

GRADE 9-10 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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students who can demonstrate understanding can:

- identify criteria for strong and thorough textual evidence.
- refer to these criteria to evaluate and check the quality of their evidence.
- select evidence that fits the established criteria and supports their analyses.
- explain the connection between their inferences and textual evidence.

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

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.

Vertical Alignment to Future Grades:

RL.11-12.1

Vocabulary for Teacher Development:

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **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.9-10.2 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.

Students who can demonstrate understanding can:

- choose a variety of topics from a literary work and establish what statement the author is making about these topics in order to determine the section of the text where the theme is most prominent.
- annotate the text to collect evidence on the setting, characters, dialogue, and/or other plot elements that reveal the development of the theme.
- give explanations of how and why a particular theme progresses throughout the text.
- differentiate between significant details about the text and personal reflections.

	<ul style="list-style-type: none"> • write paragraphs summarizing a text with content that is accurate and language that is neutral.
<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</p> <p>Vertical Alignment to Future Grades: RL.11-12.2</p>	<p>Clarification Statement: Students establish a literary text’s theme, trace it throughout the work, and closely examine how it is first introduced, how it progresses, how it evolves, and how it is clarified through key details. Using the theme and key details, students summarize the text in an unbiased manner.</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 • 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 • 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.9-10.3 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify the motivations of a particular character and explain the extent to which the character is complex. • list ways a character changes and describe how the character interacts with and influences other characters. • explain how the character influences the plot or develops the theme.
<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</p> <p>Vertical Alignment to Future Grades: RL.11-12.3</p>	<p>Clarification Statement: Students examine how characters’ multiple traits, personalities, and conflicting motivations evolve throughout the plot. Students also examine how characters react to each other and how their actions propel the story forward or contribute to the theme.</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 • complex character – a character who undergoes important changes as the plot unfolds and has a variety of traits and sides to their personality • interact – to act in such a manner as to influence another • motivation – the reasoning behind a character’s action • plot – the sequence of events in a story, play, movie, etc. • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • theme – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards</p>	
<p>Standard Text:</p>	<p>Students who can demonstrate understanding can:</p>

<p>1. Students in Grades 9-10 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.</p>	<ul style="list-style-type: none"> analyze multiple texts and determine a common characteristic across these texts. describe how a common characteristic serves multiple text, both oral and written.
<p>Vertical Alignment to Previous Grades: 5.A, 6.A, 7.A, 8.A</p> <p>Vertical Alignment to Future Grades: 11-12.1</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:</p> <p>2. Students in Grades 9-10 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"> evaluate evidence on a strength scale from weakest to strongest. assess the quality of several pieces of evidence. write responses to a text-dependent question, using only pieces of evidence deemed strongest.
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades: 11-12.2</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)

<p style="text-align: center;">INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</p>	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RL.9-10.1, RL.9-10.3 New Mexico State Standard B
Task:	<p>After reading an excerpt from “Night” by Elie Wiesel students must:</p> <p>Write an essay in which you explain/analyze the way in which the author reveals how humans often react to threats from those with greater powers. Use evidence from the text to help develop your response.</p> <p>A well supported student response will include:</p> <p><i>Claim:</i></p>

	<p>The author recognized the threat from the Fascist German army as troublesome and knew the actions of the troops would lead to the citizens' downfall. He also recognized the citizens' self-deception as a fault that would prevent the citizens from protecting themselves.</p> <p><i>Textual Evidence:</i></p> <ul style="list-style-type: none"> • The author spoke directly to Moishe the Beadle to understand why he was adamant about the citizens understanding the threat from the Germans. • The author asked his father to move to Palestine to avoid the impending trouble ("I had asked my father to sell everything, to liquidate everything, and to leave."), recognizing the danger his family was facing. • The author recognized the symbolism of the "yellow star" and recognized that his father and the other citizens ignored this symbol as fatal ("Poor Father! Of what then did you die!") • The author stated his understanding that the citizens' false sense of security in the ghetto was nothing more than delusion ("The ghetto was ruled by neither German nor Jew. It was ruled by delusion."). <p>Note: Students may identify other points of view that may be deemed appropriate by the teacher. If student can support another claim with textual evidence and logic, please score appropriately.</p> <p>"Night" by Elie Wiesel is worthy of students' time to read and also meets the expectations for text complexity at Grades 9-10. The text contains challenging vocabulary and has significant knowledge demands.</p>
DOK and Blooms	Level 3, Applying
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students cite evidence to support their claim of the narrator's point view. • Students analyze the author's point of view as it develops over the course of the text. • Students develop vocabulary to understand and utilize the text.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may focus on the community's reaction instead of the author's point of view on the community's reaction. • Students may describe their own point of view toward the Fascist German army instead of making a claim about the author's point of view.

GRADE 9-10 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.9-10.4 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).

Students who can demonstrate understanding can:

- determine the meaning of a word using context clues found before and after keywords in the text.
- explain how a word impacts the overall meaning and tone of a text.
- rewrite a passage by changing key words and phrases to convey a different tone.

<p>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</p> <p>Vertical Alignment to Future Grades: RL.11-12.4</p>	<p>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 are used to influence the overall meaning and tone of the text, such as how they create a formal or informal 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 • 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.”) • 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.9-10.5 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • discuss how an author organizes a text and order events. • create outlines of a text that reflect the overall structure, the order of events, and where time was manipulated. • explain how structural choices create a specific experience for the reader.
<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</p> <p>Vertical Alignment to Future Grades: RL.11-12.5</p>	<p>Clarification Statement: Students examine how an author deliberately organizes a text, sequences events, and utilizes pacing, such as parallel plots and flashbacks, to create a sense of mystery, tension, surprise, etc. for the reader.</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 • event – a thing that happens; an occurrence • 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.9-10.6 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use graphic organizers (such as a cause/effect organizer) to determine how the author’s or character’s perspective affects his/her attitude toward events, characters, ideas, or concepts within the text. • highlight areas in the text that reflect culture and areas where the author, narrator, or character thinks, says, and does and make connections between the two.

<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</p> <p>Vertical Alignment to Future Grades: RL.11-12.6</p>	<p>Clarification Statement: Students examine how an author or character from world literature narrates the text from a particular perspective. Students determine how an author’s or narrator’s culture and experiences influence his/her attitude toward an event, character, idea, or concept within the text.</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
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RL.9-10.4
Task:	<p>After reading an excerpt from “In the Time of the Butterflies” by Julia Alvarez students must answer:</p> <p>How does Alvarez’s use of the word “especially” further develop an idea that she introduces in paragraphs 2–6?</p> <p>A well supported argument would include some or all of the following ideas:</p> <ul style="list-style-type: none"> • Alvarez’s comment that her mother “especially” lived in terror of Trujillo even after his fall. • She recalls her statement in paragraph 2 that “Especially, I imagine my mother’s life.” Alvarez explains in paragraphs 2 and 3 that her mother was sheltered from the truth about Trujillo for a long time because her grandparents were afraid to criticize the regime and because “families such as hers kept their daughters out of the public eye.” • As a result, Alvarez suggests in paragraph 6 that the reality of the dictatorship had a greater impact on her mother than on her father: “Perhaps because she had innocently revered him, my mother was now doubly revolted by this cold-blooded monster.” • The word “especially” in paragraph 20 develops this by suggesting that her mother was more deeply and more lastingly affected by living under Trujillo. <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grade 9-10. “In the Time of the Butterflies” is also a selection of The Big Read, the National Endowment for the Arts’ community-wide reading program, and of “Readers Round Table”.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will analyze the cumulative impact of specific word choices on meaning and tone. • Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may focus on the meaning/connotations they already have for the word “especially” instead of focusing on its use in this text. • Students may struggle to identify the cumulative impact and instead focus on one discreet use of the word “especially”.

GRADE 9-10 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.9-10.7 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 "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • compare and contrast the treatment of a subject or scene in two different artistic mediums. • create side-by-side comparison charts to explain how Medium A and how Medium B address established points of comparison. • discuss the mediums' major similarities and differences with their class.
<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</p> <p>Vertical Alignment to Future Grades: RL.11-12.7</p>	<p>Clarification Statement: Students examine two literary texts in different formats which address the same subject or key scene, such as Auden's "Musée des Beaux Arts" and Breughel's "Landscape with the Fall of Icarus." Students compare the two texts' representations of the subject or key scenes, noting their similarities and differences as well as the parts that were accentuated or omitted to understand the artist's or author's purpose and bias.</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 • artistic medium – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., words, oil paint, etc.)
<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.9-10.9 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).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • compare and contrast a modern character with a mythological character. • discuss how a theme/event/character from a myth has been modernized in a contemporary text. • compare the theme/event/character in a traditional story to the same in a modern work of fiction.
<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</p> <p>Vertical Alignment to Future Grades: RL.11-12.9</p>	<p>Clarification Statement: Students examine how an author borrows or alters content from an original text, such as how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare.</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
<h3 style="color: #008080;">INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</h3>	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RL.9-10.7
Task:	After reading an excerpt from "Julius Caesar" by William Shakespeare and then watching a short video of part of the scene students must answer:

	<p>What aspect of the scene is more apparent in the video than in the written excerpt?</p> <p>A sample strong student response:</p> <ul style="list-style-type: none"> The depth of Antony’s anguish as he delivers his speech. Antony’s facial expressions and body movements convey anguish that is less apparent in the text. <p>This text is worthy of students’ time to read/view and also meets the expectations for text complexity at Grades 9-10. The multiple themes, use of rhetoric and irony, challenging vocabulary and complex sentence structure make this text most appropriate for grade 10.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
Possible Misconceptions:	<ul style="list-style-type: none"> Students may choose Antony’s influence on the crowd which is apparent in the video, but the crowd’s beliefs and behaviors are also clearly evident in the text. Students may select how Caesar was killed and who was responsible, but this is conveyed through the dialogue rather than through actions in the video.

GRADE 9-10 LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Range of Reading and Level of Text Complexity R.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL.9-10.10 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.</p> <p>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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> write a list of predictions they have about the text, chapter, excerpt, etc. based on the text’s title, chapter title, act/scene title, etc. and after independently reading, students confirm or disprove their predictions. use a reading strategy or keep a purpose in mind to help monitor their comprehension during independent reading.
<p>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</p> <p>Vertical Alignment to Future Grades: RL.11-12.10</p>	<p>Clarification Statement: By the end of grade 10, students competently read and understand literature within the 9-10 text complexity band (Lexile: 1050-1335). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> independently – on one’s own, without aid from another (such as a teacher)

	<ul style="list-style-type: none">• 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).
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