

Reading Literature (Level 9)**Key Ideas and Details**

<i>Student Goal:</i>	<i>What it looks like:</i>	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Students at Level 9 will analyze a text for a central theme or idea and support their analysis with strong textual evidence. Students will learn that evidence is considered strong when it both convinces the reader and effectively expresses the central ideas or theme(s) of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark the text as they read in order to guide their thinking. For example, students may mark repeated ideas or patterns and inferred meanings as they read. Based upon their analysis, students may then determine the author's purpose, overall message of the text, and which details best support this meaning. Work like this may involve students sorting textual evidence and using only the strongest segments; specifically, those which directly connect with and uphold the central idea or theme. Once students are able to distinguish between the varying levels of textual strength, they move toward mastering the goal independently. Repeated modeling through think-alouds and guided practice will aid students in this process.</p> <p>Students need to be able to determine the central idea or theme of a text. To do this work, students will record repeated messages or patterns they observe within various story elements. Students will note of how recurring interpersonal conflicts between characters, changing settings, and plot twists all influence/shape the theme and guide the reader toward realizing the theme in its entirety. Once students begin to realize the central idea, they should reflect on how the writer used such recurring patterns through the subtle avenues of setting, characterization and plot to slowly reveal it indirectly. Students will then be able to write objective summaries revealing the sequential development of a theme through description of characters, setting, and plot. Students may use a <i>story map</i> as a guide to outlining the story's thematic development.</p> <p>To master this, students will be able to determine how specific events or dialogue significantly impact the development of a story. Students may demonstrate this knowledge by determining critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story. Once students have determined these critical moments, they should be able to explain the cause/effect result in relation to the story's plot or development. To do this work, students may band together in groups and highlight or mark the text those moments and/or scenes which they deem to be turning points (and explain why).</p>	
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		

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 specific word choices on meaning and tone, including analogies or allusions to other texts.	<p>To interpret a writer's style and word choice, students at Level 9 will work to gain insight into how the writer uses figurative language, how he creates a "sub-story" or "story-within-a-story" and why he may refer to an alternate text in his writing. To achieve this, students will learn to identify words and phrases that create/reveal a variety of tones. Once students can see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via allusion or allegory, are present. Through partner, small group, or whole class discussions, students should then debate the <i>why</i> of that inclusion. Essential questions for this discussion may be: why does the writer relate his or her text to</p>
5. Compare and contrast the structure of two or more	

<p>texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>another through analogy or allusion; what purpose does making this text-to-text connection serve. Finally, students should demonstrate their mastery of this goal by independently analyzing how a writer’s use of language creates meaning within a text.</p>
<p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>For this goal, students will understand how and why writers construct texts using a variety of structures and how each choice affects the style and meaning of the text. To master this, students must first identify the narrative structures and choice of literary techniques the writer uses in his story. Careful analysis may include examining how chapter titles reflect the central idea or theme, how writers use text layout to affect meaning, and how the length and pace of chapters coincide with the movement of the plot. Once students can identify the structure(s) the writer uses, they should then work to compare and contrast two or more texts with different structures. Students should ask themselves why the writer may have made specific structural choices and how these choices affect the reader’s understanding of a text. For example, students may discuss how and why different writers use cliff-hangers to extend the climactic moments of the text. Or, students may observe how one text may begin with a character involved in a flashback, while another text may end a story with one. Students may compare and contrast how each approach affects the story and the reader.</p> <p>Students will understand the role of point-of-view in a given text. They should be guided to see how the point-of-view is essentially the <i>lens</i> through which the reader is allowed to see the story. In order to do this work, students may examine one story from a variety of viewpoints. For each viewpoint they assume, students should determine what “they” (as the character) know versus what other characters know. Once students have mapped out the differing viewpoints, they are ready to discuss those techniques writers use in order to experiment with and even manipulate point-of-view. In turn, placing themselves in the role as the reader, students can discuss how these techniques create specific tones and moods within the piece.</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>Students will understand how any given literary text can be transformed into and presented as another art form entirely; perhaps via film or live performance. To first understand how performed literature requires a different approach than written literature, students should be exposed to each medium and then be asked to assess and reflect upon the similarities and differences between them. For example, students could read a piece of literature and record their impressions as a reader. <i>What strategies did they use as they read? What impressions did they have of the character? What details from the text directly contributed these impressions?</i></p>
<p>8. (Not applicable to literature)</p>	
<p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Then, the same piece of literature could be shown as a performance. Students may then reflect upon the similarities and differences between their initial understandings derived from the original text and those created based off of the visual interpretation. For instance, they can observe how closely the setting in the live portrayal aligns with the details in the text that created their initial visual image. Furthermore, they may notice that particular scenes and characters have been omitted and then analyze the reason behind those omission(s) and alterations. To extend this goal, students could take text from a screenplay and attempt to convert it into written literature. This activity encourages students to look deeper into the purpose behind the artistic choices made by the film or play’s director, such as the choice of particular lighting, staging, costuming, and even casting.</p>

	<p>Students at Level 9 will understand the timeless nature of literary themes. Specifically, they should be able to observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works. To master this, students must first be exposed to a variety of texts of varying formats and time periods that all focus around a common literary theme, such as love, friendship, or perseverance. As students read and discuss these texts, they should consider the author’s message about life. Once students have identified an overall theme of a text, they should examine how the writer created that theme. Students should specifically look for patterns of events, conflicts, or character types when choosing evidence of a theme. The final step of this goal involves students looking closely at the genres of myths, traditional stories, or religious works and determining how writers modernized their presentation of the theme while still holding true to the characteristics of that genre. As students read these texts, they should note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer’s approach.</p>
Range of Reading and Level of Text Complexity	
<p>10. Students at Level 9 read and comprehend literature, including stories, dramas, and poems, at the high end of the Level 7-9 text complexity band independently and proficiently.</p>	<p>Students should encounter appropriately complex texts at each 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.</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 encountering difficult text.</p> <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.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>