# **Essentials in Literature Learning Standards**

Levels 7-12



### **Fiction**

Standard 1	Comprehend and	Interpret Literary	Text			
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A	When reading fiction,	When reading fiction,	When reading fiction,	When reading fiction,	When reading fiction,	Coming Soon
	apply reading	apply reading analysis	apply reading analysis	apply reading analysis	apply reading analysis	
	analysis skills to:	skills to:	skills to:	skills to:	skills to:	
	a. identify and	a. identify and analyze	a. identify and analyze	a. identify and analyze	a. identify and analyze	
	analyze main and	plot including the	plot including the	plot including the	plot including the	
	minor characters,	exposition, rising	exposition, rising	exposition, rising	exposition, rising	
	character traits, and motives.	action, climax, falling action, and	action, climax, falling action, and	action, climax, falling action, and	action, climax, falling action, and resolution.	
	b. identify and	resolution.	resolution.	resolution.	b. identify and analyze	
	analyze the conflict	b. identify and analyze	b. identify and analyze	b. identify and analyze	the <b>conflict</b> and	
	and determine	the conflict and	the conflict and	the conflict and	determine whether it is	
	whether it is <b>internal</b>	determine whether it is	determine whether it is	determine whether it is	internal or external.	
Elements	or external.	internal or external.	internal or external.	internal or external.	c. identify and analyze	
of Fiction	c. identify and	c. identify and analyze	c. identify and analyze	c. identify and analyze	conflict to determine	
of Tietion	analyze the conflict to	conflict to determine	conflict to determine	conflict to determine	whether it is <b>person vs.</b>	
	determine whether it	whether it is <b>person</b>	whether it is <b>person</b>	whether it is <b>person</b>	person, person vs.	
	is <b>person vs. person</b> ,	vs. person, person vs.	vs. person, person vs.	vs. person, person vs.	nature, person vs.	
	person vs. nature,	nature, person vs.	nature, person vs.	nature, person vs.	society, or person vs.	
	person vs. society, or	society, or person vs.	society, or person vs.	society, or person vs.	self.	
	person vs. self.	self.	self.	self.	d. identify and analyze	
	d. identify and	d. identify and analyze	d. identify and analyze	d. identify and analyze	the <b>setting</b> , including	
	analyze the <b>setting</b> ,	the <b>setting</b> , including	the <b>setting</b> , including	the <b>setting</b> , including	the time (temporal	
	including time, location, and how the	the time, location, and	the time, location, and	the time (temporal	setting), location	
	setting influences the	how the setting influences the plot.	how the setting influences the plot.	setting), location (physical setting), and	(physical setting), and how the setting	
	plot.	e. determine the <b>theme</b>	e. determine the <b>theme</b>	how the setting	influences the plot.	
	e. identify and	of a text to determine	of a text to determine	influences the plot.	e. determine the <b>theme</b>	
	analyze the plot	the central idea or	the central idea or	e. determine the	of a text to determine	
	including the	underlying meaning of	underlying meaning of	theme of a text to	the central idea or	
	exposition, rising	the story.	the story.	determine the central	underlying meaning of	
	action, climax, and	f. identify and analyze	f. identify and analyze	idea or underlying	the story.	
	falling action.	major and minor	major and minor	meaning of the story.	f. identify and analyze	
	f. identify and	characters, character	characters, character	f. identify and analyze	major and minor	
	analyze the <b>theme</b> to	traits, and motives.	traits, and motives.	major and minor	characters, character	
	determine the central			characters, character	traits, and motives.	
				traits, and motives.		

idea or important	g. categorize	g. categorize characters
lesson of the story.	characters as either	as either <b>protagonist or</b>
	protagonist or	antagonist, flat,
	antagonist, flat,	dynamic, static, or
	dynamic, static, or	round.
	round.	h. explore a variety of
	h. explore a variety of	fiction genres
	fiction genres	including mythology
	including realistic	narrative with dialogue,
	fiction, science	and allegory.
	fiction, satire,	
	mystery, fantasy,	
	historical fiction, and	
	fairy tales/myths.	

Standard 1	<b>Comprehend and</b>	Interpret Literary	Text			
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
В	When reading fiction,	When reading fiction,	When reading	When reading fiction,	When reading fiction,	
_	apply pre-reading	apply pre-reading	fiction, apply pre-	apply pre-reading	apply pre-reading	
	strategies to:	strategies to:	reading strategies to:	strategies to:	strategies to:	
Analyzing	_	_		_		
Literature	a. research and access	a. research and access	a. research and	a. research and access	a. research and	
~~~~	background	background	access background	background	access background	
	<b>knowledge</b> to facilitate	information to	information to	<b>information</b> to facilitate	information to	
	a better understanding	facilitate a better	facilitate a better	a better understanding of	facilitate a better	
	of reading selection.	understanding of the	understanding of the	the reading selection.	understanding of the	
	b. gain understanding	reading selection.	reading selection.	b. gain understanding of	reading selection.	
Before	of the author and the	b. gain understanding	b. gain	the author and the	b. gain understanding	
	author's purpose.	of the author and the	understanding of the	author's purpose.	of the author and the	
Reading	c. determine the	author's purpose.	author and the	c. determine the	author's purpose.	
	meanings of unknown	c. make <b>life</b>	author's purpose.	meanings of unknown	c. determine the	
	words.	connections to a	c. determine the	words and phrases as	denotative and	
	d. make a <b>life</b>	central element of the	meanings of	they are used in the text.	connotative	
	<b>connection</b> to a central	reading selection.	unknown words	d. make <b>life</b>	meanings of	
	element of the reading	d. determine the	and phrases as they	<b>connections</b> to a central	unknown words and	
	selection.	meanings of unknown	are used in the text.	element of the text.	phrases through	
		words and phrases as	d. make <b>life</b>	e. research a <b>historical</b>	context.	
		they are used in the	connections to a	period or societal issue	d. make <b>life</b>	
		text.		to facilitate a better	connections to a	

			central element of	understanding of the	central element of the
			the text.	text.	text.
					e. research a
					historical period or
					societal issue to
					facilitate a better
					understanding of the
					text.
Standard 1	Comprehend and	Interpret Literary '	<b>Text</b>		
С	When reading fiction,	When reading fiction,	When reading	When reading fiction,	When reading fiction,
· ·	apply a reading focus	apply a reading focus	fiction, apply a	apply a reading focus	apply a reading focus
	technique to:	technique to:	reading focus	technique to:	technique to:
Analyzing	•	•	technique to:	•	•
Literature	a. identify the	a. make connections	*	a. identify and	a. identify and
~~~~	sequence of events in	to characters, setting,	a. identify and	differentiate between	differentiate between
	the plot.	and central elements of	differentiate	styles of writing	styles of writing
	b. identify the	the reading selection.	between styles of	including short story,	including <b>short</b>
	exposition, rising	b. analyze <b>character</b>	writing including	novel, and novella.	stories, novels, and
	action, climax, and	feelings, traits,	short story, novel,	b. identify and analyze	propaganda.
	falling action in the	actions, motives, and	and novella.	the <b>mood</b> , <b>tone</b> ,	b. identify and
	reading selection.	solutions as they relate	b. identify and	symbolism, point of	analyze the <b>mood</b> ,
	c. make connections	to the plot.	analyze the <b>mood</b> ,	view, sequence of	tone, symbolism,
During	to the plot, setting, and	c. identify the	tone, symbolism,	events, and examples of	sequence of events,
Reading	characters.	sequence of events of	point of view,	foreshadowing and	and examples of
reading	d. make inferences	the plot.	sequence of events,	flashback within the	foreshadowing, side-
	about what is not	d. identify and analyze	and examples of	text to how the language	shadowing, and
	directly stated by	author's use of	foreshadowing and	evokes a sense of time	flashback within the
	combining the text	figurative language	flashback within the	and place and the overall	text to how the
	with personal	including simile,	text to how the	comprehension of the	language evokes a
	experience and	metaphor,	language evokes a	text.	sense of time and
	knowledge.	symbolism, imagery,	sense of time and	c. make connections to	place and the overall
	e. make predictions	hyperbole, and	place and the overall	<b>characters</b> , setting, and	comprehension of the
	using context clues	personification within	comprehension of	central elements of the	text.
	about what will happen	the text.	the text.	reading selection.	c. make connections
	next to help the reader	e. identify the	c. visualize	d. <b>visualize</b> characters,	to characters,
	stay involved with the	exposition, rising	characters, settings,	settings, and events	setting, and central
	story.	action, climax, and	and events within a	within a text to improve	elements of the
	f. identify the cause	falling action of the	text to improve	comprehension.	reading selection.
	and effect	reading selection.	comprehension.	e. analyze <b>character</b>	d. visualize
	relationships that	f. make inferences	d. analyze <b>character</b>	feelings, traits, actions,	characters, settings,
	drive the plot and	about what is not	feelings, traits,	motives, and solutions	and events within a
	develop the characters.	directly stated by	actions, motives,		

g. visualize the story by creating mental pictures to aid in comprehension.
h. identify the story's point of view and how this affects the story.
i. analyze figurative language including metaphor, simile, hyperbole, personification, and imagery, and determine the effect on the story.

combining text with personal experience and knowledge. g. make predictions using context clues including the author's use of foreshadowing. h. identify cause and effect relationships that drive the plot and develop characters. i. **visualize** the story by creating mental pictures to aid in comprehension. i. identify the **point of** view of the author, first person or third person, and its effect on the telling of the story.

and solutions as they relate to the plot or develop the theme. e. make connections to characters, setting, and central elements of the reading selection to identify character archetypes. f. identify and analyze the author's use of figurative language including onomatopoeia, simile, personification,

metaphor, imagery, and hyperbole.

g. identify cause

relationships and

**events** that drive the plot and develop

h. **visualize** the story

by creating mental

i. make inferences

about what is not

directly stated by combining text with

and knowledge.

j. identify the exposition, rising action, climax, and

personal experience

pictures to aid in

comprehension.

the sequence of

and effect

characters.

as they relate to the plot or develop the theme. f. visualize the story by creating mental pictures to aid in comprehension. g. make inferences about what is not directly stated by combining text with personal experience and knowledge. h. identify the exposition, rising action, climax, and falling action of the reading selection. i. utilize the skills of skimming and scanning effectively. j. make predictions based on the events of the story, prior knowledge, and actions of characters within a selection. k. connect a piece of fiction to nonfiction or historical events. 1. identify and analyze the author's use of figurative language. m. identify cause and effect relationships and the sequence of events that drive the plot and develop characters.

text to improve comprehension. e. analyze character feelings, traits, actions, motives, and **solutions** as they relate to the plot or develop the theme. f. **visualize** the story by creating mental pictures to aid in comprehension. g. identify and categorize point of view and analyze the purpose and intended effect of each: thirdperson omniscient, third-person limited, objective, and first person. h. monitor and selfdirect reading effectively to enhance the understanding and comprehension of the text. i. make predictions based on the events of the story, prior knowledge, and actions of characters within a selection. i. connect a piece of fiction to nonfiction. news articles, videos,

interviews, and

journal entries.

			falling action of the reading selection. k. utilize the skills of skimming and scanning effectively.			
Standard 1	Comprehend and	   Interpret Literary	Text			
C	When reading fiction,	When reading fiction,	When reading	When reading fiction,	When reading fiction,	
C	apply post-reading	apply post-reading	fiction, apply post-	apply post-reading	apply post-reading	
	strategies to:	strategies to:	reading strategies to:	strategies to:	strategies to:	
Analyzing						
Literature	a. analyze the <b>setting</b>	a. draw conclusions	a. cite <b>textual</b>	a. identify and analyze	a. identify and	
~~~~	using evidence from	by making judgements	evidence to support	forms of <b>irony</b> within a	analyze forms of	
	the story.	based on explicit	analysis of what the	text, including	<b>irony</b> within a text,	
	b. analyze the <b>plot</b>	evidence as well as	text says explicitly	situational irony,	including situational	
	including the	inferences drawn from	as well as inferences	dramatic irony, and	irony, dramatic irony,	
	exposition, rising	the text.	drawn from the text.	verbal irony.	and verbal irony.	
	action, climax, and	b. analyze characters'	b. analyze how the	b. cite <b>textual evidence</b>	b. cite <b>textual</b>	
	falling action.	traits and actions as	author's choice of	to support analysis of	evidence to support	
	c. identify the <b>conflict</b>	they relate to his/her	structure and	what the text says	analysis of what the	
	and determine whether	motives.	vocabulary impact	explicitly as well as	text says explicitly as	
	it is internal (person vs.	c. cite textual evidence	the tone and mood	inferences drawn from	well as inferences	
	self) or external	that supports an	of the text.	the text.	drawn from the text.	
After	(person vs. person,	analysis of the text.	c. make	c. analyze how the	c. analyze how the	
	person vs. nature,	d. determine the <b>theme</b>	connections across	author's <b>choice of</b>	author's <b>choice of</b>	
Reading	person vs. society) conflict.	or central idea of the	the curriculum	structure and	structure and	
		text.	including history, art, drama, and	vocabulary impact the tone and mood of the	vocabulary impact the tone and mood of	
	d. analyze the character's traits,	e. analyze <b>relationships</b> among	studies in sociology.	text.	the text.	
	both physical and	characters, setting, and	d. identify and	d. make connections	d. make connections	
	personality, as well as	plot.	analyze forms of	across the curriculum	across the	
	the character's	f. analyze the <b>setting</b>	<b>irony</b> within a text,	including history, art,	curriculum including	
	motives.	using evidence from	including situational	drama, and studies in	history, art, drama,	
	e. identify the	the story.	irony and "poetic	sociology.	and studies in	
	problems and	g. make inferences	justice."	e. determine the <b>theme</b>	sociology.	
	<b>solutions</b> in the story	about the story based	e. determine the	of a text and analyze its	e. determine the	
	and determine the	on textual evidence	theme of a text and	development over the	theme of a text and	
	solutions'	and personal	analyze its	course of the text.	analyze its	
	effectiveness.	experience/	development over	f. develop answers to	development over the	
		knowledge.		questions related to the	course of the text.	

- f. identify **irony** in a story and determine how it impacts the plot. g. **compare and contrast** two or more people, ideas, or things to show their similarities and differences.
- h. identify examples of *foreshadowing* used to give a hint about what happens next in a story.
- i. analyze the **author's purpose** and determine whether it is to persuade, inform, or entertain.
- j. analyze the **theme** and how it is revealed to the reader.

- h. identify situational **irony** within a text and explain how it impacts the plot.
- the plot.
  i. identify the **conflict**and determine whether
  it is internal (person vs.
  self) or external
  (person vs. person,
  person vs. nature,
  person vs. society)
  conflict.
- j. analyze the **author's purpose** and determine whether it is to persuade, inform, or entertain.
- k. identify and analyze cause and effect relationships within a story.
- 1. identify the problems and solutions in the story and determine the solutions' effectiveness.

  m. compare and contrast two or more
- m. compare and contrast two or more people, ideas, or things to show their similarities and differences.

- the course of the text.
- f. analyze the cultural experience reflected in the work from outside the United States with examples of world literature.
- g. develop answers to questions related to the plot, theme, and characters of a given text to show an understanding of the elements of fiction.
- h. draw conclusions by making judgements based on explicit evidence as well as inferences drawn from the text.
- i. identify the problems and solutions in the story and determine the solutions' effectiveness. j. identify and evaluate cause and effect relationships and problems and solutions in the story and determine

their effectiveness.

- plot, theme, and characters of a given text to show an understanding of the elements of fiction.
- g. draw conclusions by making judgements based on explicit evidence as well as inferences drawn from the text.
- h. identify and evaluate cause and effect relationships and problems and solutions in the story and
- determine their effectiveness.
  i. develop answers to
- plot, theme, and characters of a given text to show an understanding of the elements of fiction.

questions related to the

- j. analyze the **cultural experience** reflected in the work from outside the United States with examples of world literature.
- k. identify the **problems** and solutions in the story and determine the solutions' effectiveness.

- f. develop answers to questions related to the plot, theme, and characters of a given text to show an understanding of the elements of fiction.
  g. draw conclusions by making judgements based on explicit evidence as well as inferences drawn from the text.
  h. identify and evaluate cause and
- h. identify and evaluate cause and effect relationships and problems and solutions in the story and determine their effectiveness.
  i. compare and
- contrast characters and other elements of fiction within a text. j. analyze the cultural experience
- reflected in the work from outside the United States with examples of world literature.
- k. identify the **problems and solutions** in the story and determine the solutions' effectiveness.

### Nonfiction

Standard 2	Comprehend and	<b>Interpret Informat</b>	tional Text			
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A	When reading	When reading	When reading			
	informative text, apply	informative text, apply	informative text, apply			
	reading analysis skills	reading analysis skills	reading analysis skills			
	to:	to:	to:			
<b>Elements of</b>						
Nonfiction	a. differentiate	a. differentiate	a. differentiate			
	between the types of	between the types of	between the types of			
	nonfiction including	nonfiction writing	nonfiction writing			
	informative,	including <i>informative</i> ,	including <i>informative</i> ,			
	persuasive, and	biography, interview,	news articles,			
	entertaining.	propaganda, and	speeches, biography,			
	b. identify and analyze	narrative nonfiction.	interview,			
	the various forms of	b. identify and analyze	propaganda, and the			
	nonfiction including	the various forms of	documentary.			
	articles, instructions,	nonfiction including	b. identify and analyze			
	interviews, essays,	articles, instructions,	the various forms of			
	biographies,	interviews, essays,	nonfiction including			
	autobiographies,	biographies,	letters, informative			
	memoirs, and certain	nonfiction narratives,	articles, book reviews,			
	cartoons.	autobiographies, and	interviews, essays,			
		memoirs.	biographies,			
			nonfiction narratives,			
			and autobiographies.			

Standard 2	Comprehend an	d Interpret Inform	national Text			
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
В	When reading	When reading	When reading			
2	informational text,	informational text,	informational text,			
A 1 .	apply pre-reading	apply pre-reading	apply pre-reading			
Analyzing	strategies to:	strategies to:	strategies to:			
<b>Informational</b>						
Text	a. research and	a. determine the	a. determine the			
~~~~	access background	meanings of words	meanings of words			
	knowledge to	and phrases as they	and phrases as they			
Before	facilitate a better	are used in the text,	are used in the text,			
	understanding of	including the use of	including the use of			
Reading	reading selection.	context clues.	context clues.			
	b. gain	b. research and	b. research and access			
	understanding of	access background	background			
	the author and the	knowledge to	knowledge to			
	author's purpose.	facilitate a better	facilitate a better			
	c. determine the	understanding of	understanding of			
	meaning of	reading selections.	reading selections.			
	unknown words.	c. gain an	c. gain an			
	d. make a life	understanding of the	understanding of the			
	connection to a	author and the	author and the			
	central element of	author's purpose.	author's purpose.			
	the reading	d. make a life	d. make a life			
	selection.	connection to a	connection to a			
		central element of the	central element of the			
		reading selection.	reading selection.			
		e. identify the	e. identify the author's			
		author's intended	intended <b>audience</b> .			
		audience.	f. assess the <b>author's</b>			
		f. assess the author's	credibility and the			
		<b>credibility</b> and the	accuracy of			
		accuracy of	information provided			
		information provided	in a text.			
		in a text.				
Standard 2	Comprehend an	d Interpret Inform	national Text			
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
C	When reading	When reading	When reading			
	informational text,	informational text,	informational text,			

# Analyzing Informational Text ~~~~

# **During** Reading

apply during reading strategies to:

a. make predictions about what will happen next to stay connected with the reading. b. monitor **information** in the text by recording significant points. c. identify the sequence of events to aid comprehension. d. visualize information in the text by creating mental pictures to aid comprehension. e. understand the author's purpose or intentions to increase understanding. f. analyze figurative language including idiom, simile, exaggeration, and illusion and determine the effect on the text.

apply during reading strategies to:

a. make connections between plot, setting, and the characters. b. determine the author's **point of** view and purpose to analyze the impact on the text. c. analyze figurative language including imagery, simile, and hyperbole. d. analyze the impact of specific word choices on meaning, mood, and tone. e. identify and analyze characters' traits and motives. f. make predictions about what will happen next and ask questions to stay connected with the reading. g. visualize information in the text by creating mental pictures to aid comprehension. h. monitor information and take notes to organize information for use in determining chronological order,

summarizing, and

analyzing text.

apply during reading strategies to:

a. identify and analyze the bias, tone, and **purpose** of the author for a selected reading. b. determine the author's **point of view** to analyze the impact on the text. c. identify how the author presents material, including the order and way in which ideas are presented and the impact of this on the mood and tone of the piece. d. identify false statements and fallacious reasoning in informational text. e. identify and analyze characters' traits and motives. f. make predictions about what will happen next and ask questions to stay connected with the reading. g. visualize information in the text by creating mental pictures to aid comprehension. h. monitor

**information** and take

information for use in

notes to organize

		i. identify a variety of propaganda techniques and their use to advance a particular cause or idea within a text. j. identify the sequence of events to aid comprehension.	chronological order, summarizing, and to analyze text. i. identify a variety of propaganda techniques and their use to advance a particular cause or idea within a text. j. identify the sequence of events to aid comprehension. k. evaluate the validity of the author's use of research and evidence used to provide information for nonfiction texts. l. employ reading strategies - including "chunking," rereading, and self-monitoring - to improve comprehension. m. take effective notes during reading to facilitate an understanding of the text and how its parts relate to one another.			
Standard 2	Comprehend and Level 7	d Interpret Inform Level 8	ational Text Level 9	Level 10	Level 11	Level 12
С	When reading informational text, apply post-reading strategies to:	When reading informational text, apply post-reading strategies to:	When reading informational text, apply post-reading strategies to:	Level 10	Devel 11	

	a. analyze	a. draw conclusions	a. draw conclusions		
Analyzing	cause/effect	by making	by making judgments		
	relationships and	judgements based on	based on explicit		
Informational	how they propel the	explicit evidence as	evidence as well as		
Text	plot forward.	well as inferences	inferences drawn from		
~~~~	b. determine <b>facts</b>	drawn from the text.	the text.		
	from opinions when	b. determine the	b. determine the		
	analyzing an article.	central idea of the	central idea of the		
	c. analyze the <b>point</b>	text and provide an	text and provide an		
	of view to determine	objective summary	objective summary of		
	whether or not the	of the information	the information		
	reader has access to	presented.	presented.		
4.00	the author's thoughts	c. analyze	c. analyze		
<b>After Reading</b>	and feelings.	<b>connections</b> between	<b>connections</b> between		
		the events,	the events,		
		individuals, and	individuals, and ideas.		
		ideas.	d. identify and analyze		
		d. identify and	cause and effect		
		analyze cause and	<b>relationships</b> within a		
		effect relationships	text.		
		within a text.	e. evaluate text from		
		e. evaluate text from	more than one		
		more than one	medium (e.g. article,		
		<b>medium</b> (e.g. article,	video, book) on the		
		video, book) on the	same subject and		
		same subject and	compare and contrast		
		compare and contrast	the information		
		the information	provided.		
		provided.	f. gather and		
		f. gather and	synthesize		
		synthesize	information from a		
		information from a	personal interview or		
		personal interview or	individual account.		
		individual account.	g. distinguish between		
		g. distinguish	fact and opinion		
		between fact and	within a text.		
		<b>opinion</b> within a	h. analyze the <b>point of</b>		
		text.	view to determine		
		h. analyze the <b>point</b>	whether or not the		
		of view to determine	reader has access to		
		whether or not the	the author's thoughts		
		reader has access to	and feelings.		

	the author's thoughts	i. analyze a <b>book</b>		
	and feelings.	review for content,		
		style, and merit.		
		j. expand knowledge		
		by participating in		
		additional activities		
		such as field trips,		
		reading additional		
		texts, conducting an		
		interview, or viewing		
		a film.		

## Poetry

Standard 3	Comprehend and	l Interpret Poetry				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A	When reading poetry, apply reading	When reading poetry, apply reading	When reading poetry, apply reading analysis skills to:	When reading poetry, apply reading	When reading poetry, apply reading	
Structure of	analysis skills to:	analysis skills to:	SKIIIS to:	analysis skills to:	analysis skills to:	
Poetry	a. analyze the structure of a poem including lines and stanzas. b. determine the genre of a poem including a ballad, sonnet, and free verse.	a. analyze the structure of a poem including lines and stanzas. b. determine the form of a poem including a ballad, ode, epic, sonnet, elegy, and free verse.	a. analyze the structure of a poem including lines and stanzas. b. identify the type of stanza within a poem including a couplet, quatrain, sestet, and octave.	a. analyze the structure of a poem including lines and stanzas. b. identify the type of stanza within a poem including feet and meter.	a. analyze the structure of a poem including lines and stanzas. b. identify the type of stanza within a poem including feet and meter.	
Standard 3	Comprehend and	l Interpret Poetry				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
B Sound of Poetry	When reading poetry, apply reading analysis skills to:  a. determine and analyze poetic sound devices including rhyme, alliteration, and repetition.	When reading poetry, apply reading analysis skills to:  a. determine and analyze poetic sound devices including rhyme, repetition, rhythm, and meter.	When reading poetry, apply reading analysis skills to:  a. determine and analyze poetic sound devices including rhyme, repetition, rhythm, and meter. b. identify the use of alliteration, assonance, and consonance within a poem. c. analyze the arrangement of words (syntax) and its effect	When reading poetry, apply reading analysis skills to:  a. determine and analyze poetic sound devices including rhyme, repetition, rhythm, and meter. b. identify and analyze the use of rhyme: internal, end, slant (approximate) rhyme. c. identify the use of alliteration,	When reading poetry, apply reading analysis skills to:  a. determine and analyze poetic sound devices including rhyme, repetition, rhythm, iambic pentameter, and meter. b. identify and analyze the use of rhyme: internal, end, slant (approximate) rhyme.	
			on the poem.	assonance, and consonance within a poem.	c. identify the use of alliteration, assonance, and	

				d. analyze the arrangement of words (syntax) and its effect on the poem. e. identify and analyze the sound devices and structure used in an array of poems including sonnet, villanelle, free verse, ode, elegy, epic, and ballad.	consonance within a poem. d. analyze the arrangement of words (syntax) and its effect on the poem. e. identify and analyze the sound devices and structure used in an array of poems including sonnet, free verse, and elegy.	
Standard 3	Comprehend and	l Interpret Poetry				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
C	When reading poetry, apply reading	When reading poetry,	When reading poetry, apply reading analysis	When reading poetry,	When reading poetry,	
Elements of	analysis skills to:	apply reading analysis skills to:	skills to:	apply reading analysis skills to:	apply reading analysis skills to:	
Poetry	a. determine and analyze the <b>rhyme</b> scheme within a poem. b. analyze the qualities of narrative poetry including character, plot, conflict, and setting. c. identify the use of sound devices to analyze the lyrical qualities of certain poetry. d. identify voice of a poem through the speaker or author's perspective.	a. determine and analyze the <b>rhyme</b> scheme within a poem. b. identify the voice of a poem through the speaker or author's perspective. c. determine dialect and its effect on the poem. d. recognize and practice the use of the pause when reading poetry to make an impact on its auditory appeal. e. identify the use of sound devices to analyze the lyrical	a. determine the author's  voice and dialect and discuss the effect of each on the selection. b. determine and analyze the rhyme scheme within a poem. c. identify the mood of the poem through the words of the author. d. analyze the diction (word choice) used in the poem and its possible effect on one's understanding of the poem's tone, theme, and purpose. e. recognize and practice the use of the pause when reading poetry to	a. analyze the diction (word choice) used in the poem and its possible effect on one's understanding of the poem's tone, theme, and purpose. b. determine and analyze the rhyme scheme within a poem. c. identify the mood of the poem through the words of the author. d. explore the background of authors to better understand the purpose, voice, and	a. analyze the diction (word choice) and dialect used in the poem and its possible effect on one's understanding of the poem's tone, theme, and purpose. b. determine and analyze the rhyme scheme within a poem. c. identify the mood of the poem through the words of the author. d. explore the background of authors to better understand the	

		qualities of certain poetry.	make an impact on its auditory appeal. f. identify the use of sound devices to analyze the lyrical qualities of certain poetry.	meaning of their writing. e. read an array of poems written by British and American authors.	purpose, voice, and meaning of their writing. e. read an array of poems written by British and American authors.
D Figurative Language	When reading poetry, apply reading analysis skills to:  a. identify and explain the meaning of examples of onomatopoeia, simile, metaphor, personification, hyperbole, and imagery.	When reading poetry, apply reading analysis skills to:  a. identify and explain the meanings and examples of onomatopoeia, alliteration, simile, metaphor, imagery, hyperbole, personification,	When reading poetry, apply reading analysis skills to:  a. identify and explain the meanings and examples of onomatopoeia, alliteration, simile, metaphor, imagery, hyperbole, personification,	When reading poetry, apply reading analysis skills to:  a. identify and explain the meanings and examples of allusion, simile, extended metaphor, imagery, hyperbole, personification, and symbolism.	When reading poetry, apply reading analysis skills to:  a. identify and explain the meanings and examples of metaphor, synecdoche, metonymy, simile, extended metaphor, imagery, hyperbole,
		symbolism, and idioms.	symbolism, and idioms.		allusion, personification, and symbolism.

#### Drama

Standard 4	Understand and Interpret Drama						
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
E Drama				When reading drama, apply reading analysis skills to:	When reading drama, apply reading analysis skills to:	When reading drama, apply reading analysis skills to:	
~~~~ Before Reading				a. identify and analyze literary elements including plot, conflict, characters, setting, and theme. b. identify the roles	a. identify and analyze literary elements including plot, conflict, characters, setting, and theme.	a. identify and analyze literary elements including plot, conflict, characters, setting (temporal/physical),	
Keauing				and duties of individuals included in a dramatic production including actors, designers, directors, playwrights, producer, stage crew, and stage manager. c. identify the physical parts of a theater: house/audience, props, set, staging, and stage left/right. d. analyze the effect of music used in a drama and how it contributes to the tone and mood. e. access background information to enhance an understanding of the setting, theme, and language used in a drama.	b. identify the roles and duties of individuals included in a dramatic production including actors, designers, directors, playwrights, producer, stage crew, and stage manager. c. identify the physical parts of a theater: house/audience, props, set, staging, and stage left/right. d. analyze the effect of music used in a drama and how it contributes to the tone and mood. e. access background information to enhance an understanding of the	and theme. b. explore an array of genres of drama including comedy, tragedy, historical, and musical productions. c. read a play while recognizing changes of speakers, setting, scenes, etc. d. identify terms associated with drama scripts including act, cast, entrances/exits, scenes, and stage directions. e. access background information to enhance an understanding of the setting, theme, and language used in a	
					setting, theme, and language used in a drama.	drama. f. identify the <b>roles</b> and duties of	

				individuals included in a dramatic production including actors, designers, directors, playwrights, producer, stage crew, and stage manager. g. identify the physical parts of a theater: house/audience, props, set, staging, and stage left/right. h. analyze the effect of music used in a drama and how it contributes to the tone and mood.
E Drama		While reading a drama selection, apply reading analysis skills to:	While reading a drama selection, apply reading analysis skills to:	While reading a drama selection, apply reading analysis skills to:
~~~~ During Reading		a. visualize and analyze elements that help set the <b>mood and tone</b> of a drama selection. b. identify and analyze examples of <b>irony</b> , foreshadowing, and symbolism, and the effect of each on the	a. visualize and analyze elements that help set the <b>mood</b> and tone of a drama selection. b. identify and analyze examples of irony,	a. visualize and analyze elements that help set the <b>mood</b> and tone of a drama selection. b. identify and analyze examples of irony,
		play. c. determine the meaning of words and phrases as they pertain to the selection, and how the language sets the tone and enhances	foreshadowing, and symbolism, and the effect of each on the play. c. determine the meaning of words and phrases as they	foreshadowing, and symbolism, and the effect of each on the play. c. determine the meaning of words and phrases as they

			the sense of time and place. d. make inferences to analyze explicit as well as implicit meanings regarding characters' words.	pertain to the selection, and how the language sets the tone and enhances the sense of time and place. d. make inferences to analyze explicit as well as implicit meanings regarding characters' words.	pertain to the selection, and how the language sets the tone and enhances the sense of time and place. d. make inferences to analyze explicit as well as implicit meanings regarding characters' words. e. identify characters as dynamic or static; flat or round, and analyze the effect of their traits, dialogue, and actions on the plot, theme, and conflicts within a drama. f. identify and analyze the author's use of symbolism within the dramatic selection. g. identify and interpret the meaning and purpose of monologue and soliloquy within a drama. h. observe and consider the spectacle or visual aspects of a play including scenery, props, wardrobe, and special effects.
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E		After reading drama,	After reading drama,	After reading drama,
Drama		apply reading analysis	apply reading analysis	apply reading
Drama		skills to:	skills to:	analysis skills to:
				•
~~~~		a. determine the <b>theme</b>	a. determine the	a. determine the
		of a drama selection	theme of a drama	theme of a drama
A C4		and analyze its	selection and analyze	selection and analyze
After		development over the	its development over	its development over
Reading		course of the play.	the course of the play.	the course of the play.
		b. analyze how	b. analyze how	b. analyze how
		characters develop	characters develop	characters develop
		over the course of the	over the course of the	over the course of the
		plot.	plot.	plot.
		c. analyze the	c. analyze the	c. analyze the
		structure of the text	structure of the text	structure of the text
		including character	including character	including character
		descriptions, acts, time	descriptions, acts,	descriptions, acts,
		frame, scenes, and	time frame, scenes,	time frame, scenes,
		stage directions, and	and stage directions,	and stage directions,
		their effect on the	and their effect on the	and their effect on the
		drama.	drama.	drama.
		d. cite strong textual	d. cite strong textual	d. cite strong textual
		evidence to support	evidence to support	evidence to support
		analysis of the <b>explicit</b>	analysis of the	analysis of the
		and implicit message	explicit and implicit	explicit and implicit
		of the text.	message of the text.	message of the text.
		e. identify and analyze	e. identify and	e. identify and
		the plot of the selection	analyze the plot of the	analyze the plot of the
		including exposition,	selection including	selection including
		rising action, climax,	exposition, rising	exposition, rising
		falling action, and	action, climax,	action, climax,
		resolution.	falling action, and	falling action, and
		f. analyze how an	resolution.	resolution.
		author's choices	f. analyze how an	f. make inferences
		concerning how to	author's choices	based on information
		structure a text, order	concerning how to	provided to make
		events within it (e.g.	structure a text, order	judgments based on
		parallel plots), and	events within it (e.g.	explicit evidence as
		manipulate time (e.g.	parallel plots), and	well as inferences
		pacing,	manipulate time (e.g.	drawn from the text.
			pacing,	

	effects as mystery, tension, or surprise. g. make connections between the text/drama and personal experiences.	flashbacks) create such effects as mystery, tension, or surprise. g. make connections between the text/drama and personal experiences.	
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