

Core Content Connectors by Common Core State Standards: English Language Arts, Reading Standards for Literature Grades K-2.

MSAA Instructional Resource Guide, Revised August 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

College and Career Readiness Anchor Standards for Reading Literary Texts

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, ideas develop and interact over the course of a text.

Kindergarten Reading Standards for Literary Text

1. With prompting and support, ask and answer questions about key details in a text.

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

2. With prompting and support, retell familiar stories, including key details.

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

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

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

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

3. With prompting and support, identify characters, settings, and major events in a story.

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

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

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

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

Grade 1 Reading Standards for Literary Text

1. Ask and answer questions about key details in a text.

1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).
1.RL.d2 Ask questions about key details in a familiar story.

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.HD.d4 Retell a favorite text, including key details.
2.HD.d1 Retell a favorite text, including key details.
1.RL.e2 Use details to tell what happened in a story.
1.RL.e3 Retell the sequence of events in a story.

3. Describe characters, settings, and major events in a story, using key details

1.RL.c3 Answer questions about the beginning, middle, and end of a story.
1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story.
1.RL.d3 Identify and/or describe the characters from a story.
1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.
1.RL.e1 Answers questions regarding key events of stories.
1.RL.f2 Identify and/or describe a setting in a story.
1.RL.f3 Describe feelings of characters.

Grade 2 Reading Standards for Literary Text

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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

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

3. Describe how characters in a story respond to major events and challenges.

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

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

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Kindergarten Reading Standards for Literary Text

4. Ask and answer questions about unknown words in a text.

K.RWL.a1 Ask questions about unknown words in a text.
K.WRL.a2 Answer questions about unknown words in a text.

5. Recognize common types of texts (e.g., storybooks, poems).

K.HD.a1 Answer questions about reading such as “Why do we read? What do we read?”
K.RL.g1 Recognize common types of text.

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.c4 With prompting and support define the role of the author.
K.RL.c5 With prompting and support, identify the illustrator.
K.RL.c6 With prompting and support define the role of the illustrator.

Grade 1 Reading Standards for Literary Text

1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.
1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.
1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.
1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.

2. Explain the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

1.HD.g1 Read books to examine how certain genres are written.
2.HD.g1 Read books to examine how to write certain genres.
1.RL.g1 Identify the purpose of storybooks and informational text.

3. Identify who is telling the story at various points in a text.

1.RL.f1 Identify who is telling the story in a text.

Grade 2 Reading Standards for Literary Text

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NO CCCs at this grade level

5. Describe the overall structure of a story, including describing how the beginning introduces the story, and the ending concludes the action.

2.RL.c3 Describe or select the description of what happened (key events from) in the beginning of the story.

2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story,

2.RL.c5 Use signal words (e.g., then, while, because, when, after-before, later) to describe event sequence, actions, and interactions in a story.

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

2.RL.f2 Identify different points of view different characters in a story. (e.g., who things it is a bad idea to play a joke on a friend?)

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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. (Not applicable to literature)

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.

Kindergarten Reading Standards for Literary Text

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

K.HD.e2 With prompting and support, identify illustrations to aid comprehension.
K.RL.c7 With prompting and support identify the relationship between an illustration and the story.

8. N/A
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.

Grade 1 Reading Standards for Literary Text

7. Use illustrations and details in a story to describe its characters, setting, or events.

1.HD.e3 Use text features to aid comprehension.
1.HD.e2 Use text features to aid comprehension.
1.RL.c1 Explain a key illustration in the story.
1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events.

8. N/A
9. Compare and contrast the adventures and experiences of characters in stories.

1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories.

Grade 2 Reading Standards for Literary Text

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story.

2.RL.f1 Use information gained from illustrations to describe elements within the setting.

2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted.

2.RL.f4 Use information gained from illustration to describe a relationship between characters (e.g., mother/daughter, love/hate).

8. N/A

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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.g2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Kindergarten Reading Standards for Literary Text

10. Actively engage in group reading activities with purpose and understanding.

K.HD.a1 Answer questions about reading such as “Why do we read? What do we read?”

K.HD.b1 Choose a narrative or informational text to read and reread, listen to, or view for leisure purposes.

K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.

K.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.

Grade 1 Reading Standards for Literary Text

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

1.HD.b1 Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes.

Grade 1 Reading Standards for Literary Text

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

1.HD.b1 Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes.

Grade 2 Reading Standards for Literary Text

10. By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.HD.b1 Choose information or narrative text or adapted text to read and reread, listen to, or view for leisure purposes.

Core Content Connectors by Common Core State Standards: English Language Arts, Reading Standards for Literature Grades 3-5.

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College and Career Readiness Anchor Standards for Reading Literary Texts

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 3 Students Reading Standards for Literary Text

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.i2 Answer questions (literal and inferential) and refer to text to support your answer.
3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.

2. 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.

3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse culture.
3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.
3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.h2 Explain how characters' actions contribute to the sequences of events/plot.
3.RL.l1 Describe a character's traits in a story using details from the text and illustrations.
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.l3 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.
3.RL.l4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).
3.RL.m1 Analyze how a character's point of view influences a conflict within a text.

Grade 4 Reading Standards for Literary Text

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.
4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.
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?).

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.RL.i3 Use evidence from the text to summarize a story, poem, or drama.
4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.

3. 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).

4.RL.h1 Answer questions related to the relationship between characters, settings, events, or conflicts (e.g., a characters and events, characters and conflicts, setting and conflicts).
4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.
4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.

Grade 5 Reading Standards for Literary Text

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.
5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.

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.

5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.
5.RL.c2 Summarize a text from beginning to end in a few sentences.
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.

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).

5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.
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).

Craft and Structure

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.

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.

6. Assess how point of view or purpose shapes the content and style of a text.

Grade 3 Reading Standards for Literary Text

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RWL.k2 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.

3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

5. 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 parts builds on earlier sections.

3.RL.j2 Identify how structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).

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 chapters).

6. Distinguish their own point of view from that of the narrator or those of the characters.

3.RL.j4 Identify narrator or character's points of view.

3.RL.j5 Identify own point of view.

3.RL.J5 Distinguish their own point of view from that of the narrator or those of the characters.

Grade 4 Reading Standards for Literary Text

4. 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).

4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

5. 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., cases of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

4.RWL.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.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).

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

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

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

Grade 5 Reading Standards for Literary Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.RL.e1 Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.

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

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

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

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

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

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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. (Not applicable to literature)

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.

Grade 3 Reading Standards for Literary Text

7. 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).

3.RL.I3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.

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.

8. N/A

9. 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).

3.HD.h2 Compare two or more texts or adapted texts on the same topic or by the same author.

Grade 4 Reading Standards for Literary Text

7. 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.

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.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.

4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.

8. N/A
9. 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.

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.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Grade 5 Reading Standards for Literary Text

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).

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).

8. N/A
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grade 3 Reading Standards for Literary Text

10. 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.

3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text.

Grade 4 Reading Standards for Literary Text

10. 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.

4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text and adapted text.

Grade 5 Reading Standards for Literary Text

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.

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.a1 Use a variety of strategies to derive meaning from a variety of texts.

Core Content Connectors by Common Core State Standards: English Language Arts, Reading Standards for Literature Grades 6-8.

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College and Career Readiness Anchor Standards for Reading Literary Texts

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 6 Reading Standards for Literary Text

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.
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.b4 Use the specific details from the text to support inferences and explanations about plot development.

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 judgements.

6.RL.c1 Select key details about a character and relate those details to a theme within the text.
6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.
6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.

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.

6.RL.b1 Describe how the plot unfolds in a story.
6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.

Grade 7 Reading Standards for Literary Text

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.

7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.

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.

7.RL.i3 Determine the theme or central idea of a text.

7.RL.j1 Analyze the development of the theme or central idea over the course of the text.

3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 8 Reading Standards for Literary Text

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.

8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.
8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.
8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.

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.

8.RL.j1 Determine the theme or central idea of a text.
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.j3 Provide/create an objective summary of a text.

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.

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.k1 Identify the use of literary techniques within a text.
8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.

Craft and Structure

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.

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.

6. Assess how point of view or purpose shapes the content and style of a text.

Grade 6 Reading Standards for Literary Text

4. 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.

6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

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.

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

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

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

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

Grade 7 Reading Standards for Literary Text

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.

7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

7.RWL.l1 Identify alliteration within a text.

7.RWL.l2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.

5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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

6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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

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

Grade 8 Reading Standards for Literary Text

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.

8.RWL.k4 Identify and interpret an analogy within a text.

8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

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.

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

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

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.

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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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. (Not applicable to literature)

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.

Grade 6 Reading Standards for Literary Text

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.

6.RL.e3 Compare the experience of reading a story or drama listening to or viewing an audio, video, or live version of the text.

8. N/A

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.

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

Grade 7 Reading Standards for Literary Text

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).

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

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.

8. N/A

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.

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.

Grade 8 Reading Standards for Literary Text

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.

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

8. N/A
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible, including describing how the material is rendered new.

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grade 6 Reading Standards for Literary Text

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.

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.a1 Use a variety of strategies to derive meaning from a variety of texts.

Grade 7 Reading Standards for Literary Text

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.

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.h1 Use a variety of strategies to derive meaning from a variety of literary texts.

Grade 8 Reading Standards for Literary Text

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band independently and proficiently.

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.h1 Use a variety of strategies to derive meaning from a variety of texts.

Core Content Connectors by Common Core State Standards: English Language Arts, Reading Standards for Literature Grades 9-12.

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Career Readiness Anchor Standards for Literary Texts

Key Ideas and Details

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 conclusion drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 9-10 Reading Standards for Literary Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the 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.

910.RL.b2 Determine which pieces(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.

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.

910.RL.c1 Determine the theme or central idea of an adapted grade appropriate text.

910.RL.c2 Determine how the theme develops.

910.RL.c3 Determine how key details support the development of the theme of an adapted grade appropriate text.

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.

910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character).

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.

Grade 11-12 Reading Standards for Literary Text

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 matter uncertain.

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.

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

1112.RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.

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.

1112.RL.c1 Determine two or more themes or central ideas of an adapted grade appropriate text.

1112.RL.c2 Determine how the theme develops.

1112.RL.c3 Provide/create an objective summary of a text.

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).

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.

1112.RL.c5 Analyze 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).

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Grade 9-10 Reading Standards for Literary Text

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).

910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

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.

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.

6. Analyze a particular point of view or cultural experience reflected in a work or literature from outside the United States, drawing on a wide reading of world literature.

910.RL.e1 Compare and contrast works from different cultures with a common theme.

Grade 11-12 Reading Standards for Literary Text

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.

1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

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.

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.

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).

1112.RL.d2 Define satire, sarcasm, irony.

1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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. (Not applicable to literature)
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.

Grade 9-10 Reading Standards for Literary Text

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).

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.

8. N/A
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).

Grade 11-12 Reading Standards for Literary Text

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.

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).

8. N/A
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.

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).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grade 9-10 Reading Standards for Literary Text

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.

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.

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

Grade 11-12 Reading Standards for Literary Text

- 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 comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

1112.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or play, poetry, novels written by international authors, fiction and nonfiction novels.

1112.HD.e1 Independently read challenging grade appropriate texts or grade appropriate adapted texts.

1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.