

Viewing Standards for Literature (9-12)

Grade 9-10 Students

Grade 11-12 students

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.

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.
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.
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).

Craft and Structure

1. Determine the meaning of signs and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific sign 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).
2. 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.
3. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide viewing of world literature.

1. Determine the meaning of signs and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific choices on meaning and tone, including signs with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Graybill as well as other authors.)
2. 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.
3. 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).

Integration of Knowledge and Ideas

1. 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., Susan Dupor's "Family Dog" and Clayton Valli's "Sit and Smile" by Darla Thompson)
2. (Not applicable to literature.)
3. Analyze how an author draws on and transforms source material in a specific work (e.g., how Lindsay Darnall, Jr. treats a theme or topic from the Civil War or how a later author draws on a poem by Clayton Valli).

1. 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.
2. (Not applicable to literature.)
3. Demonstrate knowledge of old literature from the early days of foundational work in literature through published texts.

Range of Viewing and Level of Text Complexity

1. By the end of grade 9, view 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.

By the end of grade 10, view and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

1. By the end of grade 11, view 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, view and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.