



Grade: 6			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grade 6, Standard 1 <i>(RL and RI are same)</i>	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>6.RL.1 Cite Text Evidence-Analysis of What Text Says & Inferences Made</u> <STUDENT> will cite at least <#> pieces of textual evidence to support analysis of what the text says explicitly as well as inferences made from the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RL.1 Cite Text Evidence-Analysis of What Text Says</u> <STUDENT> will cite at least <#> pieces of textual evidence to support analysis of what the text says explicitly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RL.1 Cite Text Evidence- Analysis of the Inferences Made</u> <STUDENT> will cite at least <#> pieces of textual evidence to support analysis of the inferences made from the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RL.1 Cite Text Evidence-Analysis of What Text Says & Inferences Made</u> <STUDENT> will cite at least <#> pieces of textual evidence to support analysis of what the text says explicitly as well as inferences made from the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Reading Literature Grade 6, Standard 2 <i>(RL and RI are same)</i>	Key Ideas and Details	Determine a 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.	<u>6.RL.2 Determine Central Idea & Provide Summary</u> <STUDENT> will determine a central idea of a text and how it is conveyed through <#> particular details, as well as provide a summary of the text distinct from personal opinions or judgments <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RL.2 Determine Central Idea Text</u> <STUDENT> will determine a central idea of a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RL.2 Describe How Central Idea is Conveyed</u> <STUDENT> will provide a description of how the central idea is conveyed through <#> particular details <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RL.2 Provide a Summary</u> <STUDENT> will provide a summary of the text distinct from personal opinions or judgments <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RL.2 Describe How Central Idea is Conveyed</u> <STUDENT> will provide a description of how the central idea is conveyed through <#> particular details <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grade 6, Standard 3	Key Ideas and Details	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.	<u>6.RL.3 Describe Unfolding of the Story Plot</u> <STUDENT> will describe how the plot of a story or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RL.3 Describe Unfolding of the Story Plot Toward a Resolution</u> <STUDENT> will describe how the plot of a story or drama unfolds in a series of episodes toward a resolution <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RL.3 Describe How the Characters in a Story Respond</u> <STUDENT> will describe how the characters in a story or drama respond or change as the plot moves toward a resolution <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Reading Literature Grade 6, Standard 6	Crafts and Structure	Explain how an author develops the point of view of the narrator or speaker in a text.	<u>6.RL.6 Explain Dev. of P.O.V of the Narrator</u> <STUDENT> will explain how an author develops the point of view of the narrator or speaker in a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grade 6, Standard 9	Integration of Knowledge and Ideas	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><u>6.RL.9 Compare Texts- Themes & Topics</u></p> <p><STUDENT> will compare stories and poems; historical novels and fantasy stories, in terms of their approaches to similar themes and topics <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.RL.9 Compare Stories & Poems- Themes & Topics</u></p> <p><STUDENT> will compare stories and poems in terms of their approaches to similar themes and topics <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.RL.9 Compare Historical Novels & Fantasy Stories-Themes & Topics</u></p> <p><STUDENT> will compare historical novels and fantasy stories, in terms of their approaches to similar themes and topics <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 7			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grade 7, Standard 1 <i>(RL and RI are same)</i>	Key Ideas and Details	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><u>7.RL.1 Cite Text Evidence-Analysis of What Text Says & Inferences Made</u></p> <p><STUDENT> will cite at least <#> pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.1 Cite Text Evidence-Analysis of What Text Says</u></p> <p><STUDENT> will cite at least <#> pieces of textual evidence to support analysis of what the text says explicitly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.1 Cite Text Evidence- Analysis of the Inferences Made</u></p> <p><STUDENT> will cite at least <#> pieces of textual evidence to support analysis of inferences drawn from the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Reading Literature Grade 7, Standard 2	Key Ideas and Details	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.	<p><u>7.RL.2 Determine Central Idea & Provide Summary</u></p> <p><STUDENT> will provide a statement of a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.2 Provide a Statement of a Theme</u></p> <p><STUDENT> will provide a statement of a theme or central idea of a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.2 Describe How Central Idea is Conveyed</u></p> <p><STUDENT> will provide a description of how the theme or central idea is conveyed over the course of the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.2 Provide a Summary</u></p> <p><STUDENT> will provide an objective summary of the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 7			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grade 7, Standard 3	Key Ideas and Details	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p><u>7.RL.3 Analysis of How Setting Shapes Characters/Plot</u></p> <p><STUDENT> will provide an analysis of how the setting shapes the characters or plot <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.3 Analysis of How Setting Shapes Characters</u></p> <p><STUDENT> will provide an analysis of how the setting shapes the characters <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.3 Analysis of How Setting Shapes Plot</u></p> <p><STUDENT> will provide an analysis of how the setting shapes the plot <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Reading Literature Grade 7, Standard 6	Craft and Structure	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<p><u>7.RL.6 Analyze How Author Develops & Compares Characters' P.O.V</u></p> <p><STUDENT> will analyze how an author develops and compares the point of view of different characters or narrators in a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.6 Analyze How Author Develops Characters' P.O.V</u></p> <p><STUDENT> will analyze how an author develops the point of view of different characters or narrators in a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.6 Analyze How Author Compares Characters' P.O.V</u></p> <p><STUDENT> will analyze how an author compares the point of view of different characters or narrators in a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 7			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grade 7, Standard 9	Integration of Knowledge and Ideas	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<p><u>7.RL.9 Compare Fictional Portrayal of Time, Place, or Character</u></p> <p><STUDENT> will compare a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.9 Compare Fictional Portrayal of Time and Place</u></p> <p><STUDENT> will compare a fictional portrayal of a time and place to understand how authors of fiction use or alter history <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.RL.9 Compare a Fictional Portrayal of a Character & an Account of the Same Period</u></p> <p><STUDENT> will compare a fictional portrayal of a character and a historical account of the same period to understand how authors of fiction use or alter history <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 8			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grade 8, Standard 1 <i>(RL and RI are same)</i>	Key Ideas and Details	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><u>8.RL.1 Cite Text Evidence-Analysis of What Text Says & Inferences Made</u></p> <p><STUDENT> will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.1 Cite Text Evidence-Analysis of What Text Says</u></p> <p><STUDENT> will cite the textual evidence that most strongly supports an analysis of what the text says explicitly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.1 Cite Text Evidence- Analysis of the Inferences Made</u></p> <p><STUDENT> will cite the textual evidence that most strongly supports an analysis of the inferences drawn from the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Reading Literature Grade 8, Standard 2	Key Ideas and Details	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.	<p><u>8.RL.2 Determine Central Idea & Provide Summary</u></p> <p><STUDENT> will determine the theme or central idea of text and analyze its development over the course of the text, including its relationship to the <insert relationship, i.e., characters, setting, or plot> and provide an objective summary <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.2 Determine Theme</u></p> <p><STUDENT> will determine the theme or central idea of a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.2 Analyze Development of Central Idea</u></p> <p><STUDENT> will analyze the development of a central idea or theme over the course of the text and how it relates to character, plot and setting <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.2 Provide a Summary</u></p> <p><STUDENT> will provide an objective summary of the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 8			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grade 8, Standard 3	Key Ideas and Details	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.	<p><u>8.RL.3 Analyze How Dialogue/Incidents Move Action, Reveal a Character, Provoke a Decision</u></p> <p><STUDENT> will analyze how particular lines of dialogue or incidents in a story or drama move the action, reveal aspects of a character, or provoke a decision <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.3 Analyze How Dialogue/Incidents Move Action</u></p> <p><STUDENT> will analyze how particular lines of dialogue or incidents in a story or drama move the action <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.3 Analyze How Dialogue/Incidents Reveal a Character/Provoke a Decision</u></p> <p><STUDENT> will analyze how particular lines of dialogue or incidents in a story or drama reveal aspects of a character or provoke a decision <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Reading Literature Grade 8, Standard 6	Craft and Structure	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><u>8.RL.6 Analyze Differences in P.O.V.</u></p> <p><STUDENT> will analyze how differences in the points of view of the characters and the audiences or reader create such effects as suspense or humor <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.6 Analyze How Differences in P.O.V Create Effects</u></p> <p><STUDENT> will analyze how differences in the points of view of the characters create such effects as suspense or humor <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.6 Analyze How Differences in P.O.V of Audiences Create Effects</u></p> <p><STUDENT> will analyze how differences in the points of view of the audiences or reader create such effects as suspense or humor <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 8			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grade 8, Standard 9	Integration of knowledge	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><u>8.RL.9 Analyze How a Modern Work of Fiction Draws on Elements & Rendered New</u></p> <p><STUDENT> will 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 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.9 Analyze How a Modern Work of Fiction Draws on Elements</u></p> <p><STUDENT> will 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 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.RL.9 Description of How Modern Work of Fiction is Rendered New</u></p> <p><STUDENT> will describe how a modern work of fiction is rendered new <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 9 and 10			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grades 9 and 10, Standard 1 <i>(RL and RI are same)</i>	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>9-10.RL.1 Cite Text Evidence-Analysis of What Text Says & Inferences Made</u> <STUDENT> will cite <#> of textual pieces of evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>9-10.RL.1 Cite Text Evidence-Analysis of What Text Says</u> <STUDENT> will cite <#> of textual pieces of evidence to support analysis of what the text says explicitly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>9-10.RL.1 Analyze Dev. of Central Idea</u> <STUDENT> will analyze in detail the development of a central idea or theme over the course of the text, including how it emerges and is shaped and refined by <#> of details <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>9.10.RL.1 Provide an Objective Summary</u> <STUDENT> will provide an objective summary of the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grades: 9 and 10			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grades 9 and 10, Standard 2	Key Ideas and Details	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.	<p><u>9-10.RL.2 Determine Theme & Provide Summary</u></p> <p><STUDENT> will determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it is shaped by specific details; provide an objective summary of the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.RL.2 Determine Theme</u></p> <p><STUDENT> will determine a theme or central idea of a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.RL.2 Analyze Development of Central Idea</u></p> <p><STUDENT> will analyze in detail the development of a central idea or theme over the course of the text, including how it emerges and is shaped and refined by <#> of details <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.RL.2 Provide a Summary</u></p> <p><STUDENT> will provide an objective summary of the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 9 and 10			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grades 9 and 10, Standard 3	Key Ideas and Details	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.	<p><u>9-10.RL.3 Analyze How Multifaceted Characters Develop</u></p> <p><STUDENT> will analyze how multifaceted characters develop over the course of a text, interact with other characters, and advance the plot and/or develop the theme <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.RL.3 Analyze Multifaceted Characters</u></p> <p><STUDENT> will analyze how multifaceted characters develop over the course of a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.RL.3 Analyze How Multifaceted Characters' Interact</u></p> <p><STUDENT> will analyze how multifaceted characters interact with other characters over the course of a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.RL.3 Analyze How Multifaceted Characters Advance Plot</u></p> <p><STUDENT> will analyze how multifaceted characters advance the plot and/or develop the theme over the course of a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Reading Literature Grades 9 and 10, Standard 6	Craft and Structure	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.	<p><u>9-10.RL.6 Analyze How a P.O.V is Reflected in a Work of Lit. Outside the U.S.</u></p> <p><STUDENT> will analyze how a particular point of view or culture experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 9 and 10			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grades 9 and 10, Standard 9	Integration of Knowledge and Ideas	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).	<p><u>9-10.RL.9 Analyze how Author Draws & Transforms Topic Source Material in Specific Work</u></p> <p><STUDENT> will analyze how an author draws on and transforms a topic source material in a specific work <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.RL.9 Analyze how Author Draws on Topic Source Material in Specific Work</u></p> <p><STUDENT> will analyze how an author draws on a topic source material in a specific work <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.RL.9 Analyze how Author Transforms Topic Source Material in Specific Work</u></p> <p><STUDENT> will analyze how an author transforms a topic source material in a specific work <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 11 and 12			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grades 11 and 12, Standard 1 <i>(RL and RI are same)</i>	Key Ideas and Details	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.	11-12.RL.1 Cite Text Evidence-Analysis of What Text Says & Inferences Made <STUDENT> will cite 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 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			11-12.RL.1 Cite Text Evidence-Analysis of What Text Says <STUDENT> will cite textual evidence to support analysis of what the text says explicitly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			11-12.RL.1 Cite Text Evidence-Analysis of What Can be Inferred <STUDENT> will cite textual evidence to support analysis of what can be inferred from the text, including determining where the text leaves matters uncertain <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grades: 11 and 12			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grades 11 and 12, Standard 2	Key Ideas and Details	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.	<p><u>11-12.RL.2 Determine Two or More Themes & Provide Summary</u></p> <p><STUDENT> will determine two or more themes or central ideas of text including how they interact and build on one another to produce an explanation and provide an objective summary of the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.RL.2 Determine Two or More Themes</u></p> <p><STUDENT> will determine two or more themes or central ideas of a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.RL.2 Explain How Two or Themes Interact</u></p> <p><STUDENT> will determine how two or more themes or central ideas of text interact and build on one another to produce an explanation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.RL.2 Provide a Summary</u></p> <p><STUDENT> will provide an objective summary of the text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 11 and 12			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grades 11 and 12, Standard 3	Key Ideas and Details	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/ archetypes are introduced and developed). CA	<p><u>11-12.RL.3 Analyze the Impact of the Author's Choices-Dev. & Relation of Elements</u></p> <p><STUDENT> will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama where a story is set, how the action is ordered, and how the characters/ archetypes are introduced or developed <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.RL.3 Analyze Impact of Author's Choices- Where Story is Set</u></p> <p><STUDENT> will analyze the impact of the author's choices regarding how to develop and relate where the story is set in a story or drama <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.RL.3 Analyze Impact of Author's Choices-How Action is Ordered</u></p> <p><STUDENT> will analyze the impact of the author's choices regarding how to develop and relate how the action is ordered in a story or drama <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.RL.3 Analyze Impact of Author's Choices-How Characters are Intro./Developed</u></p> <p><STUDENT> will analyze the impact of the author's choices regarding how to develop and relate how the characters/archetypes are introduced or developed in a story or drama <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 11 and 12			
Subject: Reading Literature			
Domain	Strand	Standard #	Associated Goal Stems
Reading Literature Grades 11 and 12, Standard 6	Craft and Structure	Analyze a case in which grasping 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><u>11-12.RL.6 Analyze P.O.V- Distinguish Satire, Irony, Understatement</u></p> <p><STUDENT> will analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant such as satire, irony, or an understatement <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.RL.6 Analyze P.O.V- Distinguish Satire</u></p> <p><STUDENT> will analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant such as satire <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.RL.6 Analyze P.O.V-Distinguish Irony</u></p> <p><STUDENT> will analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant such as irony <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.RL.6 Analyze P.O.V-Distinguish Understatement</u></p> <p><STUDENT> will analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant such as an understatement <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Reading Literature Grades 11 and 12, Standard 9	Integration of Knowledge and Ideas	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><u>11-12.RL.9 Demonstrate Knowledge of 18th-20th Century Works</u></p> <p><STUDENT> will demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American Literature <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11.12.RL.9 How 2 or More Texts From the Same Period Treat Similar Themes</u></p> <p><STUDENT> will demonstrate how two or more texts from the same period treat similar themes or topics <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>