

Maryland College and Career Ready Standards for Reading Literature Clarifications

Maryland State Department of Education  
English Language Arts/Literacy  
Maryland College and Career-Ready Standards Clarifications



The English Language Arts Department at MSDE facilitated the formation teams of educators from all across the state to participate in writing Clarifications for the Common Core Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement the Maryland College and Career-Ready Standards.

Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the Common Core State Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the Maryland College and Career-Ready Standards Curriculum toolkit.

**Standard Six**

**RL6 Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.**

**Pre-Kindergarten: With modeling and support, identify the role of author and illustrator.**

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fables, folktales, realistic fiction, historical fiction, plays, and poems. In a teacher-directed venue, a student engages in active learning with these texts by listening to and identifying the role of the author and illustrator.

It is essential that students learn at an early stage through teacher modeling that thinking about what one already knows about the subject matter of the text, previewing the text's title and illustrations or photographs, and making predictions about the text's content assist in understanding. Equally essential is that students display age-appropriate attention while being read to. As the teacher stops at various intervals during reading and after reading is complete, students identify the role of author and illustrator. In doing

so, a pre-kindergartener begins to build a domain specific vocabulary that continues through high school.

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

To show proficiency of the skills in this standard, a student has read to him/her a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fables, folktales, realistic fiction, historical fiction, plays, and poems. In a teacher-directed venue, a student engages in active learning with these texts by listening to and identifying the role of the author and illustrator.

With encouragement and support from the teacher, students engage in previously-learned pre-reading strategies and continue applying previously-learned during and post reading strategies as the teacher continues to read. To meet the demands of this standard, with assistance, the kindergartener identifies the role of the author and illustrator while talking about the story. A kindergartener identifies the author as the writer, the person who creates the story in words and identifies the illustrator as the artist, the person who draws or sketches the pictures that accompany the story.

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

To show proficiency of the skills in this standard, a student reads or has read to him/her a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of this standard, whether a student is reading or being read to, the texts must be age appropriate and sufficiently complex to enable the student to identify a narrator.

The more independent first grader understands that a narrator tells a story and that a story may have more than one narrator. After cueing from the teacher that a narrator has changed, a student identifies the new narrator. A first grader may also acknowledge that a narrator is a character within a story or a narrator outside the story and telling what he or she observes.

**Grade Two: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of this standard, when a student is reading the texts must be age appropriate and sufficiently complex to enable the student to identify a narrator.

After a previous year's practice with this skill, a second grader identifies multiple narrators with more facility. Additionally, a second grader, if text supports this, tells what

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one character/narrator says about a particular event or another character, and conversely, tells what a different character/narrator says about the same event or character. In a second grader, there is capability to identify different views from different narrators or characters.

Continuing with this skill, when reading aloud, a second grader supplies a different voice as characters/speakers change. Students draw upon their fluency skills for interpreting dialogue in a literary text and relating it to the speaking voices when reading aloud.

**Grade Three: Distinguish their own point of view from that of the narrator and the characters.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of this standard, when a student reads, the texts must be age appropriate and sufficiently complex to enable the student to identify a narrator.

Third graders build on the skills they learned in second grade to acknowledge and explain who is telling the story and compare differing viewpoints of characters in the story. Using what they know about the viewpoints of selected characters, third graders define their own point of view about elements of a literary text. At this level, a viewpoint is the lens through which a character, narrator, or reader sees the world of the story. The reader's viewpoint explores areas of feelings, perspectives, and reactions to text. A third grader explains the viewpoint of a character or narrator and compares or contrasts it to his/her own.

**Grade Four: Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of this standard, when a student is reading, the texts must be age appropriate and sufficiently complex to enable the student to identify a narrator.

A fourth grader who already knows how to define his/her viewpoint from that of characters in a literary text continues this practice with more difficult text. A fourth grader also acknowledges two types of literary point of view. A literary point of view is the perspective or vantage point from which an author presents a story. A first person point of view is relayed by a character or characters within a story and is characterized by first person personal pronouns while a third person narrative is told by an individual who is not a character in a story and is an observer from outside the text and is told in third person personal pronouns. A first person narrator will share feelings toward and opinions about other characters while a third person narrator simply tells the story much as a reporter might. The third person narrator has no particular insight into the thoughts or opinions of any character.

**Grade Five: Describe how a narrator’s or speaker’s point of view influences how events are described.**

To show proficiency of the skills in this standard, a student reads a wide variety of literary texts representing diverse cultures, which may include but are not limited to fiction, nonfiction, fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of this standard, when a student is reading, the texts must be age appropriate and sufficiently complex to enable the student to identify a narrator.

Relying upon experiences with Standard Six in grade four, fifth graders delve into the implications of a first person narrative in contrast to a third person narrative.

The first person narrator, who is a character in the story, tells that story from his/her viewpoint. This narrator may be a major or minor character in the narrative but this narrator brings a personal bias to the telling of a story. Because the narrator is also a character within the plot, the narrator may care more for some characters than others and will describe certain characters in positive terms while other characters may receive a less positive description. The subjective narration colors the feelings of the reader because he/she sees the story through the eyes of the narrator.

The third person narrator, who is an observer of the story but not a character in the story, tells that story from his/her viewpoint. This narrator provides an unbiased, impartial account of story events and characters.

**Grade Six: Explain how an author develops the point of view of the narrator or speaker in a text.**

To show proficiency of the skills in this standard, a student reads age appropriate, sufficiently complex literary texts representing diverse cultures from an ever-broadening range of genres.

A sixth grader understands the difference between a first person and a third person narration. At this stage, a sixth grader also distinguishes among a series of different third person narrations. A third person omniscient narration allows a reader insight into all the elements of a narrative; the thoughts and opinions of each character as a character moves through a plot affecting outcomes through personal motives. This type of narration allows a reader to form his/her own opinions and judgments about elements of the plot since the reader is privy to all the details. A third person limited omniscient narration confines the reader to full insight but only to one character. This, again, offers a biased view of other character and story events.

With the knowledge of these different types of narration, a sixth grader takes a critical look at author’s craft, particularly the type of narration chosen by the author and determines why this type was chosen. An author may choose a first person narration because he/she wishes a reader to have only limited knowledge provided by that single

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character within a story. In contrast, a simple third person narration, much like a news report, gives a reader all the important parts of a story but with no particular insight into why events and characters unfold as they do. Or a limited omniscient narration allows unlimited access to a single character, which will be chosen carefully by an author and for a purpose. Full omniscient narration allows unlimited access to all characters, but there is a purpose to this choice, as well.

A sixth grader determines the type of narration and then follows it carefully through a narrative to determine a reason for that choice.

**Grade Seven: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**

To show proficiency of the skills in this standard, a student reads age appropriate, sufficiently complex literary texts representing diverse cultures from an ever-broadening range of genres.

With the knowledge of these different types of narration from a previous grade, a seventh grader takes a critical look at author's craft, particularly the type of narration chosen by the author and determines why this type was chosen with a more complex text. An author may choose a first person narration because he/she wishes a reader to have only limited knowledge provided by that single character within a story. In contrast, a simple third person narration, much like a news report, gives a reader all the important parts of a story but with no particular insight into why events and characters unfold as they do. Or a limited omniscient narration allows unlimited access to a single character, which will be chosen carefully by an author and for a purpose. Full omniscient narration allows unlimited access to all characters, but there is a purpose to this choice, as well.

A seventh grader now may deal with more than one narrator within a text. In certain types of narration where this may exist, a student will follow each narration throughout the text and determine where conflicting points of view exist. These points of view may add depth to characters or actually be the basis of major conflict, which becomes a major underpinning of the plot.

**Grade Eight: 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.**

To show proficiency of the skills in this standard, a student reads age appropriate, sufficiently complex literary texts representing diverse cultures from an ever-broadening range of genres.

Having already learned to identify and evaluate the effectiveness of a particular point of view, an eighth grader compares his/her perspective to that of certain characters. An eighth grader acknowledges those differences in perspective between characters and the reader and develops an understanding of how these alternate perspectives create particular moods or reactions. For example, in the Oscar Wilde piece "The Importance of

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Being Earnest” each character has a different perspective of a particular situation that develops within the narrative. However, the reader/observer is privy to all the details of the situation so that when it finally unfolds the mood established by the differences in points of view among the characters and the reader/observer is one of humor.

**Grades Nine and Ten: 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.**

To show proficiency of the skills in this standard, a student reads age appropriate, sufficiently complex literary texts representing diverse cultures from an ever-broadening range of genres.

Ninth and tenth graders draw on a wide reading of world literature to analyze how the cultural experiences of the author and characters in these narratives shape the content and style of a text. Additionally, these students acknowledge that an author’s life and historical/cultural experiences influence the type of narration. The type of narration is a purposeful choice and is designed to serve a particular end; for instance, a narrator espousing an author’s personal beliefs. An example is, Elie Wiesel’s Night, which is a narrative that also reflects the author’s faith and moral stance.

**Grades Eleven and Twelve: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, or understatement).**

To show proficiency of the skills in this standard, a student reads age appropriate, sufficiently complex literary texts representing diverse cultures from an ever-broadening range of genres.

Eleventh and twelfth graders analyze a text, explain their analysis, and evaluate a point of view and acknowledge that there is implied meaning in more complex narratives. These students decipher a specific tone or shift in tone and types of irony such as verbal and situational as a means of determining implied meaning.

For example, in Hawthorne’s The Scarlet Letter students detect a shift in tone from third person omniscient to a more inclusive third person personal plural pronoun “we” where he directly addresses a reader. With the shift in narrator comes a shift in tone.

Hawthorne’s use of irony threads throughout the novel. Readers know the name of Pearl’s father; characters within the narrative do not. Situational irony grows from this when in the scaffold scene, Hester refuses to name Pearl’s father choosing instead to suffer public ridicule. Again, when Chillingworth, Hester’s husband, indicates he wants revenge on Pearl’s father, this does not fit the social milieu of the time so, again, an implied meaning is at work. And this particular situation creates a profound effect upon the character of Dimmesdale, who is Pearl’s father.

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