

<b>Strand: Key Ideas and Details</b>			
<b>Standard 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can find evidence in a text that supports the main idea.</li> <li>○ I can analyze a text to better understand it.</li> <li>○ I know the difference between explicit and inferred meaning.</li> <li>○ I can find explicit and inferred meaning in a text.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Evidence</li> <li>● Analysis</li> <li>● Explicit</li> <li>● Implicit</li> <li>● Infer</li> <li>● Connotation</li> <li>● Denotation</li> </ul>	<p><b>Question Stems</b></p> <p>What evidence supports or proves the main idea?                      What does the author explicitly say?                      What is the author implying?                      What can you now infer?                      How did you make that connection?</p>	<p><b>Possible Assessments</b></p> <p><a href="http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=16673:imply-vs-infer-test&amp;catid=260&amp;Itemid=120">http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=16673:imply-vs-infer-test&amp;catid=260&amp;Itemid=120</a></p>
<b>Standard 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</b>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can find the theme or central idea of a text.</li> <li>○ I can find supporting details of the main idea.</li> <li>○ I can provide a summary of the text.</li> <li>○ I can write without personal opinions and judgments.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Theme</li> <li>● Details</li> <li>● Summary</li> <li>● Opinions</li> <li>● Facts</li> </ul>	<p><b>Question Stems</b></p> <p>What is the main idea of this text?                      What does the author want us to know?                      What details or facts does the author use to make his/her point?                      Is your written summary without personal opinions or judgments?</p>	<p><b>Possible Assessments</b></p>
<b>Standard 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).</b>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can describe the plot of a story.</li> <li>○ I can describe how the characters respond or change throughout a story.</li> <li>○ I can describe the resolution of a story.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Describe</li> <li>● Plot</li> <li>● Series</li> <li>● Episodes</li> <li>● Resolution</li> </ul>	<p><b>Question Stems</b></p> <p>Retell the story in order using events and <u>transition words</u>.                      Tell how the character changed and why those changes took place.                      Tell how the story ends and why that is satisfying or not.</p>	<p><b>Possible Assessments</b></p>

<b>Strand: Craft and Structure</b>			
<b>Standard 4:</b> 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.)			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can find the definitions of words that I don't know.</li> <li>○ I can determine the figurative meaning of words and phrases in a text.</li> <li>○ I can talk about the impact of certain words on a text.</li> <li>○ I can determine or describe the tone of a text.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Phrases</li> <li>● Figurative</li> <li>● Connotative</li> <li>● Impact</li> <li>● Word Choice</li> <li>● Meaning</li> <li>● Tone</li> </ul>	<p><b>Question Stems</b></p> <p>What steps can you take to find the meaning of words you don't know?</p> <p>What different types of figurative language are most common?</p> <p>When you switch this word for that word, what is the effect on the tone of the piece?</p> <p>What words set the tone for this piece?</p>	<p><b>Possible Assessments</b></p>
<b>Standard 5:</b> 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.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can talk about the overall structure of a text.</li> <li>○ I can tell how the chapters, scenes, or stanzas work to build the structure of a text.</li> <li>○ I can discuss how the elements of the structure add to the development of the text.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Sentence</li> <li>● Chapter</li> <li>● Scene</li> <li>● Stanza</li> <li>● Structure</li> <li>● Development</li> <li>● Theme</li> <li>● Setting</li> <li>● Plot</li> </ul>	<p><b>Question Stems</b></p> <p>Are there headings, chapters or breaks in the text? What purpose do they serve?</p> <p>Does the structure have anything to do with the development of the text?</p> <p>Does the structure have anything to do with the meaning of the text?</p>	<p><b>Possible Assessments</b></p>
<b>Standard 6:</b> 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).			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can determine the point of view of the story.</li> <li>○ I can understand that a narrator has a point of view.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Point of view</li> <li>● Narrator</li> </ul>	<p><b>Question Stems</b></p> <p>Who is speaking in this text?</p> <p>What biases might this person have?</p>	<p><b>Possible Assessments</b></p>

Strand: Craft and Structure			
○ I can determine how the author uses the narrator.		Does the narrator know everything that is happening in the story?	

Strand: Key Ideas and Details			
<b>Standard 7:</b> 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.)			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can find and describe the differences between a book and a movie based on a book.</li> <li>○ I can listen carefully to an audio and talk about the difference between reading and listening.</li> <li>○ I can watch a clip of a movie and describe the difference between reading and watching.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Story</li> <li>• Drama</li> <li>• Poem</li> <li>• Audio</li> <li>• Video</li> <li>• Live</li> <li>• Perceive/Perception</li> </ul>	<p><b>Question Stems</b></p> <p>Why would the director make this change?                  What is the purpose of changing or adding characters to the original story?                  How does being able to “see” something help your comprehension?                  Do you like or agree with the director’s changes to the text?</p>	<p><b>Possible Assessments</b></p>
<b>Standard 8:</b> (Not applicable to literature)			
<b>Learning Targets</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<b>Standard 9:</b> 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.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can compare and contrast different texts from different genres.</li> <li>○ I can find similar themes in different texts from different genres.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Genres</li> </ul>	<p><b>Question Stems</b></p> <p>How does this author in this text treat this theme differently than others we have read?                  Why would authors write in one genre instead of another?                  What benefit does using one genre over another have?</p>	<p><b>Possible Assessments</b></p>

<b>Strand: Range of Reading and Level of Text Complexity</b>			
<b>Standard 10:</b> 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.			
<b>Learning Targets</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
	<ul style="list-style-type: none"> <li>• Complexity</li> <li>• Proficiency</li> <li>• Scaffolding</li> </ul>		