**GRADES 9-10-Key Ideas and Details**

**Literary Reading Standard 1**

|  |  |  |
| --- | --- | --- |
| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1):** 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. | | |
| **CCSS – Grade Specific Reading Standard 1 (Literary)** | | |
| **Grade 8:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | **Grade 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.** | **Grades 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. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural ,Application**  **and Extended Thinking)** |
| * Textual evidence/text support * Content/abstract idea * Author’s decisions (e.g., word choice, point of view, literary elements, tone, style) * Critical/analytical judgments * Generalizations * Background knowledge * Explicitly stated information * Conclusion * Theme   Additional at Grade 10   * Author’s decisions (notes to readers) * Rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) | * Authors include key details in literary texts which can help a reader ask and answer questions. * Good readers use strong textual evidence, connections to their own lives, and their background knowledge to make inferences about what they read and to draw conclusions. * Good readers respond to a variety of texts by drawing conclusions and citing textual evidence to *show* an understanding of what they read and how it connects to their lives. | * 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   **Additional at grade 10:**   * Identify rhetorical strategies used by an author in a text * Analyze an author’s choice of rhetorical strategies * Explain an author’s use of rhetorical strategies with strong and thorough evidence from the text |
| **CCSS- Grade Specific Reading Standard 10 (Grade 9)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 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. | | |

**GRADE 9-10- Key Ideas and Details**

**Literary Reading Standard 2**

|  |  |  |
| --- | --- | --- |
| **College and Career Ready (CCR) Anchor Reading Standard (2):**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | |
| **CCSS – Grade Level Reading Standard 2 (Literary)** | | |
| **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. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary texts * How to analyze * Central/main idea * Theme * The purposes of and relationships between main ideas and supporting details in literary text (e.g., timing of appearance, relationship) * Characteristics of an effective summary for literary texts (e.g., objective vs. subjective) | * Authors of literary texts include details that help the reader analyze how the theme or central ideas develop, emerge, and are shaped and refined. * Good readers develop effective summaries that are objective and include the central ideas of the text. | * Describe or graphically represent the relationship between central ideas and specific details. * 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. * Create an objective summary (excluding personal opinions) * 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 |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 9)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 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. | | |

**GRADE 9-10-Key Ideas and Details**

**Literary Reading Standard 3**

|  |  |  |
| --- | --- | --- |
| **College and Career Ready (CCR) Anchor Reading Standard (3):**  Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | |
| **CCSS – Grade Level Reading Standard 3 (Literary)** | | |
| **Grade 8:** 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. | **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 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). |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary texts * How to analyze * Story Elements * Plot (e.g., rising action, falling action, flashback, foreshadowing, climax/ turning point, resolution, denouement) * Episodes * Conflicts (e.g., man vs. man, man vs. nature) * Character types (e.g., flat/round, static/ dynamic) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain, foil, archetype) * Setting (time, place, context) * Dialogue (e.g., direct, indirect) * Mood and tone * Theme * Drama Elements * Episodes * Acts * Scenes * Dialogue (e.g., aside, monologue, dialogue) * Character actions, feelings, words, and implied motivations | * Authors create complex literary characters to advance the plot or develop the theme of a text. * Rich and complex literary themes result from authors’ purposeful choices for literary elements * Good readers understand how characters evolve over the course of a text. | * Differentiate among complex or multi-dimensional character types and roles within a story or drama * Identify multiple and/or conflicting motivations of complex characters * Explain what specific lines of dialogue reveal about characters * Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society) * Explain (tell, write, or graphically represent) how characters, events, setting, and plot elements interact to create/ show mood and tone and theme * Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 9)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 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. | | |

**GRADE 9-10-Craft and Structure**

**Literary Reading Standard 4**

|  |  |  |
| --- | --- | --- |
| **College and Career Ready (CCR) Anchor Reading Standard (4):**  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. | | |
| **CCSS – Grade Level Reading Standard 4 (Literary)** | | |
| **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.) |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary text * How to analyze * Word/language choices * Context clues * Literal/ Denotative meaning * Connotative 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 * Tone | * Authors make purposeful choices to achieve an intended effect within text(s). * Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s). | * 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 |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 9)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 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. | | |

**GRADE 9-10-Craft and Structure**

**Literary Reading Standard 5**

|  |  |  |
| --- | --- | --- |
| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** 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. | | |
| **CCSS – Grade Level Reading Standard 5 (Literary)** | | |
| **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. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Literary text * How to analyze * Author’s Choices * Patterns of organization (e.g., sequence, chronological order, description, comparison, problem/solution, simple cause/effect, conflict/resolution) * Ordering events (e.g., parallel plots) * Manipulating time (e.g., pacing, flashbacks)) * Elements of style (e.g., tone, word choice, sentence structure) * Mood and tone (e.g., mystery/suspense, tension, surprise) | * Authors make choices that create mood and tone (e.g., how to structure a text, order events within it, and manipulate time) * Good readers | * Analyze the relationship between text organization and development of ideas * Analyze the relationship between form/structure and meaning in text * Identify organizational structures (e.g., flashback, foreshadowing, pacing) * 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. |
| **CCSS- Grade Specific Reading Standard 10 (Grade 9)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 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. | | |

**GRADE 9-10-Craft and Structure**

**Literary Reading Standard 6**

|  |  |  |
| --- | --- | --- |
| **College and Career Ready (CCR) Anchor Literary Reading Standard (6):**  Assess how point of view or purpose shapes the content and style of a text. | | |
| **CCSS – Grade Level Reading Standard 6 (Literary)** | | |
| **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.** | **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). |
| **Know**  **(factual)** | **Understand**  **(conceptual)** | **Do**  **(procedural & application)** |
| * Literary text(s) * How to analyze * 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 view point, perspective, focus, attitude, bias * Speaker/Narrator * Cultural experiences and influences * Audience * Elements of style (e.g., word choice, figures of speech) * Tone * Subjectivity/Objectivity * View point/Attitude | * An author’s decisions about developing a perspective/point of view are influenced by both the readers and author’s background knowledge and experience, including cultural differences. * Good readers identify point of view or cultural experience that is reflected in literary text(s). | * Identify particular view points or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. * 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       * Analyze how point of view affects a literary text * 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. * Analyze a particular view point or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| **CCSS- Grade Specific Reading Standard 10 (Grade 9)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 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. | | |

**GRADES 9-10- Integration of Knowledge and Ideas**

**Literary Reading Standard 7**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse media and formats, including visually and  quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Literary)** | | | | |
| **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.) |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * How to analyze * Compare * Contrast * Artistic media (e.g., music, sculpture, dance, poetry, graffiti, paintings) * 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) * Subject * Key scene | | * Authors/artists make unique choices to convey meaning to their audience(s). * Good readers’ and viewers’ understanding of an artistic media is influenced by the unique choices the authors and artists make. | * Compare and contrast the representation of the same subject or key scenes in two different artistic media * 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 more than one artistic media | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 9)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 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. | | | | |

**There isn’t a Standard 8 for Literature Reading.**

**GRADES 9-10- Integration of Knowledge and Ideas**

**Literary Reading Standard 9**

|  |  |  |
| --- | --- | --- |
| **College and Career Ready (CCR) Anchor Reading Standard (9):**  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | |
| **CCSS – Grade Level Reading Standard 9 (Literary)** | | |
| **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. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * How to analyze * Theme * Allusions * Source material * Text-to-text connections | * Authors often draw on and transform source material to create a new text. * Good readers better understand works of fiction when they make connections to source material. | * 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 |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 9)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 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. | | |