

GRADE 11-12 LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

Anchor Standard/ Domain Name: Reading: Literature

Key Ideas and Details R.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.

Standard Text:

RL.11-12.1 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.

Students who can demonstrate understanding can:

- classify textual evidence in order from strongest to weakest and provide a rationale for their decision.
- incorporate evidence they have deemed the strongest and most thorough into written responses to a text dependent question.
- give responses stating where they believe an author is vague or inconclusive and provide several strong pieces of evidence to validate their arguments.
- provide thorough textual evidence to support a claim made about the text.

Vertical Alignment to Previous Grades:

RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1

Vertical Alignment to Future Grades:

Clarification Statement: Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states as well as what the text indirectly states. Also, students use the evidence to support their conclusions about where they find the text to be vague or inconclusive.

Vocabulary for Teacher Development:

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement
- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
- **strong and thorough textual evidence** – evidence that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or claim/set of claims such that no area is left vulnerable to simple counterclaims (thorough)
- **text** – any media that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Anchor Standard/ Domain Name: Reading: Literature

Key Ideas and Details R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard Text:

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex

Students who can demonstrate understanding can:

- list several main concepts from the text and record what the author's opinion might be about that main concept based on the text.
- develop theme statements explaining how the themes interact and build on one another, using examples from the text.

<p>account; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • identify the subjective wording in a summary text. • rewrite a subjective summary using objective language.
<p>Vertical Alignment to Previous Grades: RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement: Students establish two or more themes within a literary text and closely examine how they evolve and work together to create multiple layers of meaning. Using the theme and key details, students summarize the text in an unbiased tone.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • interact – to act in such a manner as to influence another • objective summary – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information • subjective – based on or influenced by personal feelings, tastes, or opinions • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text</p>	
<p>Standard Text: RL.11-12.3. 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).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify the setting, conflicts, characters, and plot order. • track a plot element throughout a text. • find and annotate textual evidence related to a specific story element. • explain the impact a story element had on the text. • explain how changing a story element would change the text and affect its meaning
<p>Vertical Alignment to Previous Grades: RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement: Students examine the effects of the author’s choices in how they create and connects parts of a story or drama in a particular way, such as where he/she chooses to set a story, how he/she orders events, and how he/she introduces and develops characters.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards</p>	
<p>Standard Text: A. Students in Grades 11-12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • describe how a common characteristic serves multiple text, both oral and written. • evaluate how a characteristic varies in nuance across multiple text and analyze its effect on the text as whole.

<p>Vertical Alignment to Previous Grades: 5.A, 6.A, 7.A, 8.A, 9-10.1</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement: Students can analyze and evaluate the common characteristics of literary works across genres. This includes Hispanic and Native American oral and written texts.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • characteristic – a feature or quality belonging typically to a person, place, or thing and serving to identify it • genre – a specific type of composition characterized by similarities in form, style, or subject matter
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards</p>	
<p>Standard Text: B. Students in Grades 11-12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • assess the quality of several pieces of evidence as potential support for claims they have made. • write a response to a text-dependent question, using only pieces of evidence deemed strongest.
<p>Vertical Alignment to Previous Grades: 9-10.2</p> <p>Vertical Alignment to Future Grades: N/A</p>	<p>Clarification Statement: Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states (explicit) as well as what the text indirectly states (implicit). They will do this for a variety of texts written by authors around the world.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • strong and thorough textual evidence – evidence that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or set of claims such that no area is left vulnerable to simple counter-claims (thorough)

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RL.11-12.1, RL.11-12.3 New Mexico State Standard B
Task:	<p>After reading “Luck” by Mark Twain students must answer:</p> <p>The Reverend claims that he is someone who so loves “repose and inaction.” Choose a detail that contradicts his claim and explain what this suggests about the Reverend’s character.</p> <p>A strong student response would include the following:</p> <ul style="list-style-type: none"> • <i>Detail:</i> For someone who enjoys resting, he inserts himself into Scoresby’s training multiple times. This shows us that the clergyman says one thing, but does another which tell us that his character is a hypocrite and/or disingenuous. <p>This text is worthy of students’ time to read/view and also meets the expectations for text complexity at Grades 11-12. The multiple themes, organizational structure, and complex sentence structure make this text most appropriate for grade 11-12.</p>
DOK and Blooms	Level 2, Applying

<p>Possible language objectives aligned to this task:</p>	<ul style="list-style-type: none"> • Students will cite textual evidence to support of what the text says explicitly as well as inferences drawn from the text. • Students will analyze a character’s actions and words to draw conclusions about their character.
<p>Possible Misconceptions:</p>	<ul style="list-style-type: none"> • Students may describe their personal feelings about the Reverend instead of using textual evidence to support their response. • Students may struggle with the word “repose” and will therefore not fully understand the question.

GRADE 11-12 LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

Anchor Standard/ Domain Name: Reading: Literature

Craft and Structure R.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.

Standard Text:

RL.11-12.4 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.)

Students who can demonstrate understanding can:

- read a text with different meanings of a word in mind, paying attention to how the definition changes the meaning and tone.
- choose and explain which meaning of a word they feel best fits the author’s attitude and purpose.
- highlight words in a text that engage the reader in different ways, including words that create vivid imagery or make readers want to read more.

Vertical Alignment to Previous Grades:

RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4

Clarification Statement: Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how particular words and phrases, as well as their multiple interpretations, are used to influence meaning and tone. In addition, students note how these choices are used to captivate the reader.

Vertical Alignment to Future Grades:

Vocabulary for Teacher Development:

- **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole
- **connotative** – the emotions and associations connected to a word
- **figurative** – departing from a literal use of words; metaphorical
- **multiple-meaning words and phrases** – words and phrases that have more than one meaning (e.g., elephant’s trunk/ car trunk)
- **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)

	<ul style="list-style-type: none"> • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.5</u> Analyze the structure of texts, 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>Standard Text: RL.11-12.5 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • discuss how placing an excerpt in varying places changes the text's overall structure, meaning, and effect on the reader. • analyzes how an excerpt of a text contributes to the work's overall structure, meaning, and effect on the reader. • discuss how multiple portions of a text collectively contribute to the work's meaning as a whole.
<p>Vertical Alignment to Previous Grades: RL.1.5, RL.2.5, RL.3.5, RL.4.5, RL.5.5, RL.6.5, RL.7.5, RL.8.5, RL.9-10.5</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement: Students examine how an author crafted a portion of text so that it adds to the structure and meaning of the entire text and influences the reader. Authors' choices include but are not limited to: where to begin or end a story, when to tell a story from shifting viewpoints, or when to provide a comedic or tragic resolution.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • quote what an author says directly and then explain what they think the author truly means. • re-write an excerpt to reflect, based on their analysis, what they believe the author truly means.
<p>Vertical Alignment to Previous Grades: RL.1.6, RL.2.6, RL.3.6, RL.4.6, RL.5.6, RL.6.6, RL.7.6, RL.8.6, RL.9-10.6</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement: Students examine instances where authors, narrators, or characters say one thing, but mean another. Students examine elements (such as irony, sarcasm, satire, unreliable narration and paradox) in the context of an author's work, to discover the author's true perspective and purpose.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • perspective – an attitude toward or outlook on something • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RL.11-12.5, RL.11-12.6
Task:	<p>After reading an excerpt from “Dreaming in Cuban” by Cristina Garcia students must respond to the following prompt:</p> <p>What effect does it have on the reader to end the passage with a question (“How can I tell my grandmother this?”) rather than begin with it? Include evidence from the text in your response.</p> <p>A well supported argument would include some or all of the following ideas:</p> <ul style="list-style-type: none"> • Placing the question at the end allows the narrator to build tension by describing in detail to the reader all the things she has grown to love about Cuba (“I love Havana, its noise and decay and painted ladyness”) • The narrator also allows the reader to first see the strength of the relationship she is building with her grandmother through her grandmother’s sharing of the past (“Abuela gives me a box of letters she wrote to her onetime lover in Spain, but never sent”, “She also gives me a book of poems she’s had since 1930, when she heard García Lorca read at the Principal de la Comedia Theater”) • By placing the question at the end, we first become invested in the narrator’s newly formed relationship with both her grandmother and Havana before finding out she must leave and break the news to her grandmother (“I’m afraid to lose all this. To lose Abuela Celia again.”) which uses situational irony for a strong effect. <p>This text is worthy of students’ time to read/view and also meets the expectations for text complexity at Grades 11-12. This book was also a National Book Award finalist.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will analyze how the author’s choices concerning how to structure specific parts of a text contribute to the overall theme of the text. • Students will find examples of cognates/idioms in a text and analyze the context around their use. • Students will cite textual evidence to support their claim.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may focus on answering the narrator’s questions instead of analyzing its place in the text. • Students may summarize the narrator’s experience versus analyzing.

GRADE 11-12 LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>Standard Text: RL.11-12.7 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.)</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • create and use a list of criteria for comparing several interpretations of a source text. • use a graphic organizer (like a Venn Diagram or T-chart) to compare and contrast the interpretations of the source text and discuss their evaluations of each with partners.
<p>Vertical Alignment to Previous Grades: RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7, RL.6.7, RL.7.7, RL.8.7, RL.9-10.7</p> <p>Vertical Alignment to Future Grades: N/A</p>	<p>Clarification Statement: Students examine several different versions of a single story, drama, or poem (including, where applicable, a translation and original version in students' home language) by comparing and assessing how each version portrays the original text. Versions of a source text include, but are not limited to: a recorded or live production of a play, a recorded novel or poetry, and a piece of visual art.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue • interpretations – explanations or representations of what is obscure or unknown based upon the viewer's/reader's understanding of the information and/or topic; multiple interpretations are often possible based on information provided and the format/medium of presentation
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: RL.11-12.9 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • explain how an author used an element, word, etc. to convey the theme or topic. • discuss and explain the common themes or topics in a group of quotes from foundational works of American literature. • articulate how a text or group of texts is a product of its time period and relate those themes to the social contexts of the time period.
<p>Vertical Alignment to Previous Grades: RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9, RL.6.9, RL.7.9, RL.8.9, RL.9-10.9</p> <p>Vertical Alignment to Future Grades: N/A</p>	<p>Clarification Statement: Students examine how multiple texts from the same time period address the same themes or topics in different ways, and how the authors of these texts choose to develop and represent them.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole

	<ul style="list-style-type: none"> • approaches – the particular decisions an author makes when deciding how to present a topic • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores • topic – the subject or matter being discussed or written about in a text, speech, etc.
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RL.11-12.9
Task:	<p>After reading “The Minister’s Black Veil” by Nathaniel Hawthorne and from “The Pit and the Pendulum” by Edgar Allan Poe students must respond to the following prompt:</p> <p>Choose two quotations, one from each text, that show each author addressing a theme common to both texts. Explain how these quotations show each author addressing a common theme.</p> <p>A well supported argument would include some or all of the following ideas:</p> <ul style="list-style-type: none"> • “Yet perhaps the pale-faced congregation was almost as fearful a sight to the minister as his black veil to them.” (Text 1) Just as the community fears Reverend Hooper, he too fears them. This quotation reveals the theme of the powerful role fear can have in a community, a theme that is shared with Text 2. • “Shortly afterward, I resumed my tour around the prison, and with much toil came at last upon the fragment of the serge.” (Text 2) The narrator is terrified of moving forward. This quotation reveals the theme that fear can play a powerful role in a person’s life. This theme is shared with Text 1. <p>These texts are worthy of students’ time to read/view and also meet the expectations for text complexity at Grades 11-12. The texts display either the complex language and multiple, complex themes appropriate for an 11th/12th grader.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will demonstrate how two or more texts from the same period treat similar themes or topics • Students will explain their choice of evidence.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may choose quotes that show important actions but do not reveal shared themes. • Students may choose appropriate quotes but be unable to clearly explain their choices.

GRADE 11-12 LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

Anchor Standard/ Domain Name: Reading: Literature

Range of Reading and Level of Text Complexity R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Standard Text:

RL.11-12.10 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.

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.

Students who can demonstrate understanding can:

- make connections between the text and their prior knowledge and experiences.
- use a reading strategy (summarizing, note-taking, predicting, plot-mapping, characterization charts, etc.) or keep a purpose in mind to help monitor their comprehension during independent reading.
- demonstrate reading fluency and stamina.
- function as attentive readers: when reading, direct full focus to the text and engage in the annotation of text while reading by circling unfamiliar vocabulary words; highlighting/underlining and labeling literary devices and figurative language; themes, and questions.

Vertical Alignment to Previous Grades:

RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10, RL.6.10, RL.7.10, RL.8.10, RL.9-10.10

Vertical Alignment to Future Grades:

N/A

Clarification Statement: By the end of grade 11, students competently read and understand literature within the 9-10 text complexity band (Lexile: 1185-1385). 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. They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.

Vocabulary for Teacher Development:

- **independently** – on one’s own, without aid from another (such as a teacher)
- **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
- **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself).