

Common Core State Standards Reading: Literature - High School	Learning Targets	How I teach/reinforce this standard	How I assess this standard
Key Ideas and Details	Source: <i>QualityInstruction.org</i>		
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.		
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.	I can analyze plot to determine a theme (author’s overall message). I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.		
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.	I can analyze how complex characters develop over the course of the text. I can analyze how characters develop through their interactions with others. I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.		
Craft and Structure			
4. Determine the meaning of words and phrases as they are used in a 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).	I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). I can analyze how specific word choices build upon one another to create a cumulative (collective) impact on the overall meaning and tone of text.		

Common Core State Standards Reading: Literature - High School	Learning Targets	How I teach/reinforce this standard	How I assess this standard
Craft and Structure			
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.	I can analyze a text and determine why an author chose to present his/her text using a particular structure. I can analyze a text and determine how an author manipulates time (e.g., flashback – When a character recalls an experience that occurred in the past). I can analyze how an author’s choice of text structure creates such effects as mystery, tension, or surprise.		
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.	I can explain how the point of view or cultural experience found in various works of world literature differs from works of literature written in the United States.		
Integration of Knowledge and Ideas			
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 “Musee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	I can identify a subject or a key scene that is portrayed in two different artistic mediums (e.g., poetry, painting, drama). I can analyze the impact of a particular subject or key scene from another artistic medium.		
8. (Not applicable to literature)			
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).	I can analyze how authors interpret and transform themes, events, topics, etc. from source material. I can critique various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.		