

GRADE K • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE			INFORMATION FLUENCY CONTINUUM		IFC STANDARD
TAGS	COMMON CORE				
Character Types	Key Ideas and Details		Key Ideas and Details		
Key Details	RL.K.1. With prompting and support, ask and answer questions about key details in a text.		Identifies one or two key words about a topic, problem or question with guidance from the librarian #1		
Major Events	RL.K.2. With prompting and support, retell familiar stories, including key details.		Understands the basic organizational structure of books. #1		
Questioning	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		Makes predictions about what will happen next in a story. #2		
Setting					
Illustrations	Craft and Structure		Craft and Structure		
Questioning	RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		- Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information. #2 - Recognizes the works of a single author. #2 - Introduces stories crediting author and illustrator. #3		
Comparing	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas		
Contrasting	RL.K.7. 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).		Uses illustrations to draw meaning from a story. #2		
Cultural Perspective	RL.K.8. (Not applicable to literature).		Connects ideas to own interests [Assessment available K.1]. #1		
Illustrations	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				
Relationships	a. With prompting and support, students will make cultural connections to text and self.				

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Character Types Key Details Main Idea/Central Message Questioning Settings Story Elements	Key Ideas and Details RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details.	Key Ideas and Details • Identifies plot, characters, times, and places in a story. #2 • Draws and shares conclusions about main idea of a story. #2 • Draws a conclusion about the main idea with guidance [Assessment available 1.5]. #1 • Restates/retells and asks questions about the topic, problem or question with guidance #1
Contrasting Point of View	Craft and Structure RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6. Identify who is telling the story at various points in a text.	Craft and Structure • Distinguishes between what is factual and imaginary. • Expresses feelings about favorite books through pictures and words.
Character Types Comparing Contrasting Cultural Perspective Story Elements	Integration of Knowledge and Ideas RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.8. (Not applicable to literature). RL.1.9. Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and self.	Integration of Knowledge and Ideas • Identifies plot, characters, times, and places in a story. #2 • Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea. #1

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	Range of Reading and Level of Text Complexity RL.1. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Range of Reading and Level of Text Complexity • Selects books, poems, or media based on teacher selected criteria or personal preference #2
Connections	Responding to Literature RL.1 .11. Make connections between self, text, and the world around them (text, media, social interaction).	Responding to Literature • Selects books, poems, or media based on teacher selected criteria or personal preference. #2 • Share what is known about the general topic to elicit and make connections to prior knowledge [Assessment available 1.1]. #1 • Recognizes and identifies personal interests through reading or listening to stories #2

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		INFORMATION FLUENCY CONTINUUM		IFC STANDARD
TAGS	COMMON CORE			
Character Types Key Details Main Idea/ Central Message Questioning	Key Ideas and Details RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.	Key Ideas and Details • Identifies the overall “big picture” idea by stating it orally or drawing a picture. . #1 • Reads multicultural texts from various genres. #3 • Compares folktales or stories from different cultures. #3		
	Craft and Structure RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Craft and Structure • Compares characters in two different stories, or plots in two stories by the same author. #2 • Begins to recognize that different genres require different reading strategies. #2		

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Character Types Comparing Contrasting Cultural Perspective Plot Settings Story Elements	Integration of Knowledge and Ideas RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.8. (Not applicable to literature). RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Integration of Knowledge and Ideas • Demonstrates comprehension of stories read independently and stories read aloud. #2 • Reads multicultural texts from various genres. #3 • Compares folktales or stories from different cultures. #3
	Range of Reading and Level of Text Complexity RL.2.10. 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.	Range of Reading and Level of Text Complexity • Demonstrates comprehension of stories read independently and stories read aloud. #2
Connections	Responding to Literature RL.2.11. Make connections between self, text, and the world around them (text, media, social interaction).	Responding to Literature • Compares new ideas with what was known at the beginning of the inquiry [Assessment available 2.5]. #1

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Character Types Key details Main Idea/ Central Message Questioning Story Elements Sequence of events	Key Ideas and Details RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. 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. RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Key Ideas and Details - Questions text during reading or listening. #1 - Uses a variety of strategies to determine important ideas. #1 States the main idea [Assessment available 3.4]. #1
Contrasting Interpreting Point of View Story Elements	Craft and Structure RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.5. 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. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	Craft and Structure - Connects ideas in texts to own interests. #1 - Uses a variety of strategies to determine important ideas. #1

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Comparing Contrasting Graphics Illustrations Settings Theme	Integration of Knowledge and Ideas RL.3.7. 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). RL.3.8. (Not applicable to literature). RL.3.9. 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).	Integration of Knowledge and Ideas • Uses a variety of strategies to determine important ideas. #1 • States the main idea [Assessment available 3.4]. #1
	Range of Reading and Level of Text Complexity RL.3.10 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.	Range of Reading and Level of Text Complexity • Connects ideas in texts to own interests #1 • Selects both “just right” materials and challenging materials on a regular basis. #1 • Begins to explore and examine the various genres based on personal interests. #2
Connections Cultural Perspective Narrative	Responding to Literature RL.3.11 Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences.	Responding to Literature • Connects ideas in texts to own interests #1 • States what is known about the problem or question and makes connections to prior knowledge. #1 • Begins to explore and examine the various genres based on personal interests. . #2

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Character Types Explicit Text Inferences Key Details Setting Summarizing Theme	Key Ideas and Details RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3. 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).	Key Ideas and Details - Identifies facts and details that support main ideas [Assessment available 4.6] #1 - Draws a conclusion about the main idea. #1 - Identifies story elements in various fiction genres. #2 - Makes predictions and inferences about events and characters. #2
Comparing Contrasting Point of View	Craft and Structure RL.4.4. 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., Hercules). RL.4.5. 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. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Craft and Structure - Identifies story elements in various fiction genres. #2 - Uses evidence from stories to discuss characters, setting, plot, time, and place. . . #2

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Cause/Effect Comparing	Integration of Knowledge and Ideas RL.4.7. 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. RL.4.8. (Not applicable to literature). RL.4.9. 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.	Integration of Knowledge and Ideas • Draws a conclusion about the main idea #1 • Recognizes features of various genres and uses different reading strategies for understanding #2 • Notes similarities and differences in information from two different sources #1
Connections		
Contrasting		
Diverse Cultures		
Main Topic		
Oral Text		
Theme		
Visual Information		
Complex Text	Range of Reading and Level of Text Complexity RL.4.10. 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.	Range of Reading and Level of Text Complexity • Selects appropriate print and electronic materials on an individual level #2 • Uses skim/scan to locate information that is appropriate to age and ability level. #1
Connections	Responding to Literature RL.4.11. Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations. a. Self-select text based upon personal preferences.	Responding to Literature • Identifies facts and details that support main ideas [Assessment available 4.6]. #1 • Seeks information about personal interests by using the library catalog to find materials to read. #2
Cultural Perspective		
Interpreting		

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Character Types Comparing Contrasting Explicit Text Inferences Key Details Settings Summarizing Theme	Key Ideas and Details RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. 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; summarize the text. RL.5.3. 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).	Key Ideas and Details • Determines important details. #1 • Draws and shares conclusions about the theme or focus of a work. #2 • Compares and contrasts story elements in two literary works #2 • Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. #2 • Understands literal meanings and can identify the main points and supporting details. #2
Author's Perspective Cultural Perspective Organization Point of View	Craft and Structure RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. a. Recognize and describe how an author's background and culture affect his or her perspective.	Craft and Structure • Determines important details. #1 • Draws and shares conclusions about the theme or focus of a work. #2 • Considers multiple viewpoints and cultural perspectives. #2

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Comparing Contrasting Multimedia Theme	Integration of Knowledge and Ideas RL.5.7. 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). RL.5.8. (Not applicable to literature). RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integration of Knowledge and Ideas - Compares and contrasts story elements in two literary works #2 - Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. #2
Complex Text	Range of Reading and Level of Text Complexity RL.5.10. 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.	Range of Reading and Level of Text Complexity Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. #2

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Explicit Text Inferences Key Details Main Idea/ Central Message Sequence of Events Summarizing	Key Ideas and Details RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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.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.	Key Ideas and Details • Participates in literary discussions and book clubs #2 • Differentiates between important and unimportant details #1 • Makes inferences based on explicit information in text. #1
Analyzing Connotation Cultural Perspective Figurative Language Narrator Setting Theme	Craft and Structure 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.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.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. a. Explain how an author's geographic location or culture affects his or her perspective.	Craft and Structure • Recognizes similarities and differences among authors writing on the same theme #1 • Differentiates between important and unimportant details. #1

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Comparing Contrasting Theme	Integration of Knowledge and Ideas 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.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.	Integration of Knowledge and Ideas • Compares and contrasts different media representations of the same story #2 • Participates in literary discussions and book clubs #2
Complex Text	Range of Reading and Level of Text Complexity 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.	Range of Reading and Level of Text Complexity • Reads a variety of genres in print and electronic format #2 • Reads independently #2
Classification Connections Cultural Perspective Evaluating Interpreting Narrative	Responding to Literature RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	Responding to Literature • Recognizes similarities and differences among authors writing on the same theme #2 • Participates in literary discussions and book clubs #2 • Identifies and pursues personal interests by reading widely in diverse formats and media #2 • Reads a variety of genres in print and electronic format #2 • Finds areas of passion or interest within topics of study #1

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Explicit Text Inferences Interactions Main Idea/ Central Message Story Elements Summarizing	Key Ideas and Details 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.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.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Key Ideas and Details - Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. #2 - Participates in literary discussions and book clubs. #2 - Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]. #1 - Forms opinions and judgments backed up by supporting evidence. #1
Analyzing Character Types Connotation Contrasting Diverse Cultures Figurative Language Point of View	Craft and Structure 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.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. Analyze stories, drama, or poems by authors who represent diverse world cultures.	Craft and Structure - Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. #2 - Considers culturally divergent and opposing viewpoints on topics. #3

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Comparing Contrasting Multimedia	Integration of Knowledge and Ideas 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.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.	Integration of Knowledge and Ideas - Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. #2 - Participates in literary discussions and book clubs #2
Complex Text	Range of Reading and Level of Text Complexity 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.	Range of Reading and Level of Text Complexity Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. #2
Classification Connections Cultural Perspectives Evaluating Interpreting	Responding to Literature RL.7.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	Responding to Literature - Participates in literary discussions and book clubs #2 - Independently locates and selects information for personal, hobby, or vocational interests. #2 - Reads independently. #2 - Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. #2

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Dialogue Evidence Explicit Text Inferences Main Idea/ Central Message Plot Setting Summarizing Theme	Key Ideas and Details 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. 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. 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.	Key Ideas and Details • Participates in literary discussions and book clubs #2 • Understands literal and implied meanings and can place the meaning in a conceptual framework #2 • Draws conclusions based on explicit and implied information [Assessment available 8.6] #1
	Craft and Structure 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. 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. 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. a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.	Craft and Structure • Creates and shares reading experiences and responds in a variety of ways and formats. #2 • Participates in literary discussions and book clubs #2 • Reads independently #2 • Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4] #1 • Recognizes that own point of view influences the interpretation of information [Assessment available 8.5] #1

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

COMMON CORE		READING STANDARDS FOR LITERATURE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS				
Analyzing Character Types Evaluating	Integration of Knowledge and Ideas 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 actors. 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.	Integration of Knowledge and Ideas		
Complex Text	Range of Reading and Level of Text Complexity 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.	Range of Reading and Level of Text Complexity - Creates and shares reading experiences and responds in a variety of ways and formats. #2 - Participates in literary discussions and book clubs #2 - Reads independently #2		
Analyzing Classification Connection Cultural Perspective Evaluating interpreting	Responding to Literature RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	Responding to Literature - Creates and shares reading experiences and responds in a variety of ways and formats. #2 - Participates in literary discussions and book clubs #2 - Reads independently #2		

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Argument Evidence Inference Main Idea Plot Supporting Details Theme	Key Ideas and Details RL.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9.2. 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 of the text. RL.9.3. 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.	Key Ideas and Details - Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]. #2 - Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest. #2 - Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3]. #1
Analyzing Connotation Diverse Cultures Figurative Language Point of View Sequence of Events Story Elements	Craft and Structure RL.9.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.9.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Craft and Structure - Uses multiple resources as a general rule to seek a balanced and global perspective #3 - Reads background information to discover the complexities of the problem or question and brainstorm ideas for further inquiry. #1

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Analyzing Comparing Contrasting	Integration of Knowledge and Ideas RL.9.7. 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 <i>Landscape with the Fall of Icarus</i>). a. Analyze works by authors or artists who represent diverse world cultures. RL.9.8. (Not applicable to literature) RL.9.9. 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).		Integration of Knowledge and Ideas • Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3]. #1 • Uses multiple resources as a general rule to seek a balanced and global perspective #3 • Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]. #1 • Understands and builds on the ideas of others #1	
	Range of Reading and Level of Text Complexity RL.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.		Range of Reading and Level of Text Complexity • Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum #2 • Reads a variety of fiction and nonfiction materials in various formats #2	
Analyzing Classification Evaluating Interpreting Narrative	Responding to Literature RL.9.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to respond and develop innovative perspectives. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.		Responding to Literature • Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum #2 • Reads a variety of fiction and nonfiction materials in various formats #2 • Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2]. #1	

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READING STANDARDS FOR LITERATURE		COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS Analyzing Character Types Evidence Explicit Text Inferences Key details Main Idea/Central Message Plot Summarizing Theme	Key Ideas and Details		Key Ideas and Details	
	RL.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) #1	
	RL.10.2. 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 of the text.		Recognizes statements that can be verified #1	
	RL.10.3. 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.		Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4] #1	
			Participates in and leads literary discussions and book clubs #2	
Analyzing Connotation Cultural Perspective Figurative Language Point of View	Craft and Structure		Craft and Structure	
	RL.10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		Considers alternative perspectives and evaluates differing points of view #2	
	RL.10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		Pursues a balanced perspective of fact, opinion, and different points of view. . . #1	
	RL.10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			

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READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Comparing Contrasting Diverse Cultures	Integration of Knowledge and Ideas RL.10.7. 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 <i>Landscape with the Fall of Icarus</i>). a. Analyze works by authors or artists who represent diverse world cultures. RL.10.8. (Not applicable to literature). RL.10.9. 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).	Integration of Knowledge and Ideas - Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. #1 - Pursues a balanced perspective of fact, opinion, and different points of view . . #1
Complex Text	Range of Reading and Level of Text Complexity RL.10.10. 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.	Range of Reading and Level of Text Complexity Participates in and leads literary discussions and book clubs #2
Analyzing Classification Connections Cultural Perspectives Evaluating Interpreting	Responding to Literature RL.10.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to respond and develop innovative perspectives. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	Responding to Literature - Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas #1 - Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational patterns to express the connections and patterns #1 - Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking. #2 - Considers alternative perspectives and evaluates differing points-of-view #2

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READING STANDARDS FOR LITERATURE		INFORMATION FLUENCY CONTINUUM IFC STANDARD	
TAGS	COMMON CORE		
Analyzing Explicit Text Evidence Inference Interactions Main Idea/ Central Message Relationships Story Elements	Key Ideas and Details RL.11.1. 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.11.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text. RL.11.3. 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).	Key Ideas and Details - Verifies the accuracy of what is known about the problem or question. #1 - Analyzes different points of view and determines best supported point of view by sorting and sifting evidence #1 - Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence and a balanced perspective [Assessment available 11.3] #1 - Categorizes information; adds new categories as necessary; explores connections among categories #1	
	Craft and Structure RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RL.11.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Craft and Structure Recognizes degree of bias (from slightly slanted point of view to heavily slanted propaganda) #1	

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READING STANDARDS FOR LITERATURE		INFORMATION FLUENCY CONTINUUM IFC STANDARD	
TAGS	COMMON CORE		
Analyzing Diverse Cultures Evaluating Interpreting Main Topic Theme	Integration of Knowledge and Ideas RL.11.7. 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.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. RL.11.8. (Not applicable to literature). RL.11.9. 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.	Integration of Knowledge and Ideas • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence #1 • Presents different perspectives with evidence for each [Assessment available 11.4] #1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics #3 • Recognizes competing interpretations of historical events and issues and the reasons for those differences. #1 • Verifies the accuracy of what is known about the problem or question #1	
	Range of Reading and Level of Text Complexity RL.11.10. 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.	Range of Reading and Level of Text Complexity • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career #2	
Complex Text			

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READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Classification Connections Cultural Perspectives Evaluating Interpreting	Responding to Literature RL.11.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to respond and develop innovative perspectives. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	Responding to Literature • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career #2 • Categorizes information; adds new categories as necessary; explores connections among categories #1

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READING STANDARDS FOR LITERATURE		INFORMATION FLUENCY CONTINUUM IFC STANDARD	
TAGS	COMMON CORE		
Analyzing Evidence Interactions Relationships Story Elements Summarizing	Key Ideas and Details RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text. RL.12.3. 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).	Key Ideas and Details • Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information). #2 • Reads/listens to works of international and multicultural authors #2 • Understands text on both a literal and an abstract level #2 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources. #1	
	Craft and Structure RL.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RL.12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Craft and Structure • Understands text on both a literal and an abstract level #2	

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READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Author's Perspective Evaluating Theme	Integration of Knowledge and Ideas RL.12.7. 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.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. RL.12.8. (Not applicable to literature). RL.12.9. 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.	Integration of Knowledge and Ideas • Reads/listens to works of international and multicultural authors #2 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources. #1
	Range of Reading and Level of Text Complexity RL.12.10. 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.	Range of Reading and Level of Text Complexity • Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information) . . . #2
	Responding to Literature RL.12.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to respond and develop innovative perspectives. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	Responding to Literature • Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis [Assessment available 12.1] #1 • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career #2 • Categorizes information; adds new categories as necessary; explores connections among categories #1