**CCSS ELA Reading Literature Continuum (8-12)**

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** | **8** | **9-10** | **11-12** |
| **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.8.1 *Cite the textual evidence* **that most strongly** *supports an analysis of**what the text says explicitly as well as**inferences drawn from the text.* | RL.9-10.1 *Cite strong* **and thorough** *textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* | RL.11-12.1 *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text*, **including determining where the****text leaves matters uncertain.** |
| **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.8.2 *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;** *provide an objective summary of the text.* | RL.9-10.2 *Determine a 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; provide an objective summary of the text.* | RL.11-12.2 *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;** *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.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).** |
| **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.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.)** |
| **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.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, 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.** |
| **R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.** |
| **RL.6** | 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).** |

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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.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.)** |
| **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.8.8 (Not applicable to literature) | RL.9-10.8 (Not applicable to literature) | RL.11-12.8 (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.8.9 **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.** | RL.9-10.9 *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).** | RL.11-12.9 **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*. |
| **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.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, in 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.11-12.10 *By the end of* **grade 11***, read and comprehend literature, including stories, dramas, and poems, in 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.* |