

MVS World Literature Common Core State Standards Alignment Document

CCSS	Standard	Location	Assessment
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.	All Units	This is evident throughout the course, specifically in assessments for 2.1, 3.1, 4.1-4.3, 5.2, 6.3, 7.3, and 8.2.
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.	Unit 7 and Unit 8	7.1 Practice 7.1 Found Poem Thematic Analysis Graphic Organizer 7.2 Writing Themes Using Direct Quotations 7.3 Thematic Analysis Essay 8.2 Final project
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.	Unit 6 and Unit 8	6.1 Interactive practice embedded in the lesson (self-check) Characterization charts 6.1 BioPoem 6.2 Embedded practice quiz in lesson Indirect and direct Characterization charts 6.2: Characterization—Missing/Wanted Poster 6.3 Interactive practice in lesson review 6.3 Writing about Characterization
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).	All Units.	All units have some level of this, but components of it are assessed in 2.3
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.	Unit 4 and Unit 5	4.1-4.3 Setting Analysis Short Responses Unit 4 Wrap Up Discussion Board 5.1 Conflict Storyboard 5.2 Writing about Literature 5.3 Conducting a Mock Interview
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	All Units	This is addressed throughout the course.

	wide reading of world literature		
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	Unit 2	2.1 More Than One Story— Popular Culture
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently	All Units	This is addressed throughout the course.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Unit 5	Unit 5 Wrap Up Discussion Board
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	All Units	This is evident throughout the course, specifically in assessments for 2.1, 3.1, 4.1-4.3, 5.2, 6.3, 7.3, and 8.2.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Unit 3	3.3 Modernized Fable
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	All Units	This is evident throughout the course.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	All Units	This is evident throughout the course, especially in 8.2.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the	Unit 2	2.2 Literature and Childhood

	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	All Units	This is evident throughout the course.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	All Units	This is evident throughout the course.