College and Career Readiness Anchor Standards for Reading Literature

Cluster: Key Ideas and Details

CCR 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.

CCR 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Cluster: Craft and Structure

CCR 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.

CCR 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.

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

Cluster: Integration of Knowledge and Ideas

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

CCR 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.

CCR 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.

Cluster: Range of Reading and Level of Text Complexity

CCR 10: Read and comprehend complex literary and informational texts independently and proficiently.
ELA Common Core Standards  
Reading for Literature  
High School

CCR1. 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.

**Cluster: Key Ideas and Details**

<table>
<thead>
<tr>
<th>Grade 9-10 students</th>
<th>Grade 11-12 students</th>
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</thead>
<tbody>
<tr>
<td>(RL.9-10.1) Cite <strong>strong and thorough</strong> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>(RL.11-12.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <strong>including determining where the text leaves matters uncertain.</strong></td>
</tr>
</tbody>
</table>

- **Content**
  - Inferences
  - Drawing conclusions
  - Textual evidence

- **Skills**
  - Recognize the text’s explicit message
  - Cite textual evidence that most strongly supports the text’s message
  - Draw logical inferences from the text

- **Academic Vocabulary**
  - cite strong and thorough, textual evidence, analyze, inference, explicit

- **Content**
  - Inferences
  - Drawing conclusions
  - Textual evidence

- **Skills**
  - Recognize the text’s explicit message
  - Cite textual evidence that most strongly supports the text’s message
  - Draw logical inferences from the text
  - Determine where a text leaves matters uncertain

- **Academic Vocabulary**
  - textual evidence, analyze, inference, explicit
### ELA Common Core Standards

Reading for Literature  
**High School**

**CCR2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Cluster: Key Ideas and Details**

<table>
<thead>
<tr>
<th>Content</th>
<th>Grade 9-10 students</th>
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</thead>
<tbody>
<tr>
<td>(RL.9-10.2) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, <strong>including how it emerges and it shaped and refined by specific details</strong>; provide an objective summary of the text.</td>
<td>(RL.11-12.2) Determine <strong>two or more themes or central ideas</strong> of a text and analyze their development over the course of the text, <strong>including how they interact and build on one another to produce a complex account</strong>; provide an objective summary of the text.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Skills</th>
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<tbody>
<tr>
<td>- Identify the theme / central idea</td>
<td>- Identify 2 or more themes or central ideas</td>
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<tr>
<td>- Examine the theme / central idea’s development</td>
<td>- Examine the theme or central idea’s development and how they interact</td>
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<tr>
<td>- Examine how specific details are used to shape and clarify the theme / central idea</td>
<td>- Summarize texts without including personal opinion</td>
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<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
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<tbody>
<tr>
<td>theme, central idea, summary, objective</td>
<td>theme, central idea, complex account, summary, objective</td>
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</table>
**CCR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

**Cluster: Key Ideas and Details**

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<tr>
<td><strong>(RL.9-10.3)</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme.</td>
<td><strong>(RL.11-12.3)</strong> 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).</td>
</tr>
</tbody>
</table>

**Content**

- Theme development
- Characterization / plot advancement
- Plot interaction

**Skills**

- Determine and explain how characters develop over the course of the text
- Examine and explain how characters interact with one another
- Determine and explain how characters advance the plot, conflict, and theme

**Academic Vocabulary**

- plot, complex character, theme

**Content**

- Author’s choice
- Theme development
- Characterization / plot advancement
- Plot interaction

**Skills**

- Examine and explain the author’s purpose behind his/her choices of plot, character, and theme
- Identify and explain how the author makes choices that advance the elements of a story or drama

**Academic Vocabulary**

- analyze, impact, author’s choice, development of plot, complex character

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January 2012 – HS Common Core Committee

Blue Valley Education Services– Education Beyond Expectations
ELA Common Core Standards  

**Reading for Literature**  

**High School**

CCCCF4. 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.

**Cluster: Craft and Structure**

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<td>(RL.9-10.4) 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).</td>
<td>(RL.11-12.4) 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.)</td>
</tr>
</tbody>
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**Content**

- Tone
- Connotative meaning
- Figurative meaning
- Technical meaning

- Tone
- Connotative meaning
- Figurative meaning
- Technical meaning
- Artistic language

**Skills**

- Determine word/phrase meaning (including figurative language), connotative language/meaning, and technical meaning
- Analyze the meaning and tone of the entire text
- Determine and explain how the formal/informal tone impacts the setting

- Determine word/phrase meaning, including figurative language, connotative language/meaning, and technical meaning
- Analyze the meaning and tone of the entire text
- Determine and explain how the formal/informal tone impacts the setting
- Determine and explain the impact of specific word choices on meaning and tone
- Examine and analyze artistry of language

**Academic Vocabulary**

cumulative impact, figurative meaning, literal meaning, denotative meaning, connotative meaning

- figurative meaning, literal meaning, technical meaning, connotative meaning
CCR5. 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.

**Cluster: Craft and Structure**

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<td>(RL.9-10.5) 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, foreshadowing) create such effects as mystery, tension, or surprise.</td>
<td>(RL.11-12.5) 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.</td>
</tr>
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**Content**
- Event order
- Text structure
- Time manipulation

**Skills**
- Determine and explain how and why an author chooses the appropriate text structure to create a specific effect
- Determine and explain how the author manipulates time in a text for a specific effect

**Academic Vocabulary**
- text structure

**Content**
- Text structure

**Skills**
- Determine and explain the structure of a specific part of a text and how it contributes to the overall meaning and aesthetic impact

**Academic Vocabulary**
- text structure, aesthetic impact
ELA Common Core Standards

Reading for Literature

High School

Cluster: Craft and Structure

CCR6. Assess how point of view or purpose shapes the content and style of a text.

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<td>(RL.9-10.6) 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.</td>
<td>(RL.11-12.6) 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).</td>
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**Content**

- Point of view
- World literature
- Cultural experiences

**Skills**

- Analyze the point of view or cultural experience in a piece of world literature (outside the U.S.)

**Academic Vocabulary**

- point of view, cultural experience, world literature

**Content**

- Point of view
- Author’s purpose

**Skills**

- Distinguish what is directly stated in a text and what the author means

**Academic Vocabulary**

- point of view, analyze, distinguish
### ELA Common Core Standards

#### Reading for Literature

**High School**

**CCR7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

**Cluster: Integration of Knowledge and Ideas**

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<td><strong>(RL.9-10.7)</strong> 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 “Musee des Beaux Arts” and Breughel’s <em>Landscape with the Fall of Icarus</em>).</td>
<td><strong>(RL.11-12.7)</strong> 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. <em>(Include at least one play by Shakespeare and one play by an American dramatist.)</em></td>
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**Content**

- Diverse formats and media (of key scenes or works)

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<tr>
<td>• Compare and contrast the representation of a subject or key scene in two different mediums (painting, poem, film, music, stage production, etc.)&lt;br&gt;• Identify what elements are emphasized or absent in each medium</td>
<td>• Analyze multiple interpretations of a source text&lt;br&gt;• Evaluate the interpretation(s) of a source text</td>
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**Academic Vocabulary**

- representation, treatment, artistic medium

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<tbody>
<tr>
<td>analyze, interpretation, evaluate, version</td>
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CCR8. 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.

**Cluster: Integration of Knowledge and Ideas**

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CCR9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Cluster: Integration of Knowledge and Ideas

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<tr>
<td>• Source material in later works</td>
<td>• American literature</td>
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<td><strong>Skills</strong></td>
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<tr>
<td>• Identify and explain how an author incorporates source material into his or her own text</td>
<td>• Identify and explain recurring themes and concepts from the same time period within various works of American literature.</td>
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<tr>
<td><strong>Academic Vocabulary</strong></td>
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<tr>
<td>source material</td>
<td>foundational works, American literature</td>
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ELA Common Core Standards  

**CCR10. Read and comprehend complex literary and informational texts independently and proficiently.**

**Cluster:** Range of Reading and Level of Text Complexity

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<td><strong>(RL.9-10.10)</strong> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, <strong>with scaffolding as needed at the high end of the range.</strong></td>
<td><strong>(RL.11-12.10)</strong> By the end of grade 11, read and comprehend literature, including stories, dramas and poems, in the grades 11-CCR text complexity band proficiently, <strong>with scaffolding as needed at the high end of the range.</strong></td>
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<tr>
<td>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 <strong>independently and proficiently.</strong></td>
<td>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 <strong>independently and proficiently.</strong></td>
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<td>• Text complexity</td>
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<td>• Read and explain complex literary texts (beyond the novel) independently and proficiently.</td>
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<tbody>
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<td>text complexity, reading strategy, comprehension</td>
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