

# English Language Arts Vertical Alignment

## Reading Literature Strand

### Introduction

Ohio's English Language Arts Learning Standards in the vertical format show the college and career readiness anchor standards (CCRA), organized by strand, with their corresponding grade-level standards. We call these *Vertical Alignments*. These vertical alignments allow you to see what the students should be learning in their grade level, but also in the grade level or levels above and below the student's grade level.

Vertical alignments can be helpful for instructional planning. For example, CCRA 2 in the Reading Literature and Informational strand asks the student to use the central ideas or themes in a text to provide a complex, thorough account of the text. This is the one of the expectations for students graduating from high school to show college or career readiness. To build to that level, the standards ask the student in grades K-5 to retell or summarize the text. In Grade 6 and beyond, students should be able to narrow that summary of the text to include only key components of the text to create a more complex summary. If a student struggles to do this, a teacher may go back in the vertical alignment to see if the student has mastered the standards for the previous grade levels. Students would need to master the basic summarizing skills before they would be able to master the skill of producing a more complex account or thorough analysis of the story or text. The teacher can then differentiate, or tailor the lessons and supports to the students' needs, to help students reach the skills in the standard at their grade level.

The vertical alignments are also helpful for parents who want to follow the skills and concepts that their children should be mastering from one grade level to the next.

## Literature: Key Ideas and Details

### College and Career Readiness (CCR) Anchor Standard 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.

#### Grade-Specific Standard

**Kindergarten:** With prompting and support, ask and answer questions about key details in a text.

**Grade 1:** Ask and answer questions about key details in a text.

**Grade 2:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**Grade 3:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Grade 4:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Grade 5:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Grade 6:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Grade 7:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Grade 8:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Grades 9-10:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Grades 11-12:** 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.

## Literature: Key Ideas and Details

### CCR Anchor Standard 2:

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

### Grade-Specific Standard

**Kindergarten:** With prompting and support, retell familiar stories, including key details.

**Grade 1:** Analyze literary text development.

- a. Demonstrate understanding of the lesson.
- b. Retell stories, including key details.

**Grade 2:** Analyze literary text development.

- a. Determine the lesson or moral.
- b. Retell stories, including fables and folktales from diverse cultures.

**Grade 3:** Analyze literary text development.

- a. Determine a theme and explain how it is conveyed through key details in the text.
- b. Retell stories, including fables, folktales, and myths from diverse cultures.

**Grade 4:** Analyze literary text development.

- a. Determine a theme of a story, drama, or poem from details in the text.
- b. Summarize the text, incorporating a theme determined from details in the text.

**Grade 5:** Analyze literary text development.

- a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- b. Summarize the text, incorporating a theme determined from details in the text.

**Grade 6:** Analyze literary text development.

- a. Determine a theme of a text and how it is conveyed through particular details.
- b. Incorporate a theme and story details into an objective summary of the text.

**Grade 7:** Analyze literary text development.

- a. Determine a theme of a text and analyze its development over the course of the text
- b. Incorporate the development of a theme and other story details into an objective summary of the text.

**Grade 8:** Analyze literary text development.

- a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.

**Grades 9-10:** Analyze literary text development.

a. Determine a theme 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.

b. Provide an objective summary of the text that includes the theme and relevant story elements.

**Grades 11-12:** Analyze literary text development.

a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.

b. Produce a thorough analysis of the text.

## Literature: Key Ideas and Details

### CCR Anchor Standard 3:

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

### Grade-Specific Standard

**Kindergarten:** With prompting and support, identify characters, settings, and major events in a story.

**Grade 1:** Describe characters, settings, and major events in a story, using key details.

**Grade 2:** Describe how characters in a story respond to major events and challenges.

**Grade 3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Grade 4:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Grade 5:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Grade 6:** 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.

**Grade 7:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Grade 8:** 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.

**Grades 9-10:** 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.

**Grades 11-12:** 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).

## Literature: Craft and Structure

### CCR Anchor Standard 4:

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

### Grade-Specific Standard

**Kindergarten:** Ask and answer questions about unknown words in a text.

**Grade 1:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Grade 2:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**Grade 3:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**Grade 4:** 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).

**Grade 5:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.

**Grade 6:** 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 choices, including sensory language, on meaning and tone.

**Grade 7:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as words or phrases, on meaning and tone , including 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.

**Grade 8:** 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, mood, and tone, including analogies or allusions to other texts.

**Grades 9-10:** 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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

**Grades 11-12:** Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

## Literature: Craft and Structure

### CCR Anchor Standard 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.

### Grade-Specific Standard

**Kindergarten:** Recognize common types of texts (e.g., storybooks, poems).

**Grade 1:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**Grade 2:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Grade 3:** 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.

**Grade 4:** 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.

**Grade 5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**Grade 6:** 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.

**Grade 7:** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**Grade 8:** 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.

**Grades 9-10:** 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.

**Grades 11-12:** 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.

## Literature: Craft and Structure

### CCR Anchor Standard 6:

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

### Grade-Specific Standard

**Kindergarten:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**Grade 1:** Identify who is telling the story at various points in a text.

**Grade 2:** Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

**Grade 3:** Describe the difference between points of view in texts, particularly first- and third-person narration.

**Grade 4:** Explain the differences in the point(s) of view in a text and different perspectives of the characters.

**Grade 5:** Describe how a narrator's or speaker's point of view and perspective influence how events are described.

**Grade 6:** Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.

**Grade 7:** Analyze how an author uses the points of view to develop and contrast the perspectives of different characters or narrators in a text.

**Grade 8:** Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.

**Grades 9-10:** Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Grades 11-12:** Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

# Literature: Integration of Knowledge and Ideas

## CCR Anchor Standard 7:

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

### Grade-Specific Standard

**Kindergarten:** 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).

**Grade 1:** Use illustrations and details in a story to describe its characters, setting, or events.

**Grade 2:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Grade 3:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).

**Grade 4:** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**Grade 5:** 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, poem).

**Grade 6:** 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.

**Grade 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).

**Grade 8:** 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 actors.

**Grades 9-10:** 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 "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

**Grades 11-12:** 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.)

\*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## **Literature: Integration of Knowledge and Ideas**

### **CCR Anchor Standard 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.

### **Grade-Specific Standard**

*All grades:* (Not applicable to literature)

## Literature: Integration of Knowledge and Ideas

### CCR Anchor Standard 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.

### Grade-Specific Standard

**Kindergarten:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Grade 1:** Compare and contrast the adventures and experiences of characters in stories.

**Grade 2:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Grade 3:** 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).

**Grade 4:** 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.

**Grade 5:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Grade 6:** 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.

**Grade 7:** 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.

**Grade 8:** Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.

**Grades 9-10:** Analyze how an author alludes to 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).

**Grades 11-12:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.

## Literature: Range of Reading and Level of Text Complexity

### CCR Anchor Standard 10:

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

### Grade-Specific Standard

**Kindergarten:** Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Grade 1:** With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Grade 2:** 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Grade 3:** 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Grade 4:** 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Grade 5:** 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Grade 6:** 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**Grade 7:** 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**Grade 8:** 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**Grades 9-10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

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 independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

**Grades 11-12:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

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 independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.