**CCSS ELA Reading Literature Continuum (5-7)**

Coding: **Boldface** = New learning *Italics* = Same learning from previous grade level(s)Highlighted = Power Standard

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. **Students advancing through the grades are expected to meet each year’s grade-specific standards *and retain or further develop*** **skills and understandings mastered in preceding grades.**

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| **Code** | **5** | **6** | **7** |
| **Key Ideas and Details** |
| **R.CCR. 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.** |
| **RL.1** | RL.5.1 **Quote accurately from** *a text when explaining what the text says explicitly and when drawing inferences from the text.* | RL.6.1 **Cite textual evidence to support analysis** *of what the text says explicitly as well as inferences drawn from the text.* | RL.7.1 *Cite* **several pieces of** *textual**evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* |
| **R.CCR.2 Determine central ideas or themes of a text and analyze their development;****summarize the key supporting details and ideas.** |
| **RL.2** | RL.5.2 *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.* | RL.6.2 *Determine a theme* **or central idea** *of a text* **and how it is conveyed through particular** *details*; **provide a** *summary of the text* **distinct from personal****opinions or judgments.** | RL.7.2 *Determine a theme or central idea of a text* **and analyze its development****over the course of** *the text*; *provide an* **objective** *summary of the text.* |
| **R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** |
| **RL.3** | RL.5.3 **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).** | RL.6.3 *Describe* **how a particular** *story’s or drama’s* **plot unfolds in a series of episodes as well as how****the** *characters* **respond or change as the plot moves toward a resolution.** | RL.7.3 **Analyze how** *particular* **elements of** *a story or drama* **interact (e.g., how setting shapes the characters or plot).** |
| **Craft and Structure** |
| **R.CCR.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.** |
| **RL.4** | RL.5.4 *Determine the meaning of words and phrases as they are used in a text, including* **figurative language such as****metaphors and similes.** | RL.6.4 *Determine the meaning of words and phrases as they are used in a text, including figurative and* **connotative** *meanings*; **analyze the impact of a****specific word choice on** *meaning* **and tone.** | RL.7.4 *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration)* **on a specific verse or stanza****of a** *poem* **or section of** *a story or* **drama***.* |
| **R.CCR.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** |
| **RL.5** | RL.5.5 *Explain* **how a series of** *chapters, scenes, or stanzas* **fits together to****provide the overall** *structure* **of a****particular** *story, drama, or poem.* | RL.6.5 **Analyze how a particular sentence**, *chapter, scene, or stanza fits into the overall structure of a text* **and contributes to the development of the theme,****setting, or plot.** | RL.7.5 *Analyze how a drama’s or poem’s* **form or** *structure* **(e.g., soliloquy, sonnet)** *contributes to* **its meaning.** |
| **R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.** |
| **RL.6** | RL.5.6 **Describe how a** *narrator’s or speaker’s point of view* **influences how****events are described.** | RL.6.6 **Explain how an author develops the** *point of view of the narrator or speaker in a text***.** | RL.7.6 **Analyze** *how an author develops* **and contrasts** *the points of view* **of****different** *characters or narrators in a text*. |

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| **Integration of Knowledge and Ideas** |
| **R.CCR.7 Integrate and evaluate content presented in diverse formats and media,****including visually and quantitatively, as well as in words.1**1 Please see “Research to Build Knowledge” in Writing Standards and “Comprehension and Collaboration” in Speaking and Listening Standards for additional standards relevant to gathering, assessing, and applying information from print and digital sources. |
| **RL.7** | RL.5.7 **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).** | RL.6.7 **Compare and contrast the experience of reading** *a story, drama, or poem* **to listening to or****viewing an audio, video, or live version** *of the text,* **including contrasting what they “see” and “hear”****when reading** *the text* **to what they perceive when****they listen or watch.** | RL.7.7 *Compare and contrast a written**story, drama, or poem to its audio, filmed, staged, or multimedia version*, **analyzing****the effects of techniques unique to each****medium (e.g., lighting, sound, color, or****camera focus and angles in a film).** |
| **R.CCR.8 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.** |
| **RL.8** | RL.5.8 (Not applicable to literature) | RL.6.8 (Not applicable to literature) | RL.7.8 (Not applicable to literature) |
| **R.CCR.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.** |
| **RL.9** | RL.5.9 *Compare and contrast stories* **in the same genre (e.g., mysteries and adventure stories) on their approaches****to** *similar themes and topics.* | RL.6.9 *Compare and contrast texts* **in different forms or** *genres* **(e.g., stories and poems; historical novels and fantasy stories) in terms of** *their approaches to**similar themes and topics.* | RL.7.9 *Compare and contrast* **a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.** |
| **Range of Reading and Level of Text Complexity** |
| **R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.** |
| **RL.10** | RL.5.10 *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.* | RL.6.10 *By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the* **grades 6–8** *text complexity band proficiently, with**scaffolding as needed at the high end of the range.* | RL.7.10 *By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.* |