

ELA Standards*Reading: Literature (grade 6)*

- **Key Ideas and Details:**
 - [CCSS.ELA-LITERACY.RL.6.1](#)
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - [CCSS.ELA-LITERACY.RL.6.2](#)
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.
 - [CCSS.ELA-LITERACY.RL.6.3](#)
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:**
 - [CCSS.ELA-LITERACY.RL.6.4](#)
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
 - [CCSS.ELA-LITERACY.RL.6.5](#)
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
 - [CCSS.ELA-LITERACY.RL.6.6](#)
Explain how an author develops the point of view of the narrator or speaker in a text.

- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-LITERACY.RL.6.7](#)
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.

Reading: Literature (grade 7)

- **Key Ideas and Details:**
 - [CCSS.ELA-LITERACY.RL.7.1](#)
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - [CCSS.ELA-LITERACY.RL.7.2](#)
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
 - [CCSS.ELA-LITERACY.RL.7.3](#)
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

- **Craft and Structure:**
 - [CCSS.ELA-LITERACY.RL.7.4](#)
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

- [CCSS.ELA-LITERACY.RL.7.5](#)
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- [CCSS.ELA-LITERACY.RL.7.6](#)
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-LITERACY.RL.7.7](#)
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Reading: Literature (grade 8)

- **Key Ideas and Details:**
 - [CCSS.ELA-LITERACY.RL.8.1](#)
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - [CCSS.ELA-LITERACY.RL.8.2](#)
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.
 - [CCSS.ELA-LITERACY.RL.8.3](#)
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:**
 - [CCSS.ELA-LITERACY.RL.8.4](#)
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.
 - [CCSS.ELA-LITERACY.RL.8.5](#)
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
 - [CCSS.ELA-LITERACY.RL.8.6](#)
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.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-LITERACY.RL.8.7](#)
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.

Reading: Literature (grades 9-10)

- **Key Ideas and Details:**
 - [CCSS.ELA-LITERACY.RL.9-10.1](#)
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - [CCSS.ELA-LITERACY.RL.9-10.2](#)
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.

- [CCSS.ELA-LITERACY.RL.9-10.3](#)
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.
- **Craft and Structure:**
 - [CCSS.ELA-LITERACY.RL.9-10.4](#)
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word 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).
 - [CCSS.ELA-LITERACY.RL.9-10.5](#)
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.
 - [CCSS.ELA-LITERACY.RL.9-10.6](#)
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-LITERACY.RL.9-10.9](#)
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading: Literature (grades 11-12)

- **Key Ideas and Details:**
 - [CCSS.ELA-LITERACY.RL.11-12.1](#)
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.
 - [CCSS.ELA-LITERACY.RL.11-12.2](#)
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.
 - [CCSS.ELA-LITERACY.RL.11-12.3](#)
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:**
 - [CCSS.ELA-LITERACY.RL.11-12.4](#)
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.)
 - [CCSS.ELA-LITERACY.RL.11-12.5](#)
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.

- [CCSS.ELA-LITERACY.RL.11-12.6](#)

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:**

- [CCSS.ELA-LITERACY.RL.11-12.7](#)

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.)

Speaking and Listening (grade 6)

- **Comprehension and Collaboration:**

- [CCSS.ELA-LITERACY.SL.6.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- [CCSS.ELA-LITERACY.SL.6.2](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Speaking and Listening (grade 7)

- **Comprehension and Collaboration:**

- [CCSS.ELA-LITERACY.SL.7.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- [CCSS.ELA-LITERACY.SL.7.2](#)

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Speaking and Listening (grade 8)

- **Comprehension and Collaboration:**

- [CCSS.ELA-LITERACY.SL.8.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- [CCSS.ELA-LITERACY.SL.8.2](#)

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Speaking and Listening (grades 9-10)

- **Comprehension and Collaboration:**

- [CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- [CCSS.ELA-LITERACY.SL.9-10.2](#)
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-LITERACY.SL.9-10.3](#)
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Speaking and Listening (grades 11-12)

- **Comprehension and Collaboration:**

- [CCSS.ELA-LITERACY.SL.11-12.1](#)
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-LITERACY.SL.11-12.2](#)
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- [CCSS.ELA-LITERACY.SL.11-12.3](#)
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Language (grade 6)

- **Knowledge of Language:**

- [CCSS.ELA-LITERACY.L.6.3](#)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **Vocabulary Acquisition and Use:**

- [CCSS.ELA-LITERACY.L.6.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- [CCSS.ELA-LITERACY.L.6.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-LITERACY.L.6.6](#)
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language (grade 7)

- **Conventions of Standard English:**

- [CCSS.ELA-LITERACY.L.7.1](#)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **Knowledge of Language:**

- [CCSS.ELA-LITERACY.L.7.3](#)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **Vocabulary Acquisition and Use:**

- [CCSS.ELA-LITERACY.L.7.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-LITERACY.L.7.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-LITERACY.L.7.6](#)
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language (grade 8)

- **Conventions of Standard English:**

- [CCSS.ELA-LITERACY.L.8.1](#)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **Knowledge of Language:**

- [CCSS.ELA-LITERACY.L.8.3](#)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **Vocabulary Acquisition and Use:**

- [CCSS.ELA-LITERACY.L.8.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-LITERACY.L.8.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-LITERACY.L.8.6](#)
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language (grades 9-10)

- **Conventions of Standard English:**

- [CCSS.ELA-LITERACY.L.9-10.1](#)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **Knowledge of Language:**

- [CCSS.ELA-LITERACY.L.9-10.3](#)
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **Vocabulary Acquisition and Use:**

- [CCSS.ELA-LITERACY.L.9-10.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

- [CCSS.ELA-LITERACY.L.9-10.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-LITERACY.L.9-10.6](#)
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language (grades 11-12)

- **Conventions of Standard English:**
 - [CCSS.ELA-LITERACY.L.11-12.1](#)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **Knowledge of Language:**
 - [CCSS.ELA-LITERACY.L.11-12.3](#)
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **Vocabulary Acquisition and Use:**
 - [CCSS.ELA-LITERACY.L.11-12.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
 - [CCSS.ELA-LITERACY.L.11-12.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - [CCSS.ELA-LITERACY.L.11-12.6](#)
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

History/Social Studies (grades 6-8)

- **Key Ideas and Details:**
 - [CCSS.ELA-LITERACY.RH.6-8.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources.
 - [CCSS.ELA-LITERACY.RH.6-8.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 - [CCSS.ELA-LITERACY.RH.6-8.3](#)
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **Craft and Structure:**
 - [CCSS.ELA-LITERACY.RH.6-8.4](#)
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - [CCSS.ELA-LITERACY.RH.6-8.5](#)
Describe how a text presents information (e.g., sequentially, comparatively, causally).

- [CCSS.ELA-LITERACY.RH.6-8.6](#)
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-LITERACY.RH.6-8.7](#)
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - [CCSS.ELA-LITERACY.RH.6-8.8](#)
Distinguish among fact, opinion, and reasoned judgment in a text.
 - [CCSS.ELA-LITERACY.RH.6-8.9](#)
Analyze the relationship between a primary and secondary source on the same topic.

History/Social Studies (grades 9-10)

- **Key Ideas and Details:**
 - [CCSS.ELA-LITERACY.RH.9-10.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 - [CCSS.ELA-LITERACY.RH.9-10.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - [CCSS.ELA-LITERACY.RH.9-10.3](#)
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **Craft and Structure:**
 - [CCSS.ELA-LITERACY.RH.9-10.4](#)
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
 - [CCSS.ELA-LITERACY.RH.9-10.5](#)
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - [CCSS.ELA-LITERACY.RH.9-10.6](#)
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-LITERACY.RH.9-10.7](#)
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - [CCSS.ELA-LITERACY.RH.9-10.8](#)
Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - [CCSS.ELA-LITERACY.RH.9-10.9](#)
Compare and contrast treatments of the same topic in several primary and secondary sources.

History/Social Studies (grades 11-12)

- **Key Ideas and Details:**
 - [CCSS.ELA-LITERACY.RH.11-12.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- [CCSS.ELA-LITERACY.RH.11-12.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- [CCSS.ELA-LITERACY.RH.11-12.3](#)
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **Craft and Structure:**
 - [CCSS.ELA-LITERACY.RH.11-12.4](#)
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
 - [CCSS.ELA-LITERACY.RH.11-12.5](#)
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - [CCSS.ELA-LITERACY.RH.11-12.6](#)
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-LITERACY.RH.11-12.7](#)
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
 - [CCSS.ELA-LITERACY.RH.11-12.8](#)
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
 - [CCSS.ELA-LITERACY.RH.11-12.9](#)
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Arts Standards

Arts

- **STANDARD 1: Creating, Performing, and Participating in the Arts**
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
- **STANDARD 2: Knowing and Using Arts Materials and Resources**
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- **STANDARD 3: Responding to and Analyzing Works of Art**
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- **STANDARD 4: Understanding the Cultural Dimensions and Contributions of the Arts**
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Theatre: Key Ideas

- **STANDARD 2: Knowing and Using Arts Materials and Resources**

Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.

- STANDARD 3: Responding to and Analyzing Works of Art

Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film.

- STANDARD 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.