

Reading Standards for Literature (RL): Standard 1		
RL.1	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	=
RL.1.11-12 Grade 11-12 students	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 here the text leaves matters uncertain.	+
RL.1.9-10 Grade 9-10 students	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	+
RL.1.8 Grade 8 students	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.1.7 Grade 7 students	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	+
RL.1.6 Grade 6 Students	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	+
RL.1.5 Grade 5 students	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	+
RL.1.4 Grade 4 students	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	+
RL.1.3 Grade 3 students	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	+
RL.1.2 Grade 2 students	Ask and answer such questions <i>as who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	+
RL.1.1 Grade 1 students	Ask and answer questions about key details in a text.	+
RL.1.K Kindergarten students	With prompting and support, ask and answer questions about key details in a text.	+



RL.2	Reading Standards for Literature (RL): Standard 2	=
RL.2.11-12 Grade 11-12 students	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.	+
RL.2.9-10 Grade 9-10 students	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.2.8 Grade 8 students	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.2.7 Grade 7 students	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.	+
RL.2.6 Grade 6 students	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.2.5 Grade 5 students	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.2.4 Grade 4 students	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	+
RL.2.3 Grade 3 students	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.	+
RL.2.2 Grade 2 students	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	+
RL.2.1 Grade 1 students	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	+
RL.2.K Kindergarten students	With prompting and support, retell familiar stories, including key details.	+



RL.3	<p style="text-align: center;">Reading Standards for Literature (RL): Standard 3</p> <p>Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	=
RL.3.11-12 Grade 11-12 students	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/ archetypes are introduced and developed).	+
RL.3.9-10 Grade 9-10 students	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.3.8 Grade 8 students	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.3.7 Grade 7 students	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	+
RL.3.6 Grade 6 students	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.3.5 Grade 5 students	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.3.4 Grade 4 students	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).	+
RL.3.3 Grade 3 students	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	+
RL.3.2 Grade 2 students	Describe how characters in a story respond to major events and challenges.	+
RL.3.1 Grade 1 students	Describe characters, settings, and major events in a story, using key details.	+
RL.3.K Kindergarten students	With prompting and support, identify characters, settings, and major events in a story.	+



Reading Standards for Literature (RL): Standard 4		
RL.4	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	=
RL.4.11-12 Grade 11-12 students	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.) (See grade 11/12 Language standards 4-6 for additional expectations.)	+
RL.4.9-10 Grade 9-10 students	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). (See grade 9/10 Language standards 4-6 for additional expectations.)	+
RL.4.8 Grade 8 students	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. (See grade 8 Language standards 4-6 for additional expectations.)	+
R.4.7 Grade 7 students	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. (See grade 7 Language standards 4-6 for additional expectations.)	+
RL.4.6 Grade 6 students	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. (See grade 6 Language standards 4-6 for additional expectations.)	+
RL.4.5 Grade 5 students	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)	+
RL.4.4 Grade 4 students	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). (See grade 4 Language standards 4-6 for additional expectations.)	+
RL.4.3 Grade 3 students	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.)	+
RL.4.2 Grade 2 students	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 on for additional expectations.)	+
RL.4.1 Grade 1 students	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.)	+
RL.4.K Kindergarten students	Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.)	+



RL.5	Reading Standards for Literature (RL): Standard 5	=
RL.5.11-12 Grade 11-12 students	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.	+
RL.5.9-10 Grade 9-10 students	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.5.8 Grade 8 students	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.5.7 Grade 7 students	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	+
RL.5.6 Grade 6 students	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.5.5 Grade 5 students	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	+
RL.5.4 Grade 4 students	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	+
RL.5.3 Grade 3 students	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	+
RL.5.2 Grade 2 students	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	+
RL.5.1 Grade 1 students	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	+
RL.5.K Kindergarten students	Recognize common types of texts (e.g., storybooks, poems, fantasy , realistic text).	+



RL.6	Reading Standards for Literature (RL): Standard 6	=
RL.6.11-12 Grade 11-12 students	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).	+
RL.6.9-10 Grade 9-10 students	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.6.8 Grade 8 students	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.6.7 Grade 7 students	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	+
RL.6.6 Grade 6 students	Explain how an author develops the point of view of the narrator or speaker in a text.	+
RL.6.5 Grade 5 students	Describe how a narrator's or speaker's point of view influences how events are described.	+
RL.6.4 Grade 4 students	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	+
RL.6.3 Grade 3 students	Distinguish their own point of view from that of the narrator or those of the characters.	+
RL.6.2 Grade 2 students	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	+
RL.6.1 Grade 1 students	Identify who is telling the story at various points in text.	+
RL.6.K Kindergarten students	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	+



RL.7	Reading Standards for Literature (RL): Standard 7 Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	=
RL.7.11-12 Grade 11-12 students	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	+
RL.7.9-10 Grade 9-10 students	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	+
RL.7.8 Grade 8 students	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	+
RL.7.7 Grade 7 students	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	+
RL.7.6 Grade 6 students	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	+
RL.7.5 Grade 5 students	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.7.4 Grade 4 students	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.	+
RL.7.3 Grade 3 students	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).	+
RL.7.2 Grade 2 students	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	+
RL.7.1 Grade 1 students	Use illustrations and details in a story to describe its characters, setting, or events.	+
RL.7.K Kindergarten students	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).	+



RL.8	Reading Standards for Literature (RL): Standard 8	=
RL.8.11-12 Grade 11-12 students	(Not applicable to literature)	+
RL.8.9-10 Grade 9-10 students	(Not applicable to literature)	+
RL.8.8 Grade 8 students	(Not applicable to literature)	+
RL.8.7 Grade 7 students	(Not applicable to literature)	+
RL.8.6 Grade 6 students	(Not applicable to literature)	+
RL.8.5 Grade 5 students	(Not applicable to literature)	+
RL.8.4 Grade 4 students	(Not applicable to literature)	+
RL.8.3 Grade 3 students	(Not applicable to literature)	+
RL.8.2 Grade 2 students	(Not applicable to literature)	+
RL.8.1 Grade 1 students	(Not applicable to literature)	+
RL.8.K Kindergarten students	(Not applicable to literature)	+



RL.9	Reading Standards for Literature (RL): Standard 9 Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	=
RL.9.11-12 Grade 11-12 students	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.	+
RL.9.9-10 Grade 9-10 students	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.9.8 Grade 8 students	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.9.7 Grade 7 students	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.	+
RL.9.6 Grade 6 students	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.9.5 Grade 5 students	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	+
RL.9.4 Grade 4 students	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.	+
RL.9.3 Grade 3 students	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).	+
RL.9.2 Grade 2 students	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	+
RL.9.1 Grade 1 students	Compare and contrast the adventures and experiences of characters in stories.	+
RL.9.K Kindergarten students	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	+



RL.10	<p style="text-align: center;">Reading Standards for Literature (RL): Standard 10</p> <p style="text-align: center;">Anchor Standard: Read and comprehend complex literacy and informational texts independently and proficiently.</p>	<p style="text-align: center;">=</p>
RL.10.11-12 Grade 11-12 students	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.	<p style="text-align: center;">+</p>
RL.10.9-10 Grade 9-10 students	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.	<p style="text-align: center;">+</p>
RL.10.8 Grade 8 students	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.	<p style="text-align: center;">+</p>
RL.10.7 Grade 7 students	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.	<p style="text-align: center;">+</p>
RL.10.6 Grade 6 students	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.	<p style="text-align: center;">+</p>
RL.10.5 Grade 5 students	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.	<p style="text-align: center;">+</p>
RL10. 4 Grade 4 students	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.	<p style="text-align: center;">+</p>
RL.10.3 Grade 3 students	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.	<p style="text-align: center;">+</p>
RL.10.2 Grade 2 students	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p style="text-align: center;">+</p>
RL.10.1 Grade 1 students	With prompting and support, read prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text.	<p style="text-align: center;">+</p>
RL.10.K Kindergarten students	Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.	<p style="text-align: center;">+</p>