

**KEY IDEAS AND DETAILS**

**STANDARD 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Anchor Standard 1 for Reading:** 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.

<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• inference</li> <li>• evidence</li> <li>• claim</li> <li>• fact</li> <li>• analyze</li> <li>• explicit/implicit</li> <li>• interpret</li> <li>• citation</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• that authors use both implicit and explicit methods to convey meaning</li> <li>• that to achieve complete understanding readers must examine implicit and explicit meaning</li> <li>• that strong textual evidence, both implicit and explicit, is needed to adequately support analysis</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• distinguish a fact from a claim</li> <li>• use details from text to support a claim</li> <li>• construct meaning from textual evidence and logical inferences</li> <li>• cite materials</li> </ul>
---	---	---

**STANDARD 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.

**Anchor Standard 2 for Reading:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• theme</li> <li>• objective</li> <li>• summary</li> <li>• detail</li> <li>• setting</li> <li>• plot</li> <li>• analyze</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• that a theme is not a one-word topic, but an insight or generalization about life or people</li> <li>• that a theme develops over the course of a text</li> <li>• that texts can have more than one valid interpretation of the theme</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• distinguish significant details from minor details</li> <li>• distinguish relevant from irrelevant details</li> <li>• create a theme statement based on the central idea</li> <li>• support a theme statement using details from the entire text</li> <li>• articulate how an author introduces concepts related to the theme or the theme itself (e.g., through personal experience, examples, hypotheticals, stats, etc.)</li> <li>• paraphrase the ideas of others</li> <li>• summarize portions of a text</li> <li>• summarize an entire text</li> </ul>
---	--	---

**STANDARD 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.

**Anchor Standard 3 for Reading:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Students need to understand the meaning of...**

- character
- plot
- theme
- external conflict
- internal conflict
- dynamic/round character
- static/flat character
- direct characterization
- indirect characterization (e.g., appearance, dialogue, actions, thoughts, etc.)
- motivation
- foil

**Students will learn...**

- that characterization advances plot and theme
- that exploring characterization requires the use of multiple perspectives

**Students will be able to...**

- use multiple perspectives to analyze characters
- discuss the relationship between characters and theme or plot
- construct meaning from the juxtaposition of characters' appearances, attitudes and behaviors
- analyze how and why an author reveals characteristics
- identify the origin/cause of conflict and explain how it develops the theme and plot

<b>CRAFT AND STRUCTURE</b>		
<p><b>STANDARD 4:</b> 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).</p>		
<p><b>Anchor Standard 4 for Reading:</b> 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>		
<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• figurative language</li> <li>• connotation/denotation</li> <li>• tone</li> <li>• formal and informal tone</li> <li>• diction</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• the effect of word choice on tone and meaning</li> <li>• that cultural differences impact meaning and tone</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• articulate the effect of figurative, denotative, and connotative word choices</li> <li>• determine author's tone, using author's word choices to support claim</li> </ul>
<p><b>STANDARD 5:</b> 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.</p>		
<p><b>Anchor Standard 5 for Reading:</b> 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>		
<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• elements of plot</li> <li>• conflict</li> <li>• flashback</li> <li>• parallel plots (e.g., vignette)</li> <li>• pacing</li> <li>• chronological, sequence</li> <li>• suspense, mystery, intrigue, tension</li> <li>• foreshadowing</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• authors make purposeful choices in structuring text</li> <li>• structure of a text affects the reader's experience</li> <li>• time in a text can be manipulated for a purpose</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify author's structural choices in a text</li> <li>• articulate impact of structural choices and how they are connected</li> <li>• create a timeline of events and time sequences</li> </ul>
<p><b>STANDARD 6:</b> 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.</p>		
<p><b>Anchor Standard 6 for Reading:</b> Assess how point of view or purpose shapes the content and style of a text.</p>		
<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• point of view</li> <li>• author's voice</li> <li>• social mores</li> <li>• cultural orientation</li> <li>• cultural identity</li> <li>• cultural diversity</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• a character's or author's cultural background shapes the content and style of text</li> <li>• unique cultural perspectives have value</li> <li>• that culture is dynamic and broader than racial identity</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• use world literature to analyze a particular point of view or cultural experience</li> <li>• Explain how culture influences an author's choices, such as character actions, settings, point of view and social mores</li> </ul>

**INTEGRATION OF KNOWLEDGE AND IDEAS**

**STANDARD 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 Landscape with the Fall of Icarus).

**Anchor Standard 7 for Reading:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> <li>• juxtapose</li> <li>• author’s purpose</li> <li>• media types/sources</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• how and why authors express similar ideas in different ways</li> <li>• the impact of specific inclusions, modifications and omissions when incorporating or adapting others’ work</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• compare and contrast the representation of characters, dramatic and literary elements and events from a text within varied genres (e.g., <i>Romeo and Juliet</i> – original play vs. 1968 Franco Zeffirelli movie adaptation vs. 1998 Baz Lurhmann movie adaptation)</li> <li>• compare and contrast the representation of characters, dramatic and literary elements and events between a text and a subsequent adaptation (e.g., <i>Romeo and Juliet</i> vs. <i>West Side Story</i>)</li> </ul>
---	--	--

**STANDARD 8:** (not applicable to literature)

**Anchor Standard 8 for Reading:** 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.

<i>(not applicable to literature)</i>	<i>(not applicable to literature)</i>	<i>(not applicable to literature)</i>
---------------------------------------	---------------------------------------	---------------------------------------

**STANDARD 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).

**Anchor Standard 9 for Reading:** 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><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• allusion</li> <li>• author’s purpose</li> <li>• audience</li> </ul>	<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• that author’s use the ideas and impact of others to advance their own ideas</li> <li>• that author’s draw on knowledge from contemporaries and predecessors when creating</li> <li>• that an author’s intended audience and point of view can be explored by analyzing his/her word choices</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify allusions and explain their purpose and effect</li> <li>• explain how allusions reveal an author’s intended audience</li> <li>• identify the use of, purpose of, and effect of the inclusion of an outside source within the context of another text</li> </ul>
--	--	---

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

**STANDARD 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. 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.

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

<p><b>Students need to understand the meaning of...</b></p> <ul style="list-style-type: none"> <li>• fiction genres (e.g., short story, drama, poetry, novel)</li> <li>• self-monitoring and self-adjustment</li> <li>• strategies for active reading</li> <li>• metacognitive process</li> <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>• that reading and comprehending require the application of multiple strategies</li> <li>• that 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>• independently read and proficiently comprehend a variety of literary nonfiction pieces 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>
--	---	--