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.
	• Participate actively and appropriately in discussions about literary text. (See CCSS SL.4.1-3.)
	• Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.4.1-2.)
	• Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 4 W.4.9; L.4.6.)
		• Participate actively and appropriately in discussions about literary text. (See CCSS SL.5.1-3.)
		• Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.5.1-2.)
		• Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 5 W.5.9; L.5.6.)

Standards for Reading Literature (RL)
Cluster: Key Ideas and Details
RL3 MCCR Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL3 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).
Essential Skills and Knowledge • Draw conclusions and make inferences about characters, referring to the text for support. • Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships. • Participate actively and appropriately in discussions about literary text. (See CCSS SL.3.1-3.)	Essential Skills and Knowledge • Analyze the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters. • Analyze the setting or an aspect of the setting (e.g. time, place, historical backdrop, and determine its contribution to the mood and/or the plot).	Essential Skills and Knowledge • Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot. • Analyze similarities and differences among different settings, focusing on how they affect the mood and the plot. • Analyze similarities and differences among different events, focusing on how they affect the characters, mood, and plot.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL3 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).
• Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.3.1-2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.4.9; L.3.6.)	• Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood). • Participate actively and appropriately in discussions about literary text. (See CCSS SL.4.1-3.) • Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.4.1-2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.4.9; L.4.6.)	• Participate actively and appropriately in discussions about literary text. (See CCSS SL.5.1-3.) • Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.5.1-2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.5.9; L.5.6.)

Standards for Reading Literature (RL)
Cluster: Craft and Structure
RL4 MCCR Anchor Standard: 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.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Essential Skills and Knowledge • Use sentence-level context as a clue to the meaning of a word or phrase. (See CCSS L.3.4a.) • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (See CCSS L.3.4b.)	Essential Skills and Knowledge • Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (see CCSS L.4.4a.) • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (See CCSS L.4.4b.)	Essential Skills and Knowledge • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (See CCSS L.5.4a.) • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (See CCSS L.5.4b.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (CCSS L.3.4c.) • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (See CCSS L.3.5a.) • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (See CCSS L.3.5b.) • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (See CCSS L.3.5c.) • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in context. (See CCSS L.3.4d)	• Explain the meaning of figurative language, including simple similes and metaphors (e.g., as pretty as a picture) in context. (See CCSS L.4.5a.) • Recognize and explain the meaning of common idioms, adages, and proverbs. (See CCSS L.4.5b.) • Differentiate between denotation and connotation. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (see CCSS L.4.5c.) • Apply an understanding of the term allusion by Identifying and explaining mythological allusions found in literature in the grades 4–5 text complexity band. (See CCSS RL.4. 10.) • Analyze how word choice affects meaning.	• Interpret figurative language, including similes and metaphors, in context. (See CCSS L.5.5a.) • Recognize and explain the meaning of common idioms, adages, and proverbs. (See CCSS L.5.5b.) • Explain the difference between the denotation and the connotation of a specific word. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (see CCSS L.5.5c.) • Interpret literary and mythological allusions found in literature in the grades 4-5 text complexity band. (See CCSS RL.5.10.) • Analyze how word choice affects meaning.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context. (See CCSS L.4.4c.)	• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context. (See CCSS L.5.4c.)

Standards for Reading Literature (RL)
Cluster: Craft and Structure
RL5 MCCR Anchor Standard: 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.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Essential Skills and Knowledge • Apply academic and domain-specific vocabulary when writing or speaking about the structure of a specific type of literary text (e.g., chapter, scene, stanza). (See CCSS W.4.9; L.3.6.)	Essential Skills and Knowledge • Apply academic and domain-specific vocabulary when writing or speaking about a literary genre and its specific structure (e.g., chapter, scene, stanza). (See CCSS W.4.9; L.4.6.)	Essential Skills and Knowledge • Apply academic and domain-specific vocabulary when writing or speaking about literary genres and their structure (e.g., chapter, scene, stanza). (See CCSS W.5.9; L.5.6.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
• Explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution). • Apply knowledge of Standard English when writing about or discussing literature. (See CCSS L.3.1-2.) • Participate actively and appropriately in discussions about literary text. (See CCSS SL.3.1-3.)	• Analyze the details and events in structural elements of a literary text (e.g., chapters, scenes, stanzas, of stories, dramas, and poems). • Apply knowledge of Standard English when writing about or discussing literature. (See CCSS L.4.1-2.) • Participate actively and appropriately in discussions about literary text. (See CCSS SL.4.1-3.)	• Analyze the details and events in structural elements of a literary text (e.g., chapters, scenes, stanzas, of stories, dramas, and poems). • Draw conclusions about the relationships between and among structural elements (e.g., foreshadowing, flashback, motifs carried over from one section of a text to another) • Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.5.1-2.) • Participate actively and appropriately in discussions about literary text. (See CCSS SL.5.1-3.)

Standards for Reading Literature (RL)
Cluster: Craft and Structure
RL6 MCCR Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL6 Distinguish their own point of view from that of the narrator or those of the characters.	RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL6 Describe how a narrator's or speaker's point of view influences how events are described.
Essential Skills and Knowledge • Analyze the narrator as a character (e.g., the narrator's feelings about the characters, setting, events). • Analyze characters and distinguish them from the narrator.	Essential Skills and Knowledge • Apply an understanding of point of view as a literary term. • Analyze word choice to determine the point of view of a literary text, (e.g., 1st person, 3rd person narration). • Describe the narrator's relationship to the characters. • Compare and contrast a 1st person narrative with a 3rd person narrative.	Essential Skills and Knowledge • Analyze word choice to determine the point of view of a literary text, including the way in which the narrator tells the story (e.g., in an amusing way, in a serious way, etc.). • Explain the effect of the narrator's or the speaker's point of view on other elements of the text (e.g., events, characters, etc.).

Standards for Reading Literature (RL)
Cluster: Integration of Knowledge and Ideas
RL7 MCCR Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
Essential Skills and Knowledge • Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies to the non-print aspects of a literary text. • Apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story.	Essential Skills and Knowledge • Demonstrate the behaviors of a strategic listener or viewer by applying before, during, and after strategies. • Compare and contrast a visual or oral presentation of a text (e.g., a film, live performance, etc.) to its print version, noting specific instances of similarity and/or difference.	Essential Skills and Knowledge • Demonstrate the behaviors of a strategic listener or viewer by applying before, during, and after strategies. • Determine the specific elements of visual and multimedia texts (e.g., color, sound, layout, etc.). • Differentiate tone from mood.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
• Support inferences about the relationship between text features with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.3.1-2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.4.9; L.3.6.) • Participate actively and appropriately in discussions about literary text. (See CCSS SL.3.1-3.)	• Support inferences and conclusions with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.4.1-2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.4.9; L.4.6.) • Participate actively and appropriately in discussions about literary text. (See CCSS SL.4.1-3.)	• Analyze the effect of the elements of visual and multimedia texts (e.g., use of color, sound, movement, gestures, etc.) on meaning, tone, or beauty. • Support inferences and conclusions with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.5.1-2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.5.9; L.5.6.) • Participate actively and appropriately in discussions about literary text. (See CCSS 4 SL.4.1-3.)

Standards for Reading Literature (RL)
Cluster: Integration of Knowledge and Ideas
RL8 MCCR Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL8 not applicable to literature	RL8 not applicable to literature	RL8 not applicable to literature)
Essential Skills and Knowledge N/A	Essential Skills and Knowledge N/A	Essential Skills and Knowledge N/A

Standards for Reading Literature (RL)
Cluster: Integration of Knowledge and Ideas
RL9 MCCR Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures	RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Essential Skills and Knowledge • Apply skills from CCSS RL.3. 1-7 to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • Support inferences about the relationship between text features with relevant textual evidence.	Essential Skills and Knowledge • Determine patterns in topics, themes, and events in various works of literature. • Apply skills from CCSS RL.4.1-7 to compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Essential Skills and Knowledge • Apply skills from CCSS RL.5. 1-7 to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • Support inferences about the relationship between text features with relevant textual evidence.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures	RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
• Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.3.1-2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.4.9; L.3.6.)	• Support inferences about the relationship between text features with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.4.1-2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.4.9; L.4.6.)	• Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.5.1-2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.5.9; L.5.6.)

Standards for Reading Literature (RL)
Cluster: Range of Reading and Level of Text Complexity
RL10 MCCR Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
Essential Skills and Knowledge • Demonstrate understanding of a wide variety of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods. (See MD SLM 2- 3 6.0.) • Demonstrate understanding of assigned literary texts of steadily increasing complexity.	Essential Skills and Knowledge • With scaffolding as needed, demonstrate understanding of a wide variety of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods. (See MD SLM 4-5 6.0.) • Demonstrate understanding of assigned literary texts of steadily increasing complexity.	Essential Skills and Knowledge • Demonstrate understanding of a wide variety of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods. (See MD SLM 4- 5 6.0.) • Demonstrate understanding of assigned literary texts of steadily increasing complexity.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
• Use self-selected literary texts to explore personal interests and learn about themselves as readers. (See MD SLM 2-3 6.0.) • Set personal goals and conference regularly with adults to improve reading. • See MD SLM V.A; MD DL 3.	• Use self-selected literary texts both to explore personal interests and challenge themselves as readers. (See MD SLM 4-5 6.0.) • Set personal goals and conference regularly with adults to improve reading. • See MD SLM V.A; MD DL 3.	• Use self-selected literary texts both to explore personal interests and challenge themselves as readers. (See MD SLM 4-5 6.0.) • Set personal goals and conference regularly with adults to improve reading. • See MD SLM V.A; MD DL 3.