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. The 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 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
RL.8.1 Cite multiple pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.	**RL.9-10.1** 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.	**RL.11-12.1** 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, including determining where the text leaves matters uncertain.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
• Explain the main ideas. • Identify what is directly stated in the text • Draw inferences. • Draw conclusions. • Verify or adjust predictions. • Make new predictions. • Paraphrase and summarize. • Among multiple pieces of evidence, determine, select, and state the piece of evidence that confirms the meaning of a literary text. • Among multiple pieces of evidence, identify the strongest piece of evidence that suggests logically.	• Analyze relevant denotative, connotative, and figurative language. • Analyze and evaluate available evidence for thoroughness, completeness, and relevance.	• Analyze relevant denotative, connotative, and figurative language. • Analyze and evaluate available evidence for thoroughness, completeness, and relevance. • Explain and analyze complexities and ambiguities in a work of literature. • Participate actively and appropriately in discussions about literature.

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
what might be true about characters, setting, plot, etc. • Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. • Distinguish between connotations and denotations of words for understanding.		

Reading Literature (RL) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Literature Standard 2 at a Glance:

- **Grades 6-8**: Students determine the theme, moral, or central message and summarize the text, explaining how details help develop the theme.
- **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, and citing textual evidence. main idea, text structure, retell, text support, main topic, theme

Reading Literature Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
RL.8.2 Provide an objective summary of the text; determine a theme or central idea of a text and analyze its development over the course of the text, **including its relationship to the characters, setting, and plot.**	**RL.9-10.2** Provide an objective summary of the text; determine the theme or central idea of a text and analyze **in detail** its development over the course of the text, **including how it emerges and is shaped and refined by specific details.**	**RL.11-12.2** Provide an objective summary of the text; **determine two or more themes or central ideas of a text** and analyze their development over the course of the text, **including how they interact and build on one another to produce a complex account.**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
• Determine the interaction among characters, setting, and plot through a text. • Present sound, valid reasoning and well-chosen details in a focused, coherent manner. • Examine the interaction of characters, setting, and plot to express a theme. • Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text.	• Objectively summarize a text by including the appropriate details. • Analyze ideas, literary techniques, and specific details in a text that develop a theme or central idea.	• Objectively summarize a text by including the appropriate details. • Analyze ideas, literary techniques, and specific details in a text that develop multiple themes or central ideas. • Analyze how multiple themes interact in a text, build upon one another, and clarify and extend meaning.

Reading Literature (RL) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

The Reading Literature 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 3 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, and citing textual evidence. main idea, text structure, retell, text support

Reading Literature Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
RL.8.3 Analyze how particular **lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**	**RL.9-10.3** Analyze **how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**	**RL.11-12.3** Analyze **the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
• Examine what a character in a story or drama thinks, says, or does. • Connect how a character's speech, thoughts, or actions cause movement within the plot or drama. • Show how a character's speech or thoughts reflect the traits a character displays. • Use precise words and descriptive details to convey events. • Use evidence from a literary text to support analysis. • Present claims emphasizing the most important points supported by pertinent descriptions and	• Analyze and explain how complex characters develop, interact, and change over the course of a text. • Analyze, explain, and evaluate the impact of complex characters on advancing the plot and developing the theme in a text. • Participate actively and appropriately in discussions about literature. • Use knowledge of language and its conventions when speaking and writing.	• Demonstrate an understanding that an author deliberately makes choices that develop the narrative elements. • Analyze and explain how an author's choices impact the development and interaction of the narrative elements in a specific text.

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
details.		

Reading Literature (RL) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

- Writing Standards
- Language Standards

Reading Literature 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 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of **specific word choices** on meaning and tone, **including analogies or allusions to other texts.**	**RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the **cumulative impact of specific word choices** on meaning and tone **(e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**	**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
- Use evidence from a literary text to support analysis of word choice. - Interpret analogies and literary allusions as a way to construct meaning in a literary text. - Use context as a clue to the meaning of words and phrases. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). - Verify an inferred meaning of a	- Analyze the meaning, use, and effect of connotations, colloquialisms, idioms, and figurative language. - Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone. - Analyze and explain the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning and tone.	- Analyze the meaning, use, and effect of connotations, multiple meanings, colloquialisms, idioms, and figurative language. - Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone. - Analyze, explain, and evaluate the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning, imagery,

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
word or phrase in a dictionary. • Examine the effects of diction, tone, figurative language, sound elements and connotation as a way to construct meaning.		mood, and tone.

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:** As students advance in to Grades 3-5, they identify and explain different types of text features and determine the purpose of using each feature. They choose the right text feature for a specific task, and search tools and keywords to find information quickly. 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. Students explain how text features help clarify meaning.
- **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 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning **and style.**	RL.9-10.5 Analyze how **an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, foreshadowing, flashbacks) create such effects as mystery, tension, or surprise.**	RL.11-12.5 Analyze how an author's choices concerning **how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution)** contribute to its overall structure and meaning **as well as its aesthetic impact.**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
• Demonstrate an understanding of literary style. • Explain how the structures of multiple texts are alike and different. • Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written. • Use evidence from literary texts to support a comparative analysis of text structures. • Use knowledge of language including style.	• Identify and explain the structural characteristics of complex narrative texts and use those characteristics when interpreting texts. • 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.	• Explain, analyze, and evaluate the structural characteristics complex narrative texts and use those characteristics when interpreting texts. • Analyze and explain how an author's deliberate manipulation of the internal structures of a text contributes to its overall structure, meaning, and effect. • Analyze the effect of an author's • Decision on where to begin and/or end a story. • Choice of a comedic or tragic

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
		resolution.

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), and 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 8	Grade Levels: 9-10	Next Progression: Grade 11-12
RL.8.6 Analyze how **differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**	**RL.9-10.6** Analyze a **particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**	**RL.11-12.6** Analyze a **case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
- Demonstrate knowledge of mood. - Compare and/or contrast one's own views to those of a character or characters. - Explain how shared or opposing points of view between a reader and character can generate a specific mood. - Analyze inferences drawn from a literary text. - Use dialogue to develop characters.	- Understand, appreciate, and make connections with different cultures and points of view. - Identify, analyze and explain the influence, effect, or impact of historical and/or cultural experience on narrative text. - Analyze the significance and effect of the author's point of view and biographical experiences on narrative text.	- Analyze and evaluate the appropriateness of a specific tone and/or shift in tone for a particular purpose, character, speaker, or situation. - Analyze, and explain the implied meaning of the text. - Distinguish among types of irony (e.g., verbal, situational, dramatic). - Analyze and evaluate the overall effect of the use of irony and its impact on achieving the author's purpose. - Analyze the characteristics of particular literary subgenres (e.g., satire, farce, sarcasm, understatement, parody, allegory) as

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
		they create meaning and achieve the author's purpose.

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 Reading 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 examine how text, illustrations, photographs, or multimedia work with the text to develop the theme or clarify meanings in stories.
- **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 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
RL.8.7 Analyze the **extent to which a filmed or live production** of a story or drama **stays faithful to or departs from the text or script**, **evaluating the choices made by the director or actors.**	**RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums**, **including what is emphasized or absent** in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	**RL.11-12.7** Analyze **multiple interpretations** of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), **evaluating how each version interprets the source text.** (Include at least one play by Shakespeare and one play by an American dramatist.)

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
- Examine the likenesses and differences between a written literary text and its filmed or staged version. - Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from the original text. - Support ideas with relevant evidence. - Use evidence from literary texts to support analysis and reflection. - Use details presented in diverse media and formats and evaluate the motives behind the creation of its presentation.	- Compare and contrast significant ideas between two different artistic mediums. - Analyze and evaluate the author's choice of details to include and exclude in order to convey meaning in print and non-print text. - Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in print and non-print text.	- Compare and contrast significant ideas between multiple interpretations of the source text. - Analyze and evaluate the effectiveness of an author's interpretation of themes or central ideas found in different versions of a story, drama, or poem. - Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in multiple interpretations of a story, drama or poem.

Reading Literature (RL) Anchor Standard 8:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
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 9-12:** 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: Analysis, genre, background, theme, compare, evaluate

Reading Literature Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
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**).	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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
• Demonstrate an understanding of universality. • Compare the literary elements of a modern fiction text to a traditional fiction text. • Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts. • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Use evidence from literary texts to support analysis and reflection.	• Demonstrate understanding of why certain literary themes transcend time. • Analyze specific universal themes of the human condition and how they are transformed by different authors. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.	• Analyze and explain themes common to specific time periods in American history. • Analyze and evaluate the impact of historical and/or cultural experiences on literary themes or topics. • Compare and contrast the treatment of similar themes or topics by two or more authors of the same time period. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
• Present findings using relevant evidence and well-chosen details.		

Reading Literature (RL) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

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:** As students move through the elementary grades, they will continue to listen to, read, and comprehend informational texts of steadily increasing complexity within the 3-5 text complexity band proficiently. Students will regularly read informational texts including history/social studies, science, and technical texts within the grades 3-5 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

Reading Literature Standards 10 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, **at the high end of grades 6–8 text complexity band** independently and proficiently.	**RL.9-10.10** • By the **end of grade 9**, read and comprehend literature, including stories, dramas, and poems, **at the grades 9–10 text complexity band** proficiently, **with scaffolding as needed at the high end of the range.** • By the **end of grade 10**, read and comprehend literature, including stories, dramas, and poems, **at the high end of the grades 9–10 text complexity band** independently and proficiently.	**RL.11-12.9** • By the **end of grade 11**, read and comprehend literature, including stories, dramas, and poems, **at the grades 11–CCR text complexity band** proficiently, **with scaffolding as needed at the high end of the range.** • By the **end of grade 12**, read and comprehend literature, including stories, dramas, and poems, **at the high end of the grades 11–CCR text complexity band** independently and proficiently.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
• 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.	• 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.	• 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.

Pre-Requisite Skills: Grade 8	Grade Levels: 9-10	Next Progressions: Grades 11-12
• Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.	• Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.	• Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.

How is it ASSESSED?

State Assessment (MCAP): **Coming soon!**