

TN ELA Standards Guide Grade 6

Reading Literature Standards

Standard 6.RL.KID.1

6.RL.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What happens in this story, poem, etc.? - What are the elements of this text and what inferences can you draw from them? - Which specific details demonstrate your understanding of the text? This standard is the foundation of the reading standards in that it represents basic comprehension of the text. The semicolon indicates two components to the standard: - Students analyze a text to determine what it says explicitly and to draw inferences from text elements. - When students speak or write their interpretation of the text, they cite textual evidence to support their conclusions. This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing textual evidence to support conclusions.	analyze - to examine critically the components of something to understand its meaning and/or nature as a whole inferences - conclusions drawn from evidence and reasoning evidence (details) - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of the text *text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	<i>In reading tasks:</i> Students may engage in partner reading of a poem, short story, or novel excerpt. Pairs of students could read the text for comprehension, and then take turns rereading the text, pausing to highlight portions that lead them to draw inferences about a focus question or prompt. <i>In speaking/listening tasks:</i> After students read a text and annotate portions where they make important inferences, students may discuss those inferences in small groups. Students may use this discussion to evaluate the textual evidence that supports their inferences. <i>In writing tasks:</i> Students may be tasked with writing an argumentative essay that analyzes a poem, short story, or novel. Students could utilize the inferences they made from the reading, annotation, and discussion of the text to generate a claim and then provide evidence within the essay that supports the claim.

In grades 6-12, there is an important distinction in the way that RL 1 and RL 3 address text elements. Standard RL 1 focuses more on making inferences about text elements, whereas standard RL 3 focuses more on analysis of the interaction among and development of text elements.		
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Cornerstone Standard for RL 1	
Read closely to determine what a 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.	
Vertical Alignment	
Grade Span	Standard
7	7.RL.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
6	6.RL.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	5.RL.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard 6.RL.KID.2

6.RL.KID.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What themes emerge from the text? What is a central idea of the text? - How does the theme/central idea develop over the course of the text? - What details contribute most to the theme or central idea's development? - What information is important to include in a summary? The semicolon indicates two components to the standard: - Students identify how a theme or central idea is introduced, how it is developed, and how it is supported with key details and features (e.g., plot, character, setting, etc.). - When students re-convey a text's elements in a summary, they must be able to do so objectively. There are two parts of this standard that appear for the first time at this grade level: - Analyzing the <i>development</i> of a theme or central idea - Writing an <i>objective</i> summary of the text	theme - an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances." Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme. central idea (main idea) - in literature, a central idea is a prominent idea that is specific to a given text. When expressed by students, central/main ideas should be in the form of a complete thought. (Example from <i>The Hobbit</i> – Although Bilbo Baggins' companions became corrupted by greed on their journey, Bilbo showed through his actions what it means to be honorable.") analyze - to examine critically the components of something to understand its meaning and/or nature as a whole objective summary - a conveying of the essential elements of a text that remains neutral and unbiased (i.e., does not convey the writer's opinion)	In reading tasks: Students could read a short story and describe in their reading log the message the author is attempting to convey through the resolution of the plot's conflict. In speaking/listening tasks: Students may work together in small groups to discuss and evaluate whether one another's summaries of a novel are objective. In writing tasks: Students could write an essay on a poem in which they analyze how each successive stanza contributes to the theme.

In literature, “theme” and “central idea” are not synonymous. Themes are non-text-specific statements capturing abstract, universal ideas that emerge from a text. Central ideas are text-specific statements capturing an author’s prominent ideas in a text. Conveying the central idea of a text is not equivalent to summarizing the text’s contents. The central idea is a prominent message conveyed by the whole of the text whereas a summary must include <i>all</i> the essential text elements.	*details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements *text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	
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Cornerstone Standard for RL 2	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Vertical Alignment	
Grade Span	Standard
7	7.RL.KID.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
6	6.RL.KID.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
5	5.RL.KID.2 - Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

Standard 6.RL.KID.3

6.RL.KID.3 - Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - How do the elements of the text interact with each other over the course of the text? - How do these interactions develop the elements of the text? - How do these interactions and developments impact meaning? There is one part of this standard that appears for the first time at this grade level: - Describing the relationship between character development and plot development The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning of the text as a whole. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements. In grades 6-12, there is an important distinction in the way that RL 1 and RL 3 address text elements. Standard RL 1 focuses more on making inferences about text elements, whereas standard RL 3 focuses more on analysis of the interaction among and development of text elements.	plot - the sequence of events in a story drama - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story characters - persons who take part in the action of a story or drama; may also be animals or imaginary creatures. A narrator who participates in the action may be considered a character. resolution - the last of the five main elements of plot (exposition, rising action, climax, falling action, resolution), wherein the main conflict is resolved and the narrative concludes *conflict (in narrative) - the struggle between opposing forces that moves the plot forward; conflict can be internal (within a character), or external (between characters or between a character and an abstraction such as nature or fate) *elements of the text - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.	In reading tasks: Students could read a short story or novel excerpt and use a graphic organizer to compare and contrast characters before and after key events. Students use their graphic organizer to further analyze why characters may have changed as a result of those key events. In speaking/listening tasks: Students may discuss various possible reasons for a character's actions, attributing them to static character traits, specific events, or interactions between traits and events. If the text allows, the discussion could take the form of putting a character "on trial." In writing tasks: Students may write a multi-paragraph response explaining how the events in a novel influenced a character's actions.

	*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	
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Cornerstone Standard for RL 3	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Vertical Alignment	
Grade Span	Standard
7	7.RL.KID.3 - Analyze how specific elements of a story or drama interact with and affect each other.
6	6.RL.KID.3 - Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
5	5.RL.KID.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.

Standard 6.RL.CS.4

6.RL.CS.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 allusions to other texts.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What is the meaning of words and phrases as the author uses them in the text? - Which words or phrases are the most important to contributing meaning to the text? - Why did the author choose these words/phrases for this text? - What impact do these choices make on the passage's meaning and tone? The semicolon indicates two components to the standard: - Students determine the meaning(s) of words and phrases as the author uses them in a text. - Students analyze how specific word choices shape meaning or tone. There are two parts of this standard that appear for the first time at this grade level: - Determining the <i>connotative</i> meanings of words as they are used in a text - Analyzing the impact of <i>allusions</i> on meaning and tone Analyzing authors' word choice strengthens students' ability to communicate as they learn how to make similar decisions in speech and writing.	*denotative meaning - literal or explicit meaning as distinct from implied or associated meanings figurative meaning - meaning of language enriched by imagery and figures of speech such as simile, metaphor, or personification; non-literal meaning connotative meaning - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word analyze - to examine critically the components of something to understand its meaning and/or nature as a whole tone - expression of a writer's or speaker's attitude toward a subject. <i>Unlike mood, which is intended to shape the audience's emotional response, tone reflects the feelings of a text's author.</i> allusion - an indirect textual reference to a person, place, thing, or event that exists outside the literary text *This terminology is not explicitly used in the grade-level standard but is implied in the phrase "determine the meaning of words and phrases."	In reading tasks: Students may identify unfamiliar and challenging words as they read a poem or story. Students use context to determine denotative, connotative, and figurative meanings of the words and how those meanings contribute to the overall meaning of the text. In speaking/listening tasks: In small groups, students may discuss words they selected that might imply a certain tone and then come to a consensus on what that tone might be. Students could then chart the tones and the accompanying words as evidence and complete a gallery walk to come to a full-class consensus. In writing tasks: Students could write an explanation of how the author used word choice to create a specific tone, including evidence from their own reading and from class discussion.

There is an important relationship among standards L 4, L 5, and RL/RI 4:

- Standard L 4 focuses on *strategies students can use* to determine the denotative meaning(s) of unknown words/phrases in text.
- Standard L 5 moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text.
- The intent of L 4 and L 5 is for students to develop an understanding of various word meanings in text; *through this process, students acquire and build vocabulary for use in speaking and writing* (as represented in L 6).
- Standard RL/RI 4 focuses on determining the literal, figurative, connotative, and technical meaning(s) of specific words/phrases *as they are used in a text*.
- The intent of RL/RI 4 is for students to understand *how authors use words/phrases to shape a text's meaning and tone*.

It is important to note that this standard is not simply about learning vocabulary; students must move beyond learning the meaning of words to the higher-level skill of determining *why* authors choose certain words or phrases and *how* their choices impact meaning and tone.

Many literary devices, such as imagery, symbols, metaphors, and allusions are within the purview of this standard as its focus is, in part, on the intentional use of words and phrases to shape meaning or tone.

Cornerstone Standard for RL 4

Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Vertical Alignment

Grade Span	Standard
7	7.RL.CS.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 allusions to other texts and repetition of words and phrases.
6	6.RL.CS.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 allusions to other texts.
5	5.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.

Standard 6.RL.CS.5

6.RL.CS.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.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - How does the author organize the text elements? - In what ways does the placement of text elements fit into the overall text or plot structure? - How does the structure impact the meaning of the text? There is one part of this standard that appears for the first time at this grade level: - Analyzing how the placement of a part of the structure (a specific sentence, chapter, etc., that represents a text element) contributes to the development of theme, setting, or plot At this grade level, it is helpful for students to learn the traditional elements of literary plot: exposition, rising action, climax, falling action, and resolution. Knowledge of these elements will assist students in developing a deeper understanding of how particular structural elements of a text (such as a sentence, chapter, scene, etc.) shape plot and contribute to the text's meaning. The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning of the text as a whole. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.	analyze - to examine critically the components of something to understand its meaning and/or nature as a whole (text) structure - the sequencing or ordering of the text elements theme - an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances." Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme. setting - time and place of the action in a story plot - the sequence of events in a story; traditional plot elements include: exposition - introduction to the story/drama that reveals main characters, setting, and conflict rising action - the beginning series of events that deepen the conflict and lead to the climax climax - turning point of the story where characters change or events merge in such a way for dramatic change to occur	In reading tasks: Students may read a piece of historical fiction. As they read, they could identify specific sentences, paragraphs, etc., that represent a text element and describe how they fit into the overall text or plot structure. In speaking/listening tasks: Groups of students may be assigned to specific sentences, paragraphs, etc., that represent text elements and then discuss how their placement or sequencing develops a theme or the plot. In writing tasks: Students may respond to a writing prompt that asks them to analyze the significance of a given chapter in describing and establishing the setting and how the placement of that chapter in the overall text is significant.

In grades 6-12, students should go beyond identification of the overall structure and focus more on analysis of how the organization of text elements contributes to the meaning of the text.	• falling action - resolution begins; events and complications start to fall in place • resolution/conclusion/denouement - final outcome of story events *conflict (in narrative) - the struggle between opposing forces that moves the plot forward; conflict can be internal (within a character), or external (between characters or between a character and an abstraction such as nature or fate) *text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	
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Cornerstone Standard for RL 5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Vertical Alignment

Grade Span	Standard
7	7.RL.CS.5 - Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
6	6.RL.CS.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.
5	5.RL.CS.5 - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.

Standard 6.RL.CS.6

6.RL.CS.6 - Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - From what point of view is the story told? How does this affect the content, style, and meaning of the text? - What is the speaker's, narrator's and/or character's perspective? How do the content and style of the text convey this perspective? How does this perspective impact the meaning of the text? There is one part of this standard that appears for the first time at this grade level: - Explaining how an author <i>establishes</i> and <i>conveys</i> point of view After learning how to identify basic narration types (first, second, and third) in fifth grade, students in sixth grade learn more nuanced distinctions for narration, such as the difference between third-person omniscient and third person limited. With this knowledge, students learn how to think like authors and understand <i>why</i> authors choose certain types of narration. In grades 6-12, this standard directly supports students' ability to write narratives (Standard W 3). The more students understand <i>why</i> authors choose certain types of narration, the stronger students will be in choosing an appropriate and effective narration type when crafting their own narratives.	point of view - in literature, the vantage point from which a story is told (i.e., first person, second person, third person, and the variations of those). Point of view is used to convey <i>perspective</i>, a person's attitude toward or outlook on something as determined by their vantage point and experience. Standard RL 6 encompasses both point of view and perspective (as conveyed by the point of view). narrator - the person or voice conveying a narrative. Some narratives have multiple narrators. speaker - the narrator or voice a poet uses to relay a poem	In reading tasks: Students could read a short story and underline/highlight words, phrases, sentences, and/or sections in the text that establish and convey the point of view. In speaking/listening tasks: Students could give presentations explaining how best to establish and convey point of view in a short story, using examples from the text to illustrate. In writing tasks: Students may rewrite a narrative from a different point of view with a focus on how this different vantage point will change the reader's understanding of the events in the story.

Cornerstone Standard for RL 6

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

Vertical Alignment

Grade Span	Standard
7	7.RL.CS.6 - Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
6	6.RL.CS.6 - Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
5	5.RL.CS.6 - Describe how a narrator's or speaker's point of view influences how events are described.

Standard 6.RL.IK.7

6.RL.IK.7 - Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What are the similarities and differences in how the content is presented in each medium? - How is the content of each text impacted by the format? - Is the format chosen for each text effective in presenting the topic or theme? There is one part of this standard that appears for the first time at this grade level: - Comparing and contrasting the written version of a text with the audio, video, or live version This standard is similar to RL 9 in that it concerns analysis across thematically or topically related texts. Whereas RL 7 focuses on the impact of format on content, RL 9 focuses on the significance of authors' use of text elements to uniquely convey themes or a certain perspective on a given topic.	drama - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story *format/medium - the way in which the story, drama, or poem is delivered or presented (e.g., printed text, audio, video, multimodal, etc.) *text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	In reading tasks: Students could read a poem and then watch a video of the poet reading the work, perhaps even accompanied by music or theatrics. Students may use a graphic organizer to note the similarities and differences of the reading and listening experiences of the poem. In speaking/listening tasks: After completing the graphic organizers, students may discuss in groups which presentation was more effective in communicating meaning. The teacher may choose to have more sets of paired written and audio/visual texts for the groups to discuss and analyze. In writing tasks: Students could be prompted to write an essay in which they not only detail the similarities of and differences between the written and audio versions of the text but also evaluate the effectiveness of each version in communicating meaning.

Cornerstone Standard for RL 7

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

Vertical Alignment

Grade Span	Standard
7	7.RL.IKI.7 - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.
6	6.RL.IKI.7 - Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.
5	5.RL.IKI.7 - Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.

****Reading Standard 8 is not applicable to literature****

Standard 6.RL.IKI.9

6.RL.IKI.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What are the similarities and differences in how the theme or topic is presented in each text? - How does each author's approach to addressing the theme or topic uniquely contribute to greater knowledge of that theme or topic? The Cornerstone of RL 9 involves students analyzing multiple texts that have similar themes/topics for two reasons: - To build knowledge about those themes/topics - To compare the approaches an author takes to presenting those themes/topics There is one part of this standard that appears for the first time at this grade level: - Comparing and contrasting texts <i>in different forms or genres</i> in terms of their approaches to similar themes or topics In grades 6-12, students must move beyond merely identifying the similarities and differences in text elements between stories. To meet the demands of this standard, students must also consider how each story's <i>approach to</i> or <i>treatment of</i> the theme or topic provides a unique perspective or insight into that theme or topic.	forms - in the context of this standard, "forms" are equivalent to "genre"; see "genre" definition below genre - a category or type of literature characterized by similarities such as form, structure, style, or subject; examples include stories, poems, historical novels, and mystery. theme - an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances." Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme. *text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas, etc.; in poetry, this includes people/characters, events, tone, imagery, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	In reading tasks: Students could read two thematically related texts from different genres (e.g., mystery, romance, or science fiction) and use a graphic organizer to chart similarities and differences of the genre (characterization, setting, details, elements) while reading. In speaking/listening tasks: Students may work in groups to compare and contrast how an idea is developed within each of two thematically related texts of different genres. They could be prompted to examine how the development in each text may be specific to the constraints of the genre in the discussion. In writing tasks: Students may write an informative essay that analyzes two thematically related texts from different genres and provides a clear explanation of the varying ways each author approaches the theme.

This standard is similar to RL 7 in that it concerns analysis across thematically or topically related texts. Whereas RL 7 focuses on the impact of format on content, RL 9 focuses on the significance of authors' use of text elements to uniquely convey themes or a certain perspective on a given topic.		
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Cornerstone Standard for RL 9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes

Vertical Alignment

Grade Span	Standard
7	7.RL.IKI.9 - Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
6	6.RL.IKI.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
5	5.RL.IKI.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Standard 6.RL.RRTC.10

6.RL.RRTC.10 - Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials. By the end of the year, students should be able to proficiently read a variety of literary texts throughout the grades 6-8 text complexity band, with a gradual release of scaffolding at the high end as needed.	literature - works of fiction in narrative, dramatic, or poetic form text complexity band - a range of text sophistication corresponding to a grade span within the standards gradual release - removal of scaffolding to move students toward independence scaffolding - the use of instructional techniques to support student learning and gradually move students toward greater independence in reading	The standard is addressed when reading, speaking & listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.

Cornerstone Standard for RL 10

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

Vertical Alignment

Grade Span	Standard
7	7.RL.RRTC.10 - Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
6	6.RL.RRTC.10 - Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
5	5.RL.RRTC.10 - Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.