# CURRICULUM MAP

**Course/ Subject:** Shakespeare  
**Grade:** 9-12

**Month:** September/October

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
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</thead>
</table>
| 1.1.11.E. Demonstrate an appropriate rate of silent reading based upon specific grade level texts. | Anchor text:  
- “Why Shakespeare”  
- *Much Ado About Nothing* | A.1.1.1.2. Identify and apply multiple meaning words (synonyms and antonyms) | Required (Choice of)  
- Reading objective test  
- Open-ended reading response  
- Reading logs  
- In class discussion and/or Socratic seminar  
- Expository essay |
| 1.3.11.C. Analyze the relationships, use, and effectiveness of literary elements (characterization, setting, plot, theme, point of view, tone, mood, foreshadowing, irony, and style) used by one or more authors in similar genres. | Reading Renaissance Literature (1.3.12.C.)  
- Character  
- Plot Structure  
- Conflict  
- Comedy  
- Comic relief  
- Aside  
- Iambic pentameter  
- Blank verse  
- Literary Devices (1.3.12.D.)  
  - Irony  
  - Paradox  
  - Allusion  
  - Symbolism  
  - Figurative language  
  - Simile  
  - Metaphor  
  - Hyperbole  
  - Foreshadowing  
  - Dramatic irony  
  - Voice | A.1.1.2.1. Identify and apply word recognition skills and affixes through the use of context clues. | - Expository essay |
| 1.1.11.A. Apply appropriate strategies to analyze, interpret, and evaluate author’s use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes. | Reading: Nonfiction (1.1.12.A.) | A.1.3.1 Make inferences and draw conclusions regarding text by citing evidence and support. | - Group activities  
- Visual interpretations  
- Making connections with contemporary issues  
- Choice of creative project  
- Journal/Reading |
| 1.2.11.D. Analyze inferences and draw conclusions based on and related to an author’s implicit and explicit assumptions and beliefs about a subject. | | A.1.4.1 Identify and Explain the main idea | |
| 1.1.12.B. Use context clues, knowledge or root words and word origins as well as reference sources to decode and understand new words. | | A.1.5.1 Summarize a fiction text | |
| 1.1.12.D. Demonstrate comprehension/understanding before, during, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements. | | A.1.6.1 Identify the purpose of the text by pulling and describing examples of text that support purpose | |

**Reading: Nonfiction (1.1.12.A.)**

- **B1.1.1** Identify, interpret, compare, describe, and analyze character, setting, plot, theme, tone, style, mood, and symbolism.
- **B1.2.1** Make connections text to text

- **B2.1.1**, **B2.1.2**, **B2.1.3**, **B2.1.4** Identify, interpret and describe figurative language in text.
<table>
<thead>
<tr>
<th>1.3.12.D.</th>
<th>Identify, interpret, and analyze literary devices in various genres (e.g., figurative language, imagery, allegory, and symbolism).</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Identify, explain, and analyze the effects of sound, form, and structure in poems</td>
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<tr>
<th>1.3.12.C.</th>
<th>Analyze the effectiveness of literary elements used by authors in various genres.</th>
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<tbody>
<tr>
<td></td>
<td>- Analyze the author’s development of complex characters as well as their roles and functions in a variety of texts.</td>
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<tr>
<td></td>
<td>- Determine the effectiveness of setting as related to character, plot, theme, and other key literary elements.</td>
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<tr>
<th>1.2.12.D.</th>
<th>Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author’s implicit and explicit assumptions and beliefs about a subject.</th>
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<th>1.3.12.A.</th>
<th>Analyze the way in which a work of literature is related to the themes and issues of its historical period.</th>
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<th>1.1.12.A.</th>
<th>Apply appropriate strategies to construct meaning through interpretation of non-fiction</th>
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<tr>
<th>1.4.12.</th>
<th>Demonstrate a sophisticated control of grammar, mechanics, spelling, usage, and sentence formation.</th>
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<tr>
<th>15.12.A.</th>
<th>Write with a clear focus, identifying topic, task, and audience.</th>
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<tr>
<th>Writing</th>
<th>Summarize important events and support writing with textual citations (1.6.10 B)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Observe the conventions of written language (1.5.10.F.)</td>
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<tr>
<td></td>
<td>- Analyze and support ideas with textual citations (1.2.10.D.)</td>
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<td></td>
<td>- Double entry journals (1.5.10.A.)</td>
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<tr>
<th>Listening and Speaking (1.6.10)</th>
<th>Large and small group discussion (1.6.10.D, 1.6.10E)</th>
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<td></td>
<td>- Ask clarifying questions</td>
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<td></td>
<td>- Speculate contemporary consequences and trends (assumed generation from students)</td>
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<thead>
<tr>
<th>1.5.10.F.</th>
<th>Observe the conventions of written language</th>
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<tr>
<th>1.2.10.D.</th>
<th>Analyze and support ideas with textual citations</th>
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| Personification, similes, alliteration, metaphors, hyperbole, satire, imagery, flashback, foreshadowing, irony in text. |

<table>
<thead>
<tr>
<th>B2.2.1, B2.2.2</th>
<th>Identify, Interpret and describe point of view.</th>
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<td>- 1st/ 3rd person</td>
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<td></td>
<td>- Effectiveness of point of view</td>
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<tr>
<th>Author biography</th>
<th>Historical &amp; literary context</th>
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<tbody>
<tr>
<td>Nonfiction articles</td>
<td></td>
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</table>
1.5.12.C. Write with controlled and/or subtle organization.

1.5.12.F. Use grade appropriate conventions of language when writing and editing.

1.6.12.A. Listen critically and respond to others in small and large group situations.

1.1.12.D. Demonstrate comprehension/understanding before, during, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.3.12. Describe how an author, through the use of diction, syntax, figurative language, sentence variety, etc., achieves style.

1.3.12. Identify and analyze how dramatic conventions (stage directions, monologue, dialogue, soliloquy, chorus) support, interpret, and enhance dramatic script.
## CURRICULUM MAP

**Course/ Subject:** Shakespeare  
**Grade:** 9-12  
**Month:** November/December

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<th>Standards</th>
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</table>
| 1.1.11.E. | Anchor text:  
- *Midsummer Night’s Dream*  
- *Pyramus and Thisbe*  
- *The Taming of the Shrew* | A.1.1.1.2. Identify and apply multiple meaning words (synonyms and antonyms) | Required (Choice of)  
- Reading objective test  
- Open-ended reading response  
- Reading logs  
- In class discussion and/or Socratic seminar  
- Expository essay |
| 1.3.11.C. | Reading Renaissance Literature (1.3.12.C.)  
- Character  
- Plot Structure  
- Conflict  
- Tragedy  
- Tragic hero/flaw  
- Comic relief  
- Aside  
- Iambic pentameter  
- Blank verse  
- Literary Devices (1.3.12.D.)  
  - Irony  
  - Paradox  
  - Allusion  
  - Symbolism  
  - Figurative language  
  - Simile  
  - Metaphor  
  - Hyperbole  
  - Foreshadowing  
  - Dramatic irony  
  - Voice | A.1.2.1. Identify and apply word recognition skills and affixes through the use of context clues. | Enrichment (Optional)  
- Enrichment activities  
  - Group activities  
  - Visual interpretations  
  - Making connections with contemporary issues  
  - Choice of creative project  
  - Journal/Reading |
| 1.1.11.A. | A1.1.1.2 Identify and explain the main idea | A1.3.1 Make inferences and draw conclusions regarding text by citing evidence and support. |
| 1.2.11.D. | A1.5.1 Summarize a fiction text | A1.6.1 Identify the purpose of the text by pulling and describing examples of text that support purpose |
| 1.1.12.B. | B1.1.1 Identify, interpret, compare, describe, and analyze character, setting, plot, theme, tone, style, mood, and symbolism. | B1.2.1 Make connections text to text |
- Personification, similes, |
| 1.3.12.D. | Use context clues, knowledge or root words and word origins as well as reference sources to decode and understand new words. | |
| 1.3.12.D. | Demonstrate comprehension/understanding before, during, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements. | |
| 1.3.12.D. | Identify, interpret, and analyze literary devices in various genres (e.g., | |
|-----------|-----------|-----------|-----------|---------|-----------|
| **Apply appropriate strategies to construct meaning through interpretation of non-fiction.** | **Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author’s implicit and explicit assumptions and beliefs about a subject.** | **Analyze the way in which a work of literature is related to the themes and issues of its historical period.** | **Analyze the effectiveness of literary elements used by authors in various genres.** | **Demonstrate a sophisticated control of grammar, mechanics, spelling, usage, and sentence formation.** | **Write with a clear focus, identifying topic, task, and audience.** |
| 15.12.A. | **Identify alliteration, metaphors, hyperbole, satire, imagery, flashback, foreshadowing, irony in text.** | **B2.2.1, B2.2.2 Identify, interpret and describe point of view.** | **• 1st/3rd person** | **• Effectiveness of point of view** | **• 1st/3rd person** | **• Effectiveness of point of view** |
| **Writing** | **Alliteration, metaphors, hyperbole, satire, imagery, flashback, foreshadowing, irony in text.** | **Identify, interpret and describe point of view.** | **1st/3rd person** | **Effective control of grammar, mechanics, spelling, usage, and sentence formation.** | **Clear focus, identifying topic, task, and audience.** | **Controlled and/or subtle organization.** |
| 1.5.12.E. | Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed. |
| 1.5.12.F. | Use grade appropriate conventions of language when writing and editing. |
| 1.6.12.A. | Listen critically and respond to others in small and large group situations. |
| 1.3.12. | Identify and analyze how dramatic conventions (stage directions, monologue, dialogue, soliloquy, chorus) support, interpret, and enhance dramatic script. |
## CURRICULUM MAP

**Course/ Subject:** Shakespeare  
**Grade:** 9-12  
**Month:** January/February

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| **1.1.11.E.** Demonstrate an appropriate rate of silent reading based upon specific grade level texts. | **Anchor text:**  
- *Shakespeare’s Sonnets* | A.1.1.1.2. Identify and apply multiple meaning words (synonyms and antonyms) | **Required (Choice of)**  
- Reading objective test  
- Open-ended reading response  
- Reading logs  
- In class discussion and/or Socratic seminar  
- Expository essay  
- Illuminated text project |
| **1.1.11.A.** Apply appropriate strategies to analyze, interpret, and evaluate author’s use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes. | **Reading:**  
- Author’s purpose *(1.3.11.B.)*  
- Figurative Language *(1.3.11.D.)*  
  - Irony  
  - Understatement  
  - Overstatement  
  - Paradox  
  - Personification  
  - Simile  
  - Metaphor  
  - Hyperbole  
- Sound Techniques *(1.3.11.C)*  
  - Rhyme Scheme  
  - Rhythm  
  - Meter  
  - Alliteration  
  - Assonance  
  - Consonance  
- Literary Structures *(1.3.11.C)*  
  - Foreshadowing  
  - Flashback  
  - Progressive and digressive time  
- Themes *(1.3.11.B)* | A.1.2.1. Identify and apply word recognition skills and affixes through the use of context clues. | **Enrichment (Optional)**  
- Enrichment activities  
  - Group activities  
  - Visual interpretations  
  - Making connections with contemporary issues  
- Choice of creative project  
- Journal/Reading |
| **1.1.12.B.** Use context clues, knowledge or root words and word origins as well as reference sources to decode and understand new words. | **Writing** | A1.3.1 Make inferences and draw conclusions regarding text by citing evidence and support. |
| **1.2.11.D.** Analyze inferences and draw conclusions based on and related to an author’s implicit and explicit assumptions and beliefs about a subject. | **A1.4.1 Identify and explain the main idea** |
| **1.12.B.** Analyze the way in which a work of literature is related to the themes and issues of its historical period. | **A1.6.1 Identify the purpose of the text by pulling and describing examples of text that support purpose** |
| **1.3.12.B.** Identify, interpret, and analyze literary devices in various genres (e.g., figurative language, imagery, allegory, and symbolism).  
- Identify, explain, and analyze the effects of sound, form, and structure in poems | **B1.2.1 Make connections text to text** |
| **1.3.12.D.** Identify, interpret, and analyze literary devices in various genres (e.g., figurative language, imagery, allegory, and symbolism).  
- Identify, explain, and analyze the effects of sound, form, and structure in poems | **B2.1.1, B2.1.2, B2.1.3, B2.1.4**  
**Identify, interpret and describe figurative language in text.**  
- Personification, similes, alliteration, metaphors, hyperbole, satire, imagery, flashback, foreshadowing, irony in text. | **Required (Choice of)**  
- Reading objective test  
- Open-ended reading response  
- Reading logs  
- In class discussion and/or Socratic seminar  
- Expository essay  
- Illuminated text project |
| **1.5.12.E.** Revise writing to improve style, | **B2.1.2, B2.1.3, B2.1.4**  
**Identify, interpret and describe figurative language in text.**  
- Personification, similes, alliteration, metaphors, hyperbole, satire, imagery, flashback, foreshadowing, irony in text. | **Enrichment (Optional)**  
- Enrichment activities  
  - Group activities  
  - Visual interpretations  
  - Making connections with contemporary issues  
- Choice of creative project  
- Journal/Reading |
| **Reading objective test**  
**Open-ended reading response**  
**Reading logs**  
**In class discussion and/or Socratic seminar**  
**Expository essay**  
**Illuminated text project** | **Reading logs**  
**In class discussion and/or Socratic seminar**  
**Expository essay**  
**Illuminated text project** | **Required (Choice of)**  
- Reading objective test  
- Open-ended reading response  
- Reading logs  
- In class discussion and/or Socratic seminar  
- Expository essay  
- Illuminated text project |
| **Reading logs**  
**In class discussion and/or Socratic seminar**  
**Expository essay**  
**Illuminated text project** | **Enrichment (Optional)**  
- Enrichment activities  
  - Group activities  
  - Visual interpretations  
  - Making connections with contemporary issues  
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- Journal/Reading | **Enrichment (Optional)**  
- Enrichment activities  
  - Group activities  
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word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.

1.6.12.A. Listen critically and respond to others in small and large group situations.

- Summarize important events and support writing with textual citations (1.6.10 B)
- Observe the conventions of written language (1.5.10.F.)
- Analyze and support ideas with textual citations (1.2.10.D.)
- Double entry journals (1.5.10.A.)

**Listening and Speaking** (1.6.10)
- Large and small group discussion (1.6.10.D, 1.6.10E)
- Ask clarifying questions
- Speculate contemporary consequences and trends (assumed generation from students)
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| 1.1.11.E. Demonstrate an appropriate rate of silent reading based upon specific grade level texts. | Anchor text (Choice of):  
- *King Lear*  
- *Henry IV, Henry V*  
- *Merchant of Venice*  
  (tragic comedy)  
- *Richard III* | A.1.1.1.2. Identify and apply multiple meaning words (synonyms and antonyms) | Required (Choice of)  
- Reading objective test  
- Open-ended reading response  
- Reading logs  
- In class discussion and/or Socratic seminar  
- Expository essay |
| 1.3.11.C. Analyze the relationships, use, and effectiveness of literary elements (characterization, setting, plot, theme, point of view, tone, mood, foreshadowing, irony, and style) used by one or more authors in similar genres. | Reading: Renaissance Literature (1.3.12.C.)  
- Character  
- Plot Structure  
- Conflict  
- Tragedy  
- Tragic hero/flaw  
- Comic relief  
- Aside  
- Iambic pentameter  
- Blank verse  
- Literary Devices (1.3.12.D.)  
  - Irony  
  - Paradox  
  - Allusion  
  - Symbolism  
  - Figurative language  
  - Simile  
  - Metaphor  
  - Hyperbole  
  - Foreshadowing  
  - Dramatic irony  
  - Voice | A.1.2.1. Identify and apply word recognition skills and affixes through the use of context clues. | Enrichment  
- Enrichment activities  
  - Group activities  
  - Visual interpretations  
  - Making connections with contemporary issues  
  - Choice of creative project  
  - Journal/Reading |
| 1.1.11.A. Apply appropriate strategies to analyze, interpret, and evaluate author’s use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes. | Reading: Nonfiction | A1.3.1 Make inferences and draw conclusions regarding text by citing evidence and support. | |
| 1.1.12.B. Use context clues, knowledge or root words and word origins as well as reference sources to decode and understand new words. | | A1.4.1 Identify and Explain the main idea | |
| 1.1.12.D. Demonstrate comprehension/understanding before, during, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements. | | A1.5.1 Summarize a fiction text | |
| 1.3.12.D. Identify, interpret, and analyze literary devices in various genres (e.g., | | A1.6.1 Identify the purpose of the text by pulling and describing examples of text that support purpose | |

**Course/ Subject:** Shakespeare  
**Grade:** 9-12  
**Month:** March/April
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<th><strong>figurative language, imagery, allegory, and symbolism).</strong></th>
<th><strong>1.3.12.C. Analyze the effectiveness of literary elements used by authors in various genres.</strong></th>
<th><strong>alliteration, metaphors, hyperbole, satire, imagery, flashback, foreshadowing, irony in text.</strong></th>
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<td>• Identify, explain, and analyze the effects of sound, form, and structure in poems</td>
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<td>• Determine the effectiveness of setting as related to character, plot, theme, and other key literary elements.</td>
<td>• 1st/ 3rd person</td>
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<td><strong>1.2.12.D. Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author’s implicit and explicit assumptions and beliefs about a subject.</strong></td>
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<td><strong>1.3.12.A. Analyze the way in which a work of literature is related to the themes and issues of its historical period.</strong></td>
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<td><strong>1.1.12.A. Apply appropriate strategies to construct meaning through interpretation of non-fiction</strong></td>
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<td>• Observe the conventions of written language (1.5.10.F.)</td>
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<td><strong>15.12.A. Write with a clear focus, identifying topic, task, and audience.</strong></td>
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<td><strong>Listening and Speaking (1.6.10)</strong></td>
<td><strong>B2.2.1, B2.2.2 Identify, Interpret and describe point of view.</strong></td>
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<td>• Large and small group discussion (1.6.10.D, 1.6.10E)</td>
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1.5.12.E. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.

1.5.12.F. Use grade appropriate conventions of language when writing and editing.

1.6.12.A. Listen critically and respond to others in small and large group situations.

1.3.12. Identify and analyze how dramatic conventions (stage directions, monologue, dialogue, soliloquy, chorus) support, interpret, and enhance dramatic script.
## CURRICULUM MAP

**Course/ Subject:** Shakespeare  
**Grade:** 9-12  
**Month:** May/June

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| 1.1.11.E. Demonstrate an appropriate rate of silent reading based upon specific grade level texts. | **Anchor text:**  
- 12<sup>th</sup> Night  
- As You Like It  
- The Tempest | A.1.1.1.2. Identify and apply multiple meaning words (synonyms and antonyms) | **Required (Choice of)**  
- Reading objective test  
- Open-ended reading response  
- Reading logs  
- In class discussion and/or Socratic seminar  
- Expository essay |
| 1.3.11.C. Analyze the relationships, use, and effectiveness of literary elements (characterization, setting, plot, theme, point of view, tone, mood, foreshadowing, irony, and style) used by one or more authors in similar genres. | **Reading Renaissance Literature (1.3.12.C.)**  
- Character  
- Plot Structure  
- Conflict  
- Tragedy  
- Tragic hero/flaw  
- Comic relief  
- Aside  
- Iambic pentameter  
- Blank verse  
- Literary Devices (1.3.12.D.)  
  - Irony  
  - Paradox  
  - Allusion  
  - Symbolism  
  - Figurative language  
  - Simile  
  - Metaphor  
  - Hyperbole  
  - Foreshadowing  
  - Dramatic irony  
  - Voice | A.1.2.1. Identify and apply word recognition skills and affixes through the use of context clues. | **Enrichment (Optional)**  
- Enrichment activities  
  - Group activities  
  - Visual interpretations  
  - Making connections with contemporary issues  
  - Choice of creative project  
  - Journal/Reading |
| 1.11.A. Apply appropriate strategies to analyze, interpret, and evaluate author’s use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes. | **Reading: Nonfiction (1.1.12.A.)**  
- Author biography | A.1.3.1 Make inferences and draw conclusions regarding text by citing evidence and support. | |
| 1.2.11.D. Analyze inferences and draw conclusions based on and related to an author’s implicit and explicit assumptions and beliefs about a subject. | A.1.4.1 Identify and Explain the main idea | A.1.5.1 Summarize a fiction text | |
| 1.12.B. Use context clues, knowledge or root words and word origins as well as reference sources to decode and understand new words. | A.1.6.1 Identify the purpose of the text by pulling and describing examples of text that support purpose | A.1.6.2 Identify, interpret, compare, describe, and analyze character, setting, plot, theme, tone, style, mood, and symbolism. | |
| 1.12.D. Demonstrate comprehension/understanding before, during, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements. | B1.1.1 Identify, interpret, compare, describe, and analyze character, setting, plot, theme, tone, style, mood, and symbolism. | B1.2.1 Make connections text to text | |
| 1.3.12.D. Identify, interpret, and analyze literary devices in various genres (e.g., | B2.1.1, B2.1.2, B2.1.3, B2.1.4 Identify, interpret and describe figurative language in text.  
- Personification, similes, | | |
<table>
<thead>
<tr>
<th>Figurative Language, Imagery, Allegory, and Symbolism</th>
<th>Historical &amp; Literary Context</th>
<th>Nonfiction Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify, explain, and analyze the effects of sound, form, and structure in poems</td>
<td>• Summarize important events and support writing with textual citations (1.6.10 B)</td>
<td>alliteration, metaphors, hyperbole, satire, imagery, flashback, foreshadowing, irony in text.</td>
</tr>
<tr>
<td>1.3.12.C. Analyze the effectiveness of literary elements used by authors in various genres.</td>
<td>• Observe the conventions of written language (1.5.10.F.)</td>
<td>B2.2.1, B2.2.2 Identify, Interpret and describe point of view.</td>
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<tr>
<td>• Analyze the author’s development of complex characters as well as their roles and functions in a variety of texts.</td>
<td>• Analyze and support ideas with textual citations (1.2.10.D.)</td>
<td>• 1st/ 3rd person</td>
</tr>
<tr>
<td>• Determine the effectiveness of setting as related to character, plot, theme, and other key literary elements.</td>
<td>• Double entry journals (1.5.10.A.)</td>
<td>• Effectiveness of point of view</td>
</tr>
<tr>
<td>1.2.12.D. Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author’s implicit and explicit assumptions and beliefs about a subject.</td>
<td>1.5.12.C. Write with controlled and/or subtle organization.</td>
<td>1.5.12.A. Write with a clear focus, identifying topic, task, and audience.</td>
</tr>
<tr>
<td>1.3.12.A. Analyze the way in which a work of literature is related to the themes and issues of its historical period.</td>
<td>1.4.12. Demonstrate a sophisticated control of grammar, mechanics, spelling, usage, and sentence formation.</td>
<td>1.6.10 Listening and Speaking</td>
</tr>
<tr>
<td>1.1.12.A. Apply appropriate strategies to construct meaning through interpretation of non-fiction</td>
<td>15.12.A. Write with a clear focus, identifying topic, task, and audience.</td>
<td>(1.6.10)</td>
</tr>
<tr>
<td>1.4.12. Demonstrate a sophisticated control of grammar, mechanics, spelling, usage, and sentence formation.</td>
<td>1.5.12.C. Write with controlled and/or subtle organization.</td>
<td>• Large and small group discussion (1.6.10.D, 1.6.10E)</td>
</tr>
<tr>
<td>15.12.A. Write with a clear focus, identifying topic, task, and audience.</td>
<td>1.5.12.A. Write with a clear focus, identifying topic, task, and audience.</td>
<td>• Ask clarifying questions</td>
</tr>
<tr>
<td>1.5.12.C. Write with controlled and/or subtle organization.</td>
<td>1.6.10 Listening and Speaking</td>
<td>• Speculate contemporary consequences and trends (assumed generation from students)</td>
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<tr>
<td><strong>1.5.12.E.</strong></td>
<td>Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.</td>
<td></td>
</tr>
<tr>
<td><strong>1.5.12.F.</strong></td>
<td>Use grade appropriate conventions of language when writing and editing.</td>
<td></td>
</tr>
<tr>
<td><strong>1.6.12.A.</strong></td>
<td>Listen critically and respond to others in small and large group situations.</td>
<td></td>
</tr>
<tr>
<td><strong>1.3.12.</strong></td>
<td>Identify and analyze how dramatic conventions (stage directions, monologue, dialogue, soliloquy, chorus) support, interpret, and enhance dramatic script.</td>
<td></td>
</tr>
</tbody>
</table>