**GRADES 11-12-Key Ideas and Details**

**Literary Reading Standard 1**

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| **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)** | | | |
| **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. | | **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 support * Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, 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 and draw conclusions about what they read. * 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, abstract ideas and events in a text and identify author’s decisions * Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text. * Identify how author’s choices affect central ideas * Analyze texts to make generalizations * Differentiate between strong and weak textual support * Use the combination of background knowledge, explicitly stated information, and connections from the text to answer questions they have as they read * Make critical or analytical judgments to make generalizations * Analyze what text says explicitly as well as inferentially and cite textual evidence to support the analysis * Determine where a text leaves matters uncertain * Make connections between conclusions they draw and other beliefs or knowledge * Make critical or analytical judgments about what they read * Create interpretations of text that are adapted as they continue to read and after they read * Create self-motivated interpretations of text where the text leaves matters uncertain. * Analyze connections between self and literary themes * 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 * 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 * 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 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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. | | | |

**GRADE 11-12-- Key Ideas and Details**

**Literary Reading Standard 2**

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| **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 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 * How to summarize * Central/main idea * Theme * Difference between central ideas and supporting details in a story * 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 create multiple themes that interact with and build on one another to create a complex text that requires sophisticated analysis. * 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 * Identify two or more themes or central ideas that interact and build on one another * Analyze the development of two or more themes or central ideas over the course of the text, examining how they interact and build on one another to produce a complex account * Create an objective summary (excluding personal opinions) * Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas |

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| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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. |

**GRADE 11-12-Key Ideas and Details**

**Literary Reading Standard 3**

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| **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 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 * Exposition and narration * Drama Elements * Episodes * Acts * Scenes * Dialogue (e.g., aside, monologue, dialogue, exposition and narration) * Character actions, feelings, words, and implied motivations | * An author makes intentional choices about the development and interaction of story/drama elements to impact readers in a certain way. * Good readers recognize that the choices an author makes about literary texts effect the outcome of the 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 or narration/exposition reveal about characters * Analyze (tell, write, or graphically represent) how characters, events, setting, and plot elements interact to create/ develop mood and tone and develop theme * Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme * Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama * Analyze how and why individuals, events, and ideas develop and interact over the course of a text |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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. | | | |

**GRADE 11-12--Craft and Structure**

**Literary Reading Standard 4**

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| **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 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 aesthetic * 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 * 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 * 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 |
| **Range of Reading and Level of Text Complexity CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)** 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. | | | |

**GRADE 11-12-Craft and Structure**

**Literary Reading Standard 5**

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| **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 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 * Various patterns of organization: sequence/chronological order, description, comparison, problem/ solution, simple cause/effect, conflict/resolution * Resolutions (e.g., comedic, tragic) * Aesthetic impact | * Authors’ choices of text structure control the message and the appeal of the text to the reader. * The structure of a text (sentence choices, paragraphs, etc.) contributes to the function/purpose of the text. * Text structures help the writer chunk and organize the information so readers can deconstruct the text. | | * Analyze the relationship between text organization and development of ideas * Analyze the relationship between form/structure and meaning in text * Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact * Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole |
| **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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 | | | |

**GRADE 11-12--Craft and Structure**

**Literary Reading Standard 6**

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| **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 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) * 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) * Perspective * Author’s view point/perspective, focus, attitude, bias * Audience * Cultural awareness * Elements of style (e.g., word choice, figures of speech, satire, sarcasm, irony, understatement * Tone * Subjectivity/Objectivity * Text Evidence * Explicit vs. inferred message * Satire and parody | * Understanding the point of view of a text sometimes requires that a reader distinguish between what the text directly states and what it really means. * An author’s purpose for writing a piece of text affects the choices he/she makes in shaping the text. | | * Distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, parody, irony, or understatement)   + - * Analyze the author’s overall purpose for writing a text       * Analyze how the author’s purpose shape the content       * Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view) * Evaluate the effect of an author’s use of point of view such as first vs. third, limited vs. omniscient and subjective vs. objective on the reader * 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) |
| **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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. | | | |

**GRADES 11-12- Integration of Knowledge and Ideas**

**Literary Reading Standard 7**

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| **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 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 * How to evaluate * Compare * Contrast * Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea) * Genre (e.g., story, drama, poem) * Source/original text * 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) * Versions/mediums of text (e.g., audio, video, live, filmed, staged, multimedia) * Media techniques/tools-Visual (e.g.,. color, lighting, props, costumes, focus, angles in a film) * Media techniques/tools-Oral (e.g., sound, voice inflection ) | * Writers’/directors’/actors’ interpretations of a source text impact the readers’, listeners’, and viewers’ understanding. * Good readers’ and viewers’ understanding of a text is influenced by the unique choices the writers, directors, and actors make. | | * Interpret and analyze the source text * Interpret and analyze multiple versions of the source text * Compare and contrast multiple interpretations of the source text * Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry) * Evaluate how each version interprets the source text * Integrate and evaluate content presented in diverse media and formats, including visually and   quantitatively, as well as in words |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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. | | | |

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

**GRADES 11-12- Integration of Knowledge and Ideas**

**Literary Reading Standard 9**

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| **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 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)** |
| * Use information from texts to demonstrate knowledge * Theme(s) * Topic(s) * Author’s choices (e.g., audience, word choice, text structure, style, mood, tone) * Foundational American literature from the 18th, 19th and early 20th century (See text exemplars in CCSS Appendix B) * Author’s perspective/view point * Text-to-text connections * Author’s intention/purpose (e.g., to reveal a dilemma, to promote self reflection, to draw attention to an issue or event, to understand the past, to promote a perspective) | * Authors’ approaches to themes and topics are influenced by their perspectives and their intentions. * Good readers compare and contrast various texts from the same time period to deepen their understanding of themes and topics. | | * Identify the characteristics of foundational works of American literature * Identify and explain author’s perspective/view point * Identify, cite, and explain textual evidence (examples of author’s choices) which reveal the author’s intentions/purposes * Compare and contrast texts within the same period in terms of the treatment of similar themes and topics (eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature) * Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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. | | | |