

LITERARY STUDIES

High School 10-12

STANDARD 1: READING LITERATURE and INFORMATIONAL TEXTS

The reading anchor standards are grouped into four strands to prepare students for career, college and community readiness. They include: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Text Complexity.

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
EHS.R1.1	Key Ideas & Details	Read closely to determine what the text says explicitly to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <ul style="list-style-type: none">a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly.b. Draw inferences from the text.c. Determine where the text leaves matters uncertain.
EHS.R1.2	Key Ideas & Details	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <ul style="list-style-type: none">a. Determine two or more themes or central ideas of a text.b. Analyze theme or central idea development over the course of the text, including how they interact and build on one another to produce a complex account.c. Provide an objective summary of the text.
EHS.R1.3	Key Ideas & Details	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <ul style="list-style-type: none">a. Analyze the impact of the author's choices regarding how to develop and relate elements of a story, drama, or oral or written history (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).b. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures or events interact and develop over the course of the text.

EHS.R1.4	Craft & Structure	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ol style="list-style-type: none"> a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. b. 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). c. Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
EHS.R1.5	Craft & Structure	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <ol style="list-style-type: none"> a. 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. b. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.
EHS.R1.6	Craft & Structure	<p>Assess how point of view of purpose shapes the content and style of a text.</p> <ol style="list-style-type: none"> a. 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). b. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective. c. Analyze how style and content contribute to the power, persuasiveness, or beauty of the text.

EHS.R1.7	Knowledge & Ideas	<p>Integrate and evaluate content presented in diverse media and format, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> a. Compare and contrast multiple interpretations of a story, drama, poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. b. Integrate and evaluate multiple sources of information presented in different formats (e.g., visually, quantitatively) as well as in words in order to address or solve a problem.
EHS.R1.8	Knowledge & Ideas	<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>
EHS.R1.9	Knowledge & Ideas	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
EHS.R1.10	Range of Reading & Text Complexity	<p>Read and comprehend complex literary and information texts independently and proficiently.</p> <ul style="list-style-type: none"> a. By the end of the year, read and comprehend literature, including stories, dramas, poems and literary nonfiction independently and proficiently.

STANDARD 3: SPEAKING and LISTENING

The anchor standards for speaking and listening prepare students for career, college and community readiness. The two strands of the standard include comprehension and collaboration, as well as presentation of knowledge and ideas.

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
EHS.SL3.1	Comprehension & Collaboration	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">Initiate and participate effectively in a range of collaborative and culturally diverse discussions (one-on-one, in groups, and teacher-led).Come to discussions prepared, having read or researched material under study.Refer to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas.Set rules for civil, democratic discussions and decision-making.Propel conversations by posing and responding to questions that probe reasoning and evidence.Ensure a hearing for a full range of positions on a topic or issue.Clarify, verify, or challenge ideas and conclusions and promote divergent and creative perspectives.Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue.Resolve contradictions when possible and determine what additional information or research is required to deepen the investigation or complete the task.
EHS.SL3.4	Presentation of Knowledge & Ideas	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ol style="list-style-type: none">Convey a clear and distinct perspective, such that listeners can follow the line of reasoning.Provide alternative or opposing perspectives when presenting information.Utilize a presentation style that is organized and appropriate to purpose, audience and a range of formal and informal tasks.

STANDARD 4: LANGUAGE

The anchor standards for language prepare students for career, college, and community readiness. They include three distinctive strands which include: Conventions of Standard English, Knowledge of Language and Vocabulary Acquisition and Use.

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
EHS.L4.1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EHS.L4.2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EHS.L4.3	Knowledge of Language	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.
EHS.L4.4	Vocabulary Acquisition & Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <ul style="list-style-type: none">a. Recognize the role culture plays in the development of language.b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.)
EHS.L4.5	Vocabulary Acquisition & Use	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none">a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.b. Analyze nuances in the meaning of words with similar denotations.

EHS.L4.6

**Vocabulary
Acquisition & Use**

Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.