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*the underlined information contains California's specific additions to the CCS.

Document G (sample document)

California Common Core English Language Arts Standards - Reading: Literature Standards

5	6	7	8	9 - 10
CCRL.1 ► *(text details)*	**What text says explicitly.**	**Make logical inferences.**	**Cite text evidence.**	
quote accurately when explain what text says: explicit, draw inferences	cite text evidence: support analysis of what text says same	same except: cite several pieces of text evidence...... same	same except: cite text evidence that most strongly supports....... same	same except: cite strong/thorough text evidence to support......
CCRL 2 ► *(theme)*	**Determine central idea or**	**theme.**	**Analyze development**	**Summarize key details/ideas**
determine theme: use details to tell how characters respond/ speaker (poem) reflects on topic (story/drama, poem) summarize text	determine theme/central idea: tell how conveyed re details summarize - distinct from personal opinion/judgment	same: analyze development provide objective summary	same: same + include relationship to character, setting, plot same	same: same + include how emerges, is shaped/refined by details same
CCRL.3 ► *(plot)*	**How and why individuals,**	**ideas, events develop**	**over text**	
compare/contrast: 2 or +, character, setting/event use specific text details (story/drama)	tell how plot unfolds: episode series (story/drama) how characters respond/change as resolution develops	how particular elements interact (story/drama)	how lines of dialogue/incidents move action, reveal characters, provoke decision (story/drama)	how complex characters develop over text, interact with others, advance plot, develop theme
CCRL.4 ► *(vocabulary)*	**Interpret word/phrase as used**	**in text: technical, connotative,**	**figurative meaning.**	**Words = tone, mood**
figurative language: such as metaphor, simile	figurative/connotative meaning impact of word choice on tone and meaning	same analyze impact: rhyme, sound repetition in specific section in poetry/story/drama	same impact of word choice on tone and meaning (see grade 6), include analogy/allusions to other texts	same same + cumulative impact of word choice......
CCRL.5 ► *(text structure)*	**Analyze text structure.**	**How text portions relate to**	**each other and to whole (sentence,**	**paragraph, stanza, scene, etc.)**
tell how series (chapter, scene, stanza) fit together, give overall structure (poem, drama, story)	analyze how specific (scene, sentence, chapter, stanza) fit overall structure and add to development theme/setting/plot	analyze how form/structure add to meaning (drama/poem)	compare/contrast structure, 2 or more texts tell how differences add to style and meaning	tell how author's choices (structure, event order, time manipulation) lead to mystery, tension, surprise, etc.
CCRL.6 ► *(point of view)*	**Assess how point of view or**	**purpose shapes text content**	**and style.**	
tell how narrator/speaker point of view influences how events are described	tell how author develops narrator or speaker point of view in text	tell how author develops and contrasts different points of view (narrator, characters)	tell how point of view differences (character, audience, reader) create suspense, humor, etc.	analyze point of view/cultural experience in text, from outside US - wide reading of world literature
CCRL.7 ► *(diverse media)*	**Integrate/evaluate content in**	**diverse format, media:**	**visual, quantitative, or words**	
tell how visual, multi-media effects add to meaning, tone, beauty	compare/contrast: read vs listen to/view audio, video, live version; contrast what see, hear when read to what perceive when listen, watch	compare/contrast written to audio, filmed, staged, multi-media version analyze effects of media unique techniques	analyze how filmed/live production stays faithful/departs from text/script (story, drama) evaluate director/actor choices	analyze 2 different media representations of subject, or key scene: what emphasized or absent in each in specific work
CCRL.9 ► *(compare/contrast)*	**Analyze how 2, or more,**	**Texts address similar theme,**	**or topic. Build knowledge**	**Compare approaches**
compare/contrast stories, same genre, on approach to similar theme/topic	compare/contrast texts, different forms/genres on....see grade 5	compare/contrast fictional vs historical portrait of time, place, character to understand how fiction authors use/alter history	tell how modern fiction draws on theme/event patterns/character types from myths/traditional story/religious works; tell how "made" new	analyze how author draws on, transforms source material
CCRL.10 ► *(complex text)*	**Read and understand**	**complex literary and**	**informational text: independent,**	**and proficient**
by year's end (story, drama, poem) proficient, independent (4-5 text band)	by year's end (story, drama/poem), scaffold as needed at high end (6-8 text band)	by year's end (story, drama, poem), scaffold as needed at high end (6-8 text band)	by year's end (story, drama, poem), independent, proficient (6-8 text band)	by year's end (story, drama, poem), scaffold as needed at high end (9-10 text band)