

ELA Common Core Format

Reading Standards for Literature 6–CCR

Following are the standards progressions for grades 6–CCR, which relate to their College and Career Readiness Anchor Standards for Reading. Each year of instruction each year and help ensure students gain adequate exposure to a range of texts and tasks. Expect to encounter these texts through the grades.

Strands

Grade 6 students are able to:

Grade 7 students are able to:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text.
2. Articulate how a theme or central idea develops over the course of a text.
3. Describe how the plot constructs a series of episodes that delineates a problem to be solved and how the problem requires characters to change, revise plans, or face challenges as they move toward a resolution.

1. Cite more than one source of textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text.
2. Infer themes not explicitly stated in a text and provide the evidence on which these inferences are based.
3. Describe shifts in time or location over the course of a novel or play and explain how elements of the setting reinforce the theme or other aspects of the work.

1. Cite several sources of textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text.
2. Analyze how motifs, such as recurring images or events, contribute to the development of themes or overall meanings in a poem, drama, or narrative.
3. Describe how particular lines of dialogue or specific incidents in a drama or narrative propel the action, reveal aspects of a character, or advance a plot or theme.

Craft and Structure

4. Interpret words and phrases as they are used in the text, including figurative meanings, and analyze how an author's choice of specific words in a text contributes to understanding events, characters, and ideas.
5. Compare a poem with a conventional structure, such as a sonnet, to a free verse poem, considering such factors as meter and rhyme scheme.
6. Compare and contrast the viewpoints or perspectives of different characters in a narrative or drama.

4. Interpret words and phrases as they are used in the text, including connotative meanings, and describe how that choice impacts the meaning and tone of the text.
5. Describe how any given chapter, scene, or stanza fits into the overall structure of a narrative, drama, or poem and contributes to development of the plot or ideas presented.
6. Compare and contrast the internal conflicts that characters experience with external conflicts in the plot.

4. Analyze how an author's choice of specific words and phrases makes through the text and analyze how those words and phrases contribute to the meaning and tone of the text.
5. Analyze how a given chapter, scene, or stanza fits into the overall structure of a narrative, drama, or poem and contributes to development of the plot or ideas presented.
6. Explain how dramatic irony, created by differences between what an audience (or reader) knows and what the characters know in a drama or narrative, produces suspense, irony, or humor.

Integration of Knowledge and Ideas

7. Analyze how illustrations, diagrams, or multimedia elements contribute to the meaning of print and digital texts, including graphic novels or multimedia presentations of fiction.
8. Describe the reasoning and choices one character makes to persuade another.
9. Compare similar ideas and themes (e.g., opposition of dark and light, the struggle for power) as well as character types and patterns of events in myths, creation stories, and other traditional literature from different cultures.

7. Examine the tools used to produce video, film, or theater (e.g., lighting, sound, pacing, color, camera angles) by comparing a written text to its staged or multimedia version.
8. Analyze how two characters or groups of characters with conflicting viewpoints through characters use one another to advance the plot or develop a theme.
9. Examine specific cases in which modern fiction departs from patterns of story or character from traditional narratives (e.g., the hero and companion, the quest).

7. Analyze how a film or live production of a drama or narrative reflects or departs from the script or text as a function of the tools used to produce it.
8. Analyze how two characters or groups of characters with conflicting viewpoints through characters use one another to advance the plot or develop a theme.
9. Analyze how a film or live production of a drama or narrative reflects or departs from the script or text as a function of the tools used to produce it.

Range and Level of Complex Texts

10. Demonstrate the capacity to read literature independently in the grades 6–8 text complexity band, read texts at the high end of the range with scaffolding as needed.

10. Demonstrate the capacity to read literature independently in the grades 6–8 text complexity band, read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.

10. Demonstrate the capacity to read literature independently in the grades 6–8 text complexity band, gain sustained practice with “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.

Topics

Standard Statement