

KEY IDEAS AND DETAILS		
<b>STANDARD 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly (within cultural contexts, including peoples of diverse backgrounds) as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		
<b>Anchor Standard 1 for Reading:</b> 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, including determining where the text leaves matters uncertain.		
<b>Students need to understand the meaning of...</b>	<b>Students will learn...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• citation</li> <li>• inference</li> <li>• claim</li> <li>• explicit</li> <li>• evidence</li> <li>• analysis</li> <li>• connotation</li> <li>• denotation</li> <li>• support</li> <li>• ambiguity</li> <li>• culture</li> <li>• context</li> </ul>	<ul style="list-style-type: none"> <li>• familiarity with various cultural materials</li> <li>• identifying key ideas within text</li> <li>• the difference between fact and claim</li> <li>• inferences</li> <li>• critical examination of text (close reading)</li> <li>• to compare and contrast denotative meanings connotative meanings of words</li> <li>• to compare and contrast literal and figurative meanings of words</li> <li>• culture is important in formulating context</li> <li>• to cite textual evidence in support of claims and inferences</li> <li>• to cite resources</li> </ul>	<ul style="list-style-type: none"> <li>• use text as evidence to support logical inferences</li> <li>• identify the literal meaning of the text</li> <li>• infer the connotative meaning of the text</li> <li>• cite evidence used in support of inferences</li> <li>• support claims using reason and insight</li> <li>• identify cultural context</li> <li>• identify and respond to philosophical assumptions and basic beliefs underlying selected text</li> </ul>
<b>STANDARD 2:</b> Determine two or more themes or central ideas of a text, including those by and about peoples of diverse backgrounds, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
<b>Anchor Standard 2 for Reading:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
<b>Students need to understand the meaning of...</b>	<b>Students will learn...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• theme</li> <li>• interaction</li> <li>• complex</li> <li>• development</li> <li>• inference</li> <li>• claim</li> <li>• explicit</li> </ul>	<ul style="list-style-type: none"> <li>• familiarity with various cultural materials</li> <li>• to identify key ideas within text</li> <li>• the difference between fact and claim</li> <li>• how to make logical inferences</li> <li>• strategies for critical examination of text (close reading)</li> <li>• to create a theme statement based on</li> </ul>	<ul style="list-style-type: none"> <li>• communicate how history, culture, gender, and genre influence and give meaning to personal, social, and cultural issues and responsibilities</li> <li>• recognize, analyze, and articulate how language and literary elements enhance meaning and convey power to impact an</li> </ul>

<ul style="list-style-type: none"> <li>• implicit</li> <li>• evidence</li> <li>• analysis</li> <li>• connotation</li> <li>• denotation</li> <li>• figurative</li> <li>• literal</li> <li>• ambiguity</li> <li>• culture</li> <li>• context</li> <li>•</li> </ul>	<p>the central idea</p> <ul style="list-style-type: none"> <li>• to support theme statement using details from the entire text</li> <li>• to summarize an entire text</li> <li>• ideas presented in the text are important to facilitate understanding of authors' perspectives on the human or societal condition</li> <li>• universal themes endure cross-cultural and transcend time, place, and genre</li> </ul>	<p>individual and/or society</p> <ul style="list-style-type: none"> <li>• use new information and existing knowledge to infer and make connections within textual and non-textual works</li> </ul>
<p><b>STANDARD 3:</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>		
<p><b>Anchor Standard 3 for Reading:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• characterization, direct and indirect</li> <li>• setting</li> <li>• conflict</li> <li>• structure of plot (exposition, rising action, turning point, climax, falling action, denouement)</li> <li>• irony</li> <li>• allusion</li> <li>• satire</li> <li>• symbolism</li> <li>• syntax</li> <li>• theme</li> <li>• point of view</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• authors choose literary elements purposefully</li> <li>• components of character, plot, and setting work to create a unified whole</li> <li>• authors' choices impact individual readers differently</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify key literary elements</li> <li>• infer how literary elements work together to contribute to and create meaning</li> <li>• analyze and discuss the structure of text</li> <li>• discuss the effectiveness or ineffectiveness of author's literary choices</li> </ul>

**CRAFT AND STRUCTURE**

**STANDARD 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.)

**Anchor Standard 4 for Reading:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• connotation/denotation</li> <li>• tone (formal, informal)</li> <li>• style</li> <li>• metaphor</li> <li>• simile</li> <li>• symbol</li> <li>• imagery</li> <li>• allusion</li> <li>• alliteration</li> <li>• onomatopoeia</li> <li>• personification</li> <li>• characterization</li> <li>• assonance</li> <li>• diction</li> <li>• phrases and clauses</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• authors use figurative language for effect</li> <li>• different figurative devices impact connotative meaning</li> <li>• words may have various connotative meanings, depending on the reader’s prior experiences</li> <li>• diction and syntax impact tone</li> <li>• syntax impacts meaning</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• utilize language in creative and innovative ways</li> <li>• identify figurative devices and how they work</li> <li>• analyze tone through diction and structure</li> <li>• identify how syntax impacts meaning</li> </ul>
---	--	--

**STANDARD 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.

**Anchor Standard 5 for Reading:** Analyze the structure of text, 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.

<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• time manipulation (e.g., foreshadowing, flashbacks, pacing)</li> <li>• literary effects (e.g., mystery, tension, surprise)</li> <li>• clause (subordinate, coordinate, dependent, and independent)</li> <li>• resolution (comedic or tragic)</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• author’s intentionally choose how/when to begin and end a text</li> <li>• author’s retain creative license while establishing a comedic or tragic resolution</li> <li>• text’s sections, chapters, paragraphs, and sentences contribute to its overall</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify the structure of a text (essay, letter, poem)</li> <li>• analyze an author’s choice of structure (sequence, cause and effect, etc.) and how it impacts meaning</li> <li>• identify the type of resolution within the text</li> <li>• understand how part of a text relates to the</li> </ul>
--	---	--

<ul style="list-style-type: none"> <li>• aesthetic impact</li> <li>• narrative types (poem, essay, letter, short story, novel, etc.)</li> <li>• narrative structure (stanza, paragraph, introduction, conclusion)</li> <li>• plot devices (i.e., en media res, deus ex machina)</li> </ul>	<p>structure</p> <ul style="list-style-type: none"> <li>• text’s sections, chapters, paragraphs, and sentences contribute to its overall meaning</li> <li>• author’s purpose dictates structure and structure dictates purpose</li> </ul>	<p>whole meaning</p>
<p><b>STANDARD 6:</b> 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) within diverse cultural contexts.</p>		
<p><b>Anchor Standard 6 for Reading:</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>		
<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• satire</li> <li>• sarcasm</li> <li>• irony</li> <li>• understatement</li> <li>• diversity</li> <li>• inference</li> <li>• point of view (1st, 2nd, 3rd, limited, omniscient)</li> <li>• culture</li> <li>• inference</li> <li>• connotation</li> <li>• author’s background (including belief system)</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• what author’s directly state in texts may differ from what they actually mean</li> <li>• point of view can be affected by the author’s background</li> <li>• literary devices such as satire, sarcasm, irony, and understatement guide inference and provide insight into a text’s meaning</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• make inferences about the impact of an author’s background on purpose and point of view</li> <li>• make inferences about an author’s objectivity and subjectivity</li> <li>• make inferences about a narrator’s objectivity and subjectivity</li> <li>• assess how point of view or purpose shapes the content and style of a text</li> </ul>

INTEGRATION OF KNOWLEDGE AND IDEAS		
<p><b>STANDARD 7:</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry) including diverse cultural and ethnic perspectives, evaluating how each version interprets the source text.</p>		
<p><b>Anchor Standard 7 for Reading:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>artistic medium</li> <li>oral tradition</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>there are multiple interpretations of a text</li> <li>each medium allows for enhanced interpretations of a text</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>integrate various artistic mediums into their interpretation of a text</li> <li>integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</li> </ul>
<p><b>STANDARD 8:</b> (not applicable to literature)</p>		
<p><b>Anchor Standard 8 for Reading:</b> 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.</p>		
<p><i>(not applicable to literature)</i></p>	<p><i>(not applicable to literature)</i></p>	<p><i>(not applicable to literature)</i></p>
<p><b>STANDARD 9:</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including works from diverse cultural and ethnic perspectives, including how two or more texts from the same period treat similar themes or topics.</p>		
<p><b>Anchor Standard 9 for Reading:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.</p>		
<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>theme</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>two or more texts from the same period treat similar themes differently</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>interpret eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature</li> <li>analyze how two or more texts from the same time period represent similar themes or topics</li> </ul>

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

**STANDARD 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. 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.

**Anchor Standard 10 for Reading:** Read and comprehend complex literary and informational text independently and proficiently.

<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• metacognition</li> <li>• active vs. passive reading</li> <li>• comprehension</li> <li>• complexity</li> <li>• lexile</li> <li>• proficiency</li> <li>• independence</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• familiarity with a variety of genres: story, drama, poetry, novel</li> <li>• practice with self-monitoring and self-adjustment</li> <li>• strategies for active reading</li> <li>• familiarity with the metacognitive process</li> <li>• reading and comprehending require the application of multiple strategies</li> <li>• active reading and comprehension of complex texts requires self-monitoring and self-adjustment</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• read independently and comprehend proficiently the complex texts within the indicated lexile band</li> <li>• practice with self-monitoring and self-adjustment</li> <li>• utilize strategies for active reading</li> <li>• demonstrate awareness of their own thinking</li> </ul>
---	--	--