

Reading Literature (Level 7)**Key Ideas and Details**

<i>Student Goal:</i>	<i>What it looks like:</i>
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Students at Level 7 will read and analyze texts from a variety of literary genres. They develop the ability to closely examine the text's explicit content. They learn how to look for and identify deeper meanings within the text by drawing inferences. In order to do this work, teachers can demonstrate and model for students how to refer to a text. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice. The teacher may also guide the students through the process of moving from analysis to synthesis. During this process, students carefully probe a segment of text in order to study and evaluate its multiple and varied meanings. The teacher and students work together to reconstruct and understand the text segment's new meaning. Students take the textual content to which they add their own prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way students learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars. When engaged in these seminars, students are prompted by their peers to provide support <i>from the text</i> for their comments during a class discussion. In this way, students begin the practice of referring to the text for support.</p> <p>Students at Level 7 learn how to summarize texts by evaluating key details in which the central idea or theme is located. They develop the ability to distinguish key (thematic) details from all other details. In order to do this work, teachers first guide students in evaluating recurring ideas and changes in the characters and plot over the course of the text. Students will learn to monitor and keep track of such developmental changes through the use of graphic organizers. In this way, are able to collect and effectively organize key thematic details within a text and create unbiased summaries withholding personal opinion and judgment.</p> <p>Students at Level 7 will observe and analyze how story characters and plot interact throughout a given text. Students will develop the ability to read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways. In order to do this work, students may use graphic organizers to determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits. By doing this, students have a broad overview of all characters and corresponding plot developments, prompting students to further examine why such change occurs and at the same time, they observe how these changes add to the overall momentum of the story. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.</p>
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p>As students read texts at Level 7, they are expected to determine and interpret the meaning of unfamiliar words. In order to do this work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Students should begin to understand the impact word choice has on the text as a whole. They learn to recognize and analyze the importance of choosing specific words to create meaning and tone. Mini-lessons on figurative language assist students as they</p>
5. Analyze how a particular sentence, chapter, scene,	

<p>or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>apply this skill during independent reading.</p>
<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Students at Level 7 are expected to determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may use graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships. Students also observe how the individual components of the text add to the development of the theme, setting, and plot. For example, students may observe how a pivotal scene within a work may alter the course of the plot, re-shaping the story. As students hone this skill, they see with greater clarity how individual elements of a text contribute and influence the development of the theme, setting, and plot.</p> <p>Students are able to understand how the author develops the point-of-view of the narrator or speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain scenes within a text and imagine how their content/ style would change if the narrator’s point-of-view shifted to an alternate point-of-view. For example, students could reflect upon a particularly personal, introspective scene described in first-person point of view and wonder: <i>Would this scene evoke the same reaction in the reader if told from 3rd person point-of-view? How does 1st person allow one to peer more deeply into a character’s psyche than perhaps other viewpoints?</i></p>

Integration of Knowledge and Ideas

<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Students at Level 7 will compare and contrast texts across various genres on the same theme or topic. Teachers may engage the students by teaching a thematic unit. Teachers may integrate a variety of audio and/or visual materials based upon the text so as to appeal to students’ senses. For example, in a particular unit, students may read sections of a novel on the topic supplemented with non-fiction articles. They may also view, analyze, and discuss film clips. The teacher may also read aloud selected poems. By doing this, students can evaluate multiple avenues to the same subject comparing what they <i>see and hear</i> to what they <i>listen to and watch</i>.</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Students at Level 7 should be able to compare and contrast texts of different genres that share similar themes. Students need to read each text closely and analyze how each author conveys the same message through different avenues with the support of a Venn Diagram or other graphic organizer. Students may also choose to investigate the authors’ dissimilar backgrounds that inspire such works (themes) and compare/contrast how each author infuses their philosophy and persona into their work.</p>

Range of Reading and Level of Text Complexity

<p>10. Students at Level 7 read and comprehend literature, including stories, dramas, and poems, in the Level 7-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students should encounter appropriately complex texts 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.</p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.</p>
---	--

“Goal 10 defines a level-by-level “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.”

“Students also acquire the habit of reading independently and closely, which are essential to their future success.”