GRADES 9-10: Literary Reading Standard 1

College and Career Readiness (CCR): 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.		
Grades 8: Cite textual evidence *that most strongly* supports an analysis of what the text says explicitly as well as inferences from the text.	**Grades 9-10: Cite *strong and thorough* textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**Grade 11-12:** 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.*
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Make, test and revise predictions as they read • Make inferences about content, concrete ideas and author's decisions in a text • Identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text • Differentiate between strong and weak textual support • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read • Make critical or analytical judgments to make generalizations • Create self-motivated interpretations of text that are adapted during and after reading • Draw conclusions about characters and events in a text and identify how author's choices affect theme • Identify how author's choices affect central ideas • Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis • Analyze connections between self and literary themes • Cite *strong and thorough* textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	• Literature • Specific textual evidence • Close reading • Explicit detail • Logical inferences • Characteristics of an analysis • Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used) • Critical/analytical judgment • Concrete/abstract • Generalization	Use questions and prompts such as: • What happens in this story, play, or poem? • Which specific details are most important to mention? • What is the setting (time, place, atmosphere)? • Who is involved? What do they say, do, think, and feel? • How specific and detailed is the evidence drawn from the text?

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Literature: Stories, Drama, & Poetry
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GRADES 9/10: Literary Reading Standard 2

College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Grade 8: 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.	**Grade 9-10: Determine a theme or central idea of a text and analyze in details 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.**	**Grade 11-12:** Determine two or more themes or central ideas of a text and analyze in detail 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.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Determine a theme or central idea of a text • Analyze how authors reveal, shape, and refine a theme or convey the central idea, utilizing specific details. • Formulate an objective summary • Determine a theme or central idea of a text and analyze in details 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	• Literary analysis • Central idea/Theme • The purposes of and relationships between main ideas and supporting details in literary text (e.g., timing of appearance, relationship) • Accurate and objective summary	Use questions and prompts such as: • How do I trace the development of theme over time including the connection to the character(s), setting(s), and plot(s)? • Do I need an organizer? If so, what will it graphically represent? • What does the author say about this idea over the course of the text? • What details contribute most to the major theme at different junctures? • Identify additional details that shaped the theme or central idea. • What details are so integral they must be included in a summary?

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GRADES 9/10: Literary Reading Standard 3

College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Grade 8: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**Grade 9-10: 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.**	**Grade 11-12:** Analyze a complex set of ideas or sequence of events 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).

Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
- Describe or graphically represent how the author develops a character, including what motivates a character - Examine and analyze how conflicting motivations shape a character and his interactions, decisions, and actions in a story or drama - Explain how authors' choices about diction, tone, imagery, organization/ presentation of information influence the readers' understandings of the characters and their motivations - 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.	- Analyze (e.g., text-supported explanation of who, what, why and how) - Simple vs complex characters - Conflicting motivations - Connection between elements in a story or drama (setting, organization of plot, character details and development, etc.) - Choices authors make regarding character, setting, plot, imagery, etc.	Use questions and prompts such as: - Which characters are most important and complex? - What do the main characters want and why do they want it? What do these desires tell us about them? - How do the characters evolve over the course of the story? - What effect does a character's actions or changes have on other key characters?

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GRADES 9/10: Literary Reading Standard 4

College and Career Ready (CCR): 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.

Grade 8: 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.	Grade 9-10: 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).	Grade 11-12: 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.)
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and use genre-specific terms to explain author's language choices • Identify and interpret figurative language and literary devices • Explain how figurative language and literary devices enhance and extend meaning • Explain the impact of specific language choices by the author • Explain how authors use language choices to create an effect • Analyze how specific language choices have a cumulative effect on meaning and tone in literary texts • 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	• Literary text • Context clues • Literal/ Denotative meaning • Genre-specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section) • Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, idiom) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions) • Mood • Formal and informal tone	Use questions and prompts such as: • Which words/phrases contribute the most to the meaning in the text? • How does the context affect the meaning of specific words/phrases? • Does the author use these words literally or figuratively and how does this shape the reader's understanding? • How do the different words contribute to the author's tone? • How does the author's choice of words affect the meaning of the text?

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GRADES 9/10: Literary Reading Standard 5

College and Career Ready (CCR): 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.		

| **Grade 8:** 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. | **Grade 9-10:** 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. | **Grade 11-12:** 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. |

Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
- Identify organizational structures (e.g., flashback, foreshadowing, pacing) of literary text - Analyze the relationship between organization and development of ideas/meaning of literary text - Analyze the relationship between form/structure and meaning in literary text - 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	- Author's Choices - Text structures related to literary text (e.g., chapter, scene, stanza, parallel plots, pacing, flashback, foreshadowing) - Structural elements/forms of poems (e.g., line, stanza, rhyme, verse, rhythm, meter, soliloquy, sonnet) - Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) - Elements of style (e.g., tone, word choice, sentence structure) - Mood and tone (e.g., mystery/suspense, tension, surprise)	Use questions and prompts such as: - Why did the author use or put a particular sentence or section in a certain place and what is the overall effect of that placement? - How does the author order the events and what effect does that order have on theme? - How does the author use techniques such as flashbacks, parallel plots, or nonlinear-episodic narratives to create such effects as mystery, tension, or surprise? - How is time, location, mood, or purpose affected by the author's arrangement of events, details, or time? - How does the author structure the story, poem, or play—and to what end? - How might the story change if --- (structural element) were changed?

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GRADES 9/10: Literary Reading Standard 6

College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.		
Grade 8: 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.	**Grade 9-10:** 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.	**Grade 11-12:** 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).
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Identify particular viewpoints or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • Identify the influence of cultural experiences on author's viewpoint • Identify the text details that reflect cultural experiences and perspectives • Analyze the author's overall purpose for writing a text • Analyze how the author's purposes shape the content • Evaluate the impact of an author's use of point of view (e.g.; first vs. third, limited vs. omniscient and subjective vs. objective) on the reader. • Contrast the viewpoints of the character and those of the audience/reader • Analyze a particular viewpoint or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	• Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text • Point of view (omniscient, first-person, third-person limited) • Author's viewpoint, perspective, focus, attitude, bias, tone • Speaker/narrator vs author • Cultural experiences and influences • Audience • Elements of style (e.g., word choice, figures of speech) • Subjectivity/Objectivity • Dramatic effect	Use questions and prompts such as: • What is the origin of the piece of literature? How would you describe the culture? • What values and beliefs motivate the narrator and how are those values and beliefs part of his cultural experience? • How are the customs and cultural experiences in the work different from those of the reader? • What point of view is presented? • How does cultural experience influence or shape the viewpoint presented by the author? • How might the text be different if it were written from the perspective of another culture?

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GRADES 9/10: Literary Reading Standard 7

College and Career Ready (CCR): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Grade 8: 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.	Grade 9-10: 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*).	Grade 11-12: 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.) .
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Analyze subject/key scene representation • Compare and contrast the representation of the same subject or key scenes in two different artistic media • Understand various types of artistic mediums • Recognize emphasis (or lack thereof) in more than one treatment of a subject or key scene • Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment	• Key scene • Artistic media (e.g., music, sculpture, dance, poetry, graffiti, paintings) • Subject • Theme/central idea • Author's choices (e.g., audience, word choice, text structure, style, mood, tone) • Author's intention/purpose (e.g., to reveal a dilemma, to promote self-reflection, to draw attention to an issue or event, to predict the future, to understand the past)	Use questions and prompts such as: • What is the subject, or key scene, represented in each piece? • How does the artist's treatment of the subject or scene compare with the writer's? • Which elements-words, color, texture, video, or mixed media- does the author or artist use to emphasize some aspect of the story or character portrayed? What is not included?

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GRADES 9/10: Literary Reading Standard 9

College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Grade 8: 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.	**Grade 9-10: 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).**	**Grade 11-12:** 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.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Recognize common allusions • Identify source material which appears in a newer text • Analyze how an author draws on and transforms source material in a specific work • Explain the transformation of source material in the newer text	• Allusions • Source material • Text-to-text connections	Question Stems and Prompts • What is the theme or topic? • What source material did the author use? • How does the work build upon the original? • How did the author treat the theme or topic? • Which early or original source does the author draw on? • Why did the author choose that story from [Ovid, Shakespeare, the Bible, or some other established source]? • How are the source story and its modern adaptation similar or different? • How was the theme/topic transformed from the original by the author?

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