

Reading Literature

Learning Targets and Progressions

Grades 6-8

2012-2013

How to use this document:

The Middle School ELA teachers, along with the MS ELA Core Team, worked in grade levels and vertically during the 2011-2012 school year to unwrap the ELA Common Core State Standards and create learning targets. They were intentional in the selection of verbs to clearly communicate high expectations of students' learning. Their goal was to create logical, thorough progressions. These learning targets are meant to be used in tandem with the ABSS ELA Curriculum Guide in order to develop a deeper understanding and application of each ELA Standard. Since the 2012-2013 school year will be the initial implementation, this will be a document that is revisited regularly in order to tweak, add to, or modify the targets listed. As you work with your grade level and discover any needed changes, please make note and share your suggestions from your planning and discussions with your ELA Core Team Member or Beth Hodge.

- In planning lessons, please use this document as a guide for creating the learning targets that are specific to the needs of your lesson and your students.
- Refer to the learning progressions as you pre-assess students in order to inform intervention and enrichment beginning points.

This document contains basic learning targets and progression for each standard within this strand. As this document may not contain every learning target or progression that your students may need for mastering these standards, please add and modify your targets as appropriate.

| Knowledge Target (K) | Reasoning Targets (R) | Performance Skill Targets (PS) | Product Targets (P) |
|--|---|---|---|
| <i>involve a student knowing outright or via reference</i> | <i>involve a student's mental processes</i> | <i>involve a student doing something we can observe</i> | <i>involve a student creating a product</i> |

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

| 6 th Grade | 7 th Grade | 8 th Grade |
|---|--|--|
| <ul style="list-style-type: none"> • Understand ways to cite quotes from the text. (K) • Define inference. (K) • Recognize inferences made in text. (K) • Recognize explicit textual evidence. (K) • Identify proper textual evidence to support the text. (R) • Infer using textual details. (R) | <ul style="list-style-type: none"> • Understand ways to cite quotes from the text. (K) • Define Inference. (K) • Identify multiple pieces of proper textual evidence to support the text. (R) • Determine from the textual evidence statements that support inferences.(R) • Deduce inferences from the data available from the text. (R) | <ul style="list-style-type: none"> • Understand ways to cite quotes from the text. (K) • Define inference. (K) • Indentify proper textual evidence that best supports the text. (R) • Determine from the textual evidence statements that most strongly support inferences.(R) • Infer based on the data available from the text. (R) |

Learning Progressions R.CCR.1

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
|--|--|---|---|--|---|---|---|
| With prompting and support ask and answer questions about key details in a text. | Ask and answer question about key details in a text. | Ask and answer such questions who, what where, when, why and how to demonstrate understanding of key details in a text. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 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 where the text leaves matters uncertain. |

RL.6.2 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.7.2 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.8.2 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

| 6 th Grade | 7 th Grade | 8 th Grade |
|--|--|---|
| <ul style="list-style-type: none"> • Define theme and central idea.(K) • Identify the theme or central idea of a text. (R) • Distinguish between personal opinion and an objective summary. (R) • Analyze supporting details. (R) • Summarize objectively. (PS) | <ul style="list-style-type: none"> • Identify the theme or central idea of a text. (K) • Identify multiple parts of a text that support an analysis of the development of the central idea or theme. (R) • Distinguish between my personal opinion and an objective summary. (R) • Summarize objectively. (PS) | <ul style="list-style-type: none"> • Identify the theme of a text. (K) • Define and identify characters, setting and plot. (K) • Prioritize the most relevant portions of a text that will support a particular view. (R) • Analyze the development of a theme or central idea over the course of a text. (R) • Analyze how characters, setting and plot relate to the theme of a text. (R) • Objectively summarize. (PS) • Cite evidence used to determine the central idea. (PS) |

| Learning Progressions R.CCR.2 | | | | | | | |
|---|--|--|--|--|--|--|---|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| With prompting and support retell familiar stories including key details. | Retell stories, including fables and folktales from diverse cultures, and determine their central message or lesson. | Recount stories, including fables, folktales, and myths from diverse cultures, and determine their central message, lesson or moral. | 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. | Determine the theme of a story, drama, or poem from details in the text; Summarize the text. | Determine the theme of a story, drama or poem from details from the text including how characters in a story or drama respond to challenge or how the speaker in a poem reflects upon a topic; Summarize the text. | 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 if the text. | 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.6.3 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.8.3 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.

| 6 th Grade | 7 th Grade | 8 th Grade |
|--|---|--|
| <ul style="list-style-type: none"> • Define the story elements. (K) • Define characterization. (K) • Determine the plot sequence of a story or drama. (R) • Distinguish between dynamic and static characters. (R) • Understand a character’s motivation when making decisions. (R) | <ul style="list-style-type: none"> • Define the story elements. (K) • Determine the plot sequence of a story or drama. (R) • Analyze the effects of setting on the characters, plot and mood. (R) • Analyze how characters decisions affect the plot. (R) | <ul style="list-style-type: none"> • Identify dialogue in a story. (K) • Understand cause and effect. (K) • Define and identify verbal irony. (K) • Analyze character development in a story or drama. (R) • Determine how the author uses characterization to shape dialogue. (R) • Determine a character’s motives when faced with a decision. (R) |

| Learning Progressions R.CCR.3 | | | | | | | |
|---|--|--|---|--|--|---|---|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| With prompting and support, identify characters, settings, and major events in a story. | Describe characters, settings, and major events in a story, using key details. | Describe how characters in a story respond to major events and challenges. | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. how characters interact) | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, word, or actions) | 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. | 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). |

RL.6.4 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.

RL.7.4 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.

RL.8.4 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 analogies or allusions to other texts.

| 6 th Grade | 7 th Grade | 8 th Grade |
|--|---|--|
| <ul style="list-style-type: none"> Define tone. (K) Define and identify various forms of figurative language. (K) Distinguish between literal language and figurative language. (K) Recognize the difference between denotative and connotative meanings. (K) Recognize that words have a technical meaning and understand their purpose in a specific text. (R) Analyze why authors choose words and phrases (tone) to create an overall feel for the reader. (R) | <ul style="list-style-type: none"> Define and identify various forms of figurative language. (K) Distinguish between literal language and figurative language. (K) Recognize the difference between denotative and connotative meanings. (K) Recognize that words have a technical meaning and understand their purpose in a specific text. (R) Analyze why authors choose words and phrases (tone) to create an overall feel for the reader. (R) Analyze how rhymes and repetition impact specific pieces of a text. (R) | <ul style="list-style-type: none"> Define and identify various forms of figurative language. (K) Define and identify analogy and allusion. (K) Distinguish between literal language and figurative language. (K) Recognize the difference between denotative and connotative meanings. (K) Recognize that words have a technical meaning and understand their purpose in a specific text. (R) Analyze why authors choose words and phrases, including analogies and allusions, to set the tone to create an overall meaning and mood for the reader. (R) Analyze the impact of word choice on meaning and tone. |

| Learning Progressions R.CCR.4 | | | | | | | |
|---|---|---|--|--|---|--|---|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| Ask and answer questions about unknown words in a text. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. | 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). | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | 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). | 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. (Including Shakespeare as well as other authors.) |

RL.6.5 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.

RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.8.5 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.

| 6 th Grade | 7 th Grade | 8 th Grade |
|---|---|---|
| <ul style="list-style-type: none"> • Locate textual evidence that supports the theme, setting, or plot development. (K) • Analyze text and determine the author’s purpose for including a particular sentence, chapter, scene, or stanza. (R) • Recognize how a particular sentence, chapter, scene, or stanza contributes to the overall text and to its meaning. (R) | <ul style="list-style-type: none"> • Recognize the differences between the form/structure used in stories and the form/structure used in dramas and poems. (K) • Analyze the structure of a drama and explain how parts of the drama affect the overall meaning/message (e.g. A soliloquy would give the reader information not given to the other characters). (R) • Analyze the form/structure of a poem (rhyming, line breaks, punctuation, free verse), and explain how a poet’s choice of the form/structure affects the overall meaning. (R) | <ul style="list-style-type: none"> • Analyze the selection(s) to determine the author’s structure and writing style. (R) • Infer why an author chose to present his/her text using a particular structure. (R) • Compare and contrast the structures found in two or more texts, in terms of structure and style. (R) • Create a Venn diagram to compare and contrast two selections, in terms of structure and style. (PS) |

| Learning Progressions R.CCR.5 | | | | | | | |
|--|--|---|---|--|--|--|---|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| Recognize common types of texts (e.g., storybooks, poems). | Explain major differences between books that tell stories and books that give information, drawing on a wise reading of a range of text types. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | 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. | 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. | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | 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. | 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.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.8.6 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.

| 6 th Grade | 7 th Grade | 8 th Grade |
|--|--|--|
| <ul style="list-style-type: none"> Classify point of view as first person, second person, or third person (limited or omniscient). (K) Analyze how an author develops the narrator’s point of view by revealing thoughts, feeling, actions, reactions of other characters, and spoken words. (R) | <ul style="list-style-type: none"> Classify point of view as first person, second person, or third person (limited or omniscient). (K) Analyze how an author develops the narrator’s point of view by revealing thoughts, feeling, actions, reactions of other characters, and spoken words. (R) | <ul style="list-style-type: none"> Recognize how the points of view of characters and audience or reader can be different. (K) Recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, reactions of other characters, and spoken words. (K) Analyze how the differing points of view can create various effects (e.g. dramatic irony), to heighten tension, suspense or humorous effect. (R) Create a story or recreate a story using varying points of view. (PS) Use RAFT activities to see varying points of view. (P) |

| Learning Progressions R.CCR.6 | | | | | | | |
|--|--|---|---|--|---|--|--|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | Identify who is telling the story at various points in a text. | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | Distinguish their own point of view from that of the narrator or those of the characters. | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Describe how a narrator’s or speaker’s point of view influences how events are described. | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wise reading of world literature. | 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.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or act.

| 6 th Grade | 7 th Grade | 8 th Grade |
|---|--|---|
| <ul style="list-style-type: none"> • Explain the mental images that occur while reading (what I see and hear). (R) • Compare and contrast mental images while reading and the images presented in a media version of the same text. (R) | <ul style="list-style-type: none"> • Identify various techniques used in media or staged versions of a text. (K) • Explain the mental images that occur while reading (what I see and hear). (R) • Compare and contrast mental images while reading and the images presented in a media version of the same text. (R) • Analyze how various techniques used in media or staged versions of the text can add to or change the experience of the audience. (R) | <ul style="list-style-type: none"> • Identify various techniques (e.g. lighting, camera angles) used in a filmed or live production of a story or drama. (K) • Determine criteria for evaluating a production as faithful or unfaithful to the original text. (R) • Compare and contrast a filmed or live production of a story or drama and the original text or script. (R) • Evaluate why directors choose to stay faithful to or to depart from a text and/or a script. (R) |

Learning Progressions R.CCR.7

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
|---|---|---|--|--|--|--|---|
| <p>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).</p> | <p>Use illustrations and details in a story to describe its characters, setting, or events.</p> | <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> | <p>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).</p> | <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, indentifying where each version reflects specific descriptions and directions in the text.</p> | <p>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, and poem).</p> | <p>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 Landscape with the Fall of Icarus).</p> | <p>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. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> |

RL.6.8 (Not applicable to literature)

RL.6.9 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.7.8 (Not applicable to literature)

RL.7.9 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.8.8 (Not applicable to literature)

RL.8.9 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.

| 6 th Grade | 7 th Grade | 8 th Grade |
|---|--|--|
| <ul style="list-style-type: none"> • Explain the characteristics of different forms of text (e.g. stories, poems, dramas). (K) • Explain the characteristics of different genres (e.g. historical fiction, fantasy, science fiction). (K) • Compare and contrast how two forms or genres of texts can communicate the same theme or topic. (R) | <ul style="list-style-type: none"> • Define historical fiction and give examples of such works. (K) • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same time, place, or character. (R) • Analyze how authors use or alter historical facts to develop their own fictional stories. (R) | <ul style="list-style-type: none"> • Identify themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction (e.g., Traditional fairy tales are often re-created in modern contexts). (K) • Compare and contrast traditional themes, events, or characters to modern interpretations of the same themes, events, or characters. (R) • Analyze and describe how authors of modern works of fiction draw on traditional themes, events, or characters and render them new. (R) |

| Learning Progressions R.CCR.9 | | | | | | | |
|--|---|---|---|---|--|---|---|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Compare and contrast the adventures and experiences of characters in stories. | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | 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). | 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. | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | 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). | 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.6.10 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.

RL.7.10 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.

RL.8.10 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.

| 6 th Grade | 7 th Grade | 8 th Grade |
|---|---|---|
| <ul style="list-style-type: none"> Recognize what characteristics of a text make it too easy or too difficult for me. (K) Recognize when the text I am reading is too easy or too difficult from me. (K) Determine reading strategies that will help me comprehend difficult texts. (PS) | <ul style="list-style-type: none"> Recognize what characteristics of a text make it too easy or too difficult for me. (K) Recognize when the text I am reading is too easy or too difficult from me. (K) Determine reading strategies that will help me comprehend difficult texts. (PS) | <ul style="list-style-type: none"> Recognize what characteristics of a text make it too easy or too difficult for me. (K) Recognize when the text I am reading is too easy or too difficult from me. (K) Determine reading strategies that will help me comprehend difficult texts. (PS) |

| Learning Progressions R.CCR.10 | | | | | | | |
|---|--|---|--|--|---|--|---|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| Actively engage in group reading activities with purpose and understanding. | With prompting and support, read prose and poetry of appropriate complexity for grade 1. | 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. | 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. | 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. | 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. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10 independently and proficiently. | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12 independently and proficiently. |