

9-12 College and Career Readiness Anchor Standard	Ninth-Tenth		Eleventh-Twelfth	
	STANDARD	UNPACKED	STANDARD	UNPACKED

Key Ideas and Details				
<p><b>CCRA.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.</b></p>	<p>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.</p>	<p>Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between “strong evidence” and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.</p>	<p>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.</p>	<p>As students cite strong and thorough evidence to support their claims, they need to recognize where an author purposely leaves events open-ended or vague or judge where a text is inconclusive.</p> <p>Students are required to find more than one theme or central idea in a text. Many students are accustomed to finding a single controlling idea so this concept might be new to students in the eleventh grade. Once they are able to determine more than a single theme, they also need to understand the inter-relationship between multiple themes and recognize how this creates a richer understanding for the reader. Students should be able to track the development of multiple themes throughout a text.</p> <p>As students examine key ideas and details in a text, they need to understand how an author’s choices when developing a story impact the story as a whole. From choosing a setting to developing a character, students should begin to understand how an author crafts an idea into text and develops story elements into plot.</p>
	<p>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.</p>	<p>As students continue to determine theme in a text, they need to examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings.</p>	<p>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 account; provide an objective summary of the text.</p>	
	<p>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 are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development. Along with recognizing complex</p>	<p>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>	

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		characters, ninth grade students should be able to identify the details that developed characters as complex rather than as static or flat. They should see how the author developed a complex character over the course of the text, consider how the character interacts with others, and begin to recognize how complex characters propel the action in the story or add to the development of a theme. Tenth grade students should work with more complex texts. Building on what they mastered in the ninth grade, these students need to be challenged to complete their analysis with strong textual support and deeper understanding of characterization.		
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**Craft and Structure**

<b>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, figurative, connotative, and symbolic meanings, and analyze how specific word choices shape meaning or tone.</b>	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).	After determining the figurative and connotative meanings of words, students need to consider the significant influence of the author's word choice as a whole on the text's tone or overall understanding. Students are asked to consider how an author crafts the structure of a text to produce a particular effect. Standard RL6 specifies world literature and requires students to examine a particular point of view or cultural experience found in that body of literature. It is important that this is introduced in grade nine and studied more in-depth at grade 10 – using more complex literature and developing a deeper understanding of global perspectives.	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.)	As students continue to determine figurative, connotative, denotative meanings of words and phrases in a text, they should relate the author's word choice to the overall effect of the story. Students need to examine an author's craft as it relates to word choice - specifically considering multiple meanings of words and language that is descriptive or creative, original.  Students at this grade span are asked to closely examine specific parts of a text in order to understand how an author structured and crafted that particular part so that it would contribute meaning or artistic effect.  When determining point of view, students should be able to recognize a case when an author says one thing but means another. This would imply that students be familiar with terms such as sarcasm and irony. Students need to reflect on what meaning this type of point of view
<b>CCRA.R.5 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.</b>	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.		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.	
<b>CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</b>	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.		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).	

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				brings to the text or distinguishes about a character.
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**Integration of Knowledge and Ideas**

<b>CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	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).	Students are asked to compare two works that use different artistic mediums (painting, poetry, sculpture) but share a common subject. Beginning in the ninth grade students need to be able to evaluate various artistic mediums and integrate the understandings taken from each. It may be that students have not had opportunities to view art critically and have not practiced finding meaning in forms outside of text. Students need to understand how an author uses source material in crafting a text, such as in allusions. They need to discover the source the author has alluded to and be able explain how that material was changed by the author.	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.)	Students are to examine many interpretations of a single work and determine how each venue interprets that text. This would indicate that a student would have knowledge of the source text and be able to analyze how each author interprets and uses that source. Teachers should note that a Shakespearean play and an American play should be taught at each grade level. The RL 9 Standard specifies the type of literature that should be studied at this grade span and includes requiring students to examine how authors from the same time period deal with a particular theme. Though a more in-depth study of American literature will occur in grade 11, students will continue to learn about American literature in grade 12 as is relates to Western European culture and perspective.
<b>CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>	RL.9-10.8 (Not applicable to literature)		RL.11-12.8 (Not applicable to literature)	
<b>CCRA.R.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.</b>	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).		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	

**Range of reading and Level of text Complexity**

<b>CCRA.R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.</b>	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.	Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Students will be able to determine when they are not comprehending and making meaning, and they will be able apply appropriate strategies in order to increase comprehension when faced difficult text. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. Students should encounter appropriately	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.	Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. Students will be able to determine when they are not comprehending and making meaning, and they will be able apply appropriate strategies in order to increase
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		<p>complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able apply appropriate strategies in order to increase comprehension when faced difficult text.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>Students also acquire the habit of reading independently and closely, which are essential to their future success.</p>		<p>comprehension when faced difficult text.</p> <p>“Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>
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