

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 Seven**

**RL7 Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

**Pre-Kindergarten: With modeling and support, tell how the illustrations support 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 discussing how the illustrations support the text.

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.

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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 tell how illustrations support the text. Students may respond orally or by drawing.

**Kindergarten: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., moment in a story an illustration depicts).**

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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 “reads the pictures” and points out what was read aloud from the text that matches what is shown in the accompanying picture. In a basic form, this procedure is a precursor for early comprehension strategies.

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

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 fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of the standard, whether a student is reading or being read to, the texts must be age appropriate and sufficiently complex to serve as a source of information for explaining the character, setting, and events using illustrations and details within the text.

The more independent first grader uses their background knowledge of visual literacy, which is noting details in an illustration, and the relationship to the words and language in the text to explain characters, setting, and events. For example, a first grader might say that in an illustration the sun is out so the story is occurring during the day. Or a text might state, “When he opened the door, he was surprised.” The accompanying illustration might show what a character saw when the door was opened. A first grader would relate the words to the illustration and describe why the character was surprised.

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

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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 fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of the standard, the texts must be age appropriate and sufficiently complex to serve as a source of information for explaining the character, setting, and events using illustrations and details within the text.

Illustrations extend a student's understanding of a text by providing a visual connection to that text that adds another layer of detail. For example, a story about a child who is having a bad day provides a marriage of details in both words and illustrations to expand a reader's understanding. The words "It is raining today," can be extended by an accompanying illustration that depicts a true downpour rather than a gentle rain. Raining comes in many forms; the depiction of a heavy rain narrows and refines that detail. Or a plot detail such as "The sudden appearance of the cat frightened her," can be further developed by an illustration. An illustration showing the posture of a cat with a wide-eyed expression on the face of a character intensifies the author's words.

**Grade Three: 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).**

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 fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of the standard, the texts must be age appropriate and sufficiently complex to serve as a source of information for explaining literary elements within the text.

Building upon previous years' experiences, third graders explain how illustrations contribute to an understanding of a literary text. Illustrations appeal to a reader's senses, which ignite thoughts, feelings, and emotions in relationship to the text. For example, a text reads, "The forest was dark and creepy," and the accompanying illustration shows tall trees masked by nightfall covered in hanging vines with bats flying about and slivers of light which appear to be eyes staring from the forest. A third grader explains that the word creepy used to describe the forest also describes the mood of that portion of the story and the illustration supports that with little light, flying bats, swaying vines, and eyes staring from the forest.

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

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 fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of the standard, the texts must be age appropriate and sufficiently complex to serve as a source of information for explaining literary elements within the text.

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A fourth grader expands upon the relationship between words and illustrations to include an oral presentation of a text. Oral presentations may simply be reading aloud or a more complex dramatization of a story either live or filmed. For example, a text either in a story or stage directions in a drama might indicate that a character was in brightly colored, fancy, expensive clothing. A text illustration might depict this fancy clothing in one way; a live drama might show this character in fancy clothing of another sort; and finally, a filmed version might show fancy clothing of another variety. A fourth grader understands that each depiction shows fancy dress, which adheres to the words of the text. Is the clothing brightly colored, fancy, and expensive? If each depiction shows all three descriptions, an artist's vision might vary a little in other ways.

Finally, this standard goes to the issue of a reader saying, "That's not how I pictured this." In those instances, a fourth grader returns to the words of the text to support his/her vision in contrast to the illustrated version.

**Grade Five: 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)**

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 fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of the standard, the texts must be age appropriate and sufficiently complex to serve as a source of information for explaining literary elements within the text.

Depending upon the depth to which a lesson addressing this standard goes, a fifth grader may require knowledge of domain-specific vocabulary relating to visual and multimedia elements that may include but are not limited to layout, sound, hue, animation, background, foreground, font, etc.

Students will examine choices regarding specific visual or multimedia elements. While considering these choices, students take into account the proposed audience and purpose.

Fifth graders focus particularly on how these elements create meaning, establish tone, or address the beauty of a text. Visual representations of text expand and elaborate the written word and can create a deeper understanding on the part of the reader/observer. Tone or attitude can be conveyed visually by observing emphasis on particular locations, items, or dialogue. Finally, the beauty of a written piece conveyed visually in a still shot or through film is dependent upon the way words are spoken, the lighting used, the depth of color, etc. For example, the color red heightens emotions; it can signal importance, attention, or danger depending upon circumstances. In contrast the color blue calms and relaxes. The addition of music to a multimedia representation adds to emotion, either positive or negative. Emphasis or repetitive presentation of an object lends to its significance and ultimate importance to a presentation. All of these elements contribute to the whole of the presentation as well as to the completeness of understanding.

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**Grade Six: Compare and contrast the experience of reading a story, drama, or poem, to listening to or viewing audio, video, or live versions of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.**

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 fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of the standard, the texts must be age appropriate and sufficiently complex to serve as a source of information for explaining literary elements within the text.

A sixth grader experiences both print and non print versions of a text and explains the differences and likenesses noted in the experience. When reading a text, a student visualizes or imagines the elements of the story. When listening to audio versions of a text, if sound other than voice is supplied, a student still visualizes or imagines the story elements. In contrast, when viewing a version of text, a sixth grader understands that he/she is being influenced by an interpretation of the story other than his/her own. For example, a reader creates a mental image of a character based upon the words of an author whereas in a video or live version, the character appears as created by an actor or director.

Similarly, when reading a poem a reader creates the voice of the speaker in his or her own mind in contrast to hearing a poem read aloud where meaning can be impacted by the intonation, cadence, or tone of a speaker’s voice.

**Grade Seven: 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).**

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 fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of the standard, the texts must be age appropriate and sufficiently complex to serve as a source of information for explaining literary elements within the text.

The sixth grader has learned how to compare the experiences of reading in contrast to viewing or listening to a version of a literary text. The seventh grader compares the actual written version of a story, drama, or poem to its audio, staged, or video version. In this comparison, the receptor shifts from the visual to a combination of visual and aural. Grasping the meaning of a literary text through reading is captured in previous standards within this strand. Grasping meaning of a literary text through viewing and listening requires a student to be a critical and thoughtful viewer. That literate viewer understands the significance of visual messages and images and nonverbal interactions and displays. The literate viewer also evaluates media for credibility and understands how words, images, and sounds influence how meaning is conveyed. This practice of reading a text and then viewing a representation of a text gives rise to the comment “I liked the book

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better than the film” or the opposite. A seventh grader comes to understand that some texts become more powerful when brought to the screen or the reverse that some texts are diminished when brought to the screen. Just as a seventh grader is taught to be a critical reader, a seventh grader becomes a critical viewer and can verbalize the differences.

**Grade Eight: 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.**

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 fables, folktales, realistic fiction, historical fiction, plays, and poems. To meet the demands of the standard, the texts must be age appropriate and sufficiently complex to serve as a source of information for explaining literary elements within the text.

Beginning at grade five, students have been building toward this type of analysis. Students have experienced some basic ways that written text is brought to the screen or stage and have explained and analyzed how these techniques work and convey a story to a viewer. While the seventh grader has become conversant with pointing out the likenesses and differences between written texts and visual texts and how meaning is constructed from each, the eighth grader views both through a different lens determining how faithful a viewed version remains to a written text. First, a student must know a written text well. A student uses that knowledge as a springboard to make judgments about the fidelity of a visual text. He/she may note the removal of important plot details, the story may be set in a different time period, a traditional male role may be assumed by a female, the conclusion may be completely different, etc. An analysis of such changes leads to a discussion, examination, etc. not only of the changes but of the effects of those changes upon the meaning of a text. For example, a critical reader/viewer may suggest and support from text that changes made in a filmed version of a text actually improved upon the original written version.

**Grades Nine and Ten: 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 “Museum des Beaux Arts” and Breughels *Landscape with the Fall of Icarus*).**

To show proficiency of the skills in this standard, a student reads age appropriate, sufficiently complex literary texts across genres. Ninth and tenth graders detail the similarities and differences between two or more presentations representing two artistic mediums and analyze the author’s/artist’s/playwright’s/filmmaker’s purpose for including or excluding particular details. These more advanced students note differences among these texts and examine possibilities that would conclude why these differences exist. Conversely, students also detect similarities and explore why these likenesses exist in both texts. Ninth and tenth graders synthesize details of specific mediums/texts including but not limited to use of color, diction, sound, and organization to evaluate the meaning of the text and to determine its effect upon the reader/viewer.

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**Grades Eleven and Twelve: 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).**

To show proficiency of the skills in this standard, a student reads age appropriate, sufficiently complex literary texts across genres. To begin an analysis of multiple interpretations of a story, drama, or poem, an eleventh or twelfth grader begins by analyzing the structure of a source text and next evaluates each additional text that is an outgrowth of the original source text. For example, Shakespeare's *Hamlet* has given rise over the years to multiple interpretations of the central character by a variety of highly skilled actors. Additionally, the play has been brought to the screen by a variety of directors with widely different interpretations of the drama. Homer's "The Odyssey," a poem in its original form, has been translated into English and then further abridged into less demanding prose for younger readers. Tennessee Williams' plays, *The Glass Menagerie*, *A Streetcar Named Desire* are live productions but are also in film. These more advanced students read/view multiple versions from a same source and justify or refute interpretations of these works with source-based details. This practice can be finely honed by intensive analysis of one literary element with an ultimate analysis of how each analyzed element contributes to the whole work.