### STATE STANDARD

**CCSS.ELA-LITERACY.RL.9-10.1**
**CCSS.ELA-LITERACY.RL.11-12.1**

**Topical Focus**
- Key Ideas and Details

**Standard Phrasing**
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Coverage**
- High

**Example Resources**
- All e-learning resources will justify any analytical point being made with evidence from the text. See: Unlocked Study Guides, Unlocked videos episodes, Poetry in Action recital videos.

**Demo Exemplar**
- Themes section of Unlocked Study Guide: The Crucible
- Unlocking Theme: Marriage, Gender, and Power in A Doll's House, 2:38-3:29

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**CCSS.ELA-LITERACY.RL.9-10.2**
**CCSS.ELA-LITERACY.RL.11-12.2**

**Topical Focus**
- Key Ideas and Details

**Standard Phrasing**
- Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Coverage**
- High

**Example Resources**
- All Unlocked series will have at least one episode on a given theme, and the study guides have a themes section.
- All Poetry in Action Fast Sheets will have a theme section.
- Before Y ou Were Mine by Carol Ann Duffy: The Analysis, 1:53-2:11

**Demo Exemplar**
- Themes section of Unlocked Study Guide: The Crucible
- Unlocking Theme: Marriage, Gender, and Power in A Doll's House, 2:38-3:29

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**CCSS.ELA-LITERACY.RL.9-10.3**
**CCSS.ELA-LITERACY.RL.11-12.3**

**Topical Focus**
- Key Ideas and Details

**Standard Phrasing**
- 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.

**Coverage**
- High

**Example Resources**
- All Unlocked series will have a minimum of one or two character analyses videos. The study guides will have a characters section, as well as a relationship map.
- In Defence of Character offers a creative way to understand character motivation within a fictional setting, where key characters are being interrogated (Prospero, Hamlet, Portia).

**Demo Exemplar**
- Relationship map in Unlocked Study Guide: Medebeth
- Unlocking Character: The Creature, 0:00-0:17
- In Defence of Character - Prospero - The Interrogation, 0:30-0:45 (Miranda's section)

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**CCSS.ELA-LITERACY.RL.9-10.4**
**CCSS.ELA-LITERACY.RL.11-12.4**

**Topical Focus**
- Craft and Structure

**Standard Phrasing**
- 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).

**Coverage**
- High

**Example Resources**
- All Unlocked series will have either a language episode and literary devices episode, or a language and literary devices episode. The study guides will have a language and literary devices section.
- All Poetry in Action Fast Sheets will have a language and literary devices section.
- All Poetry in Action analysis videos will have an in-depth exploration of language.
- All Poetry in Action recital videos will highlight key text on screen, connecting student understanding of spoken word to the written text.
- Helpful resources like Form, Style, Language, and Historical Context in Jane Eyre.
- Julius Caesar: 'Friends, Romans, countrymen' insight, 0:54-1:29

**Demo Exemplar**
- Unlocking Language in Antigone, 1:38-2:54
- Unlocking Study Guide: A Doll's House, Literary Devices (207-210)
- Julius Caesar: 'Friends, Romans, countrymen' insight, 0:54-1:29
- Unlocking Structure in Much Ado About Nothing, 0:38-1:07
- Unlocking Structure in Frankenstein, 1:23-2:03

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**CCSS.ELA-LITERACY.RL.9-10.5**
**CCSS.ELA-LITERACY.RL.11-12.5**

**Topical Focus**
- Craft and Structure

**Standard Phrasing**
- Analyze how an author's choices concerning how to structure a text, order events (e.g., parallel, flashbacks), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**Coverage**
- High

**Example Resources**
- All Unlocked series will have a structure episode.
- All Unlocked Study Guides will have a plot summary.
- All Poetry in Action analysis videos will address the importance of structure, including rhythm and meter.
- All Poetry in Action fact sheets will explore the structure of the poem.
- How to Map a Speech: Explore Shakespeare with Ben Crystal.

**Demo Exemplar**
- Unlocking Structure in Much Ado About Nothing, 0:38-1:07
- Unlocking Structure in Frankenstein, 1:23-2:03
- Checking Out Me History by John Agard: The Recital (all of the first performance)

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**CCSS.ELA-LITERACY.RL.9-10.6**
**CCSS.ELA-LITERACY.RL.11-12.6**

**Topical Focus**
- Craft and Structure

**Standard Phrasing**
- Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., how the United States, drawing on a wide reading of world literature.

**Coverage**
- High

**Example Resources**
- Primary texts include: Poem coverage for Li Bai, Rabindranath Tagore, John Agard, T.S. Eliot, Christian Lenz, Byron, Thomas Hardy, Percy Bysshe Shelley, Wilfred Owen, William Blake, Carol Ann Duffy, John Donne – more added weekly.
- 10/310 series. Creative content (e.g. Bombay Talkies), Melodram, Quasar, A Study of Kafkaschi, Educational videos include: An Interview with Meera Syal, “Surviving surviving”, Irvine Roth.

**Demo Exemplar**
- Unlocking Theme: Marriage, Gender, and Power in A Doll's House, 2:38-3:29

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**CCSS.ELA-LITERACY.RL.9-10.7**
**CCSS.ELA-LITERACY.RL.11-12.7**

**Topical Focus**
- Integration of Knowledge and Ideas

**Standard Phrasing**
- 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 Brueghel’s Landscape with the Fall of Icarus), drawing on a wide reading of world literature.

**Coverage**
- Medium

**Example Resources**
- Peer Rebinadrnanth Tagore’s Song VII (poem) with his play, Daek Gher, Peer Romeo and Juliet with A Poem of Chinggany by Li Bai, Peer Shakespearean studies (e.g. Dido and Anaeas, A Midsummer Night’s Dream) with operatic performances (e.g. Gran Teatre del Liceu’s specialty performance) or performance art (e.g. British Council’s A Midsummer Night’s Dream dance).

**Demo Exemplar**
- Gran Teatre del Liceu’s operatic performance of A Midsummer Night’s Dream

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**CCSS.ELA-LITERACY.RL.9-10.8**
**CCSS.ELA-LITERACY.RL.11-12.8**

**Topical Focus**
- Integration of Knowledge and Ideas

**Standard Phrasing**
- Not applicable to literature.

**Coverage**
- Not applicable

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**CCSS.ELA-LITERACY.RL.9-10.9**
**CCSS.ELA-LITERACY.RL.11-12.9**

**Topical Focus**
- Integration of Knowledge and Ideas

**Standard Phrasing**
- Analyze how an author draws on and transforms sources 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).

**Coverage**
- Medium

**Example Resources**
- All Unlocked Study Guides will have a context section that analyzes key influences in the text.
- All Poetry in Action analyses will address any source material and its meaning.

**Demo Exemplar**
- Unlocking Study Guide: The Crucible, p4 which explores the Salem witch trials (the source material the play was based upon)
- Before You Were Mine by Carol Ann Duffy: The Analysis, 1:53-2:11

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**CCSS.ELA-LITERACY.RL.9-10.10**
**CCSS.ELA-LITERACY.RL.11-12.10**

**Topical Focus**
- Range of Reading and Level of Text Complexity

**Standard Phrasing**
- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and 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.

**Coverage**
- Medium

**Example Resources**
- We will ensure that for every text we cover – predominantly plays and poetry at this stage – we will offer supportive e-learning materials and appropriate scaffolding to ensure students are within the relevant text complexity band.

**Demo Exemplar**
- Unlocked Study Guide: The Crucible, p4 which explores the Salem witch trials (the source material the play was based upon)
- Before You Were Mine by Carol Ann Duffy: The Analysis, 1:53-2:11
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<th>STATE STANDARD</th>
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<tr>
<td>CCSS.ELA-LITERACY.SL.9-10.1</td>
<td>Comprehension and Collaboration</td>
<td>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.</td>
<td>High</td>
<td>One-on-One: Theatre Lives</td>
<td>Unlocking Collaboration: Group Discussions, 131-158</td>
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<tr>
<td>CCSS.ELA-LITERACY.SL.9-10.1 A</td>
<td>Comprehension and Collaboration</td>
<td>Come to discussions prepared, having read and researched material under study, explicitly draw on evidence from texts and other sources in the discussion to support their own ideas, giving specific reasons and examples, both general and specific, and linking evidence to conclusions.</td>
<td>High</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Collaboration: Democratic Discussions, 123-145</td>
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<tr>
<td>CCSS.ELA-LITERACY.SL.9-10.2</td>
<td>Comprehension and Collaboration</td>
<td>Work with peers to set rules for collegiate discussions, decide how to organize contributions, capitalizing on the strengths of others, have clear goals, andPid reason arguments and claims and give clear reasons and details supporting their own arguments and claims.</td>
<td>High</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Collaboration: Democratic Discussions, 258-336. This directly corresponds to task number 2 in the worksheet.</td>
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<tr>
<td>CCSS.ELA-LITERACY.SL.9-10.3</td>
<td>Comprehension and Collaboration</td>
<td>Propose and accept roles and responsibilities to organize a discussion (e.g., officer, timekeeper, note-taker) and overview tasks, making Elds and searches for information to inform reasoning, and evidence, and to add complexity.</td>
<td>High</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Collaboration: Democratic Discussions, 258-336. This directly corresponds to task number 2 in the worksheet.</td>
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<td>CCSS.ELA-LITERACY.SL.9-10.3 A</td>
<td>Comprehension and Collaboration</td>
<td>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, raise new questions and initial suggestions, and signal when others are finished speaking, and to ask clarifying questions and respond to the comments of others.</td>
<td>High</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Collaboration: Democratic Discussions, 258-336. This directly corresponds to task number 2 in the worksheet.</td>
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<td>CCSS.ELA-LITERACY.SL.9-10.3</td>
<td>Comprehension and Collaboration</td>
<td>Interact productively with a variety of individuals, groups, and media to present ideas and information.</td>
<td>High</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Collaboration: Democratic Discussions, 258-336. This directly corresponds to task number 2 in the worksheet.</td>
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<td>CCSS.ELA-LITERACY.SL.9-10.4</td>
<td>Comprehension and Collaboration</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) to build a coherent overview of the subject under Study and to express and defend a point of view.</td>
<td>High</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Collaboration: Democratic Discussions, 258-336. This directly corresponds to task number 2 in the worksheet.</td>
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<td>CCSS.ELA-LITERACY.SL.9-10.5</td>
<td>Comprehension and Collaboration</td>
<td>Evaluate the accuracy of claims and evidence in media and other digital content.</td>
<td>Medium</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Presentation: Evaluating a Speaker, 301-318. This directly corresponds to task number 1 in the worksheet.</td>
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<td>CCSS.ELA-LITERACY.SL.9-10.6</td>
<td>Comprehension and Collaboration</td>
<td>Present knowledge and ideas.</td>
<td>Medium</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Presentation: Presenting Information Clearly, 3:02-3:25. This directly corresponds to task number 1 in the worksheet.</td>
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<td>CCSS.ELA-LITERACY.SL.9-10.5 A</td>
<td>Presentation of Knowledge and Ideas</td>
<td>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance understanding ofXA and its arguments and reasoning.</td>
<td>High</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Presentation: Using Digital Media, 0:34-112. This directly corresponds to task number 1 in the worksheet.</td>
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<td>CCSS.ELA-LITERACY.SL.9-10.6</td>
<td>Presentation of Knowledge and Ideas</td>
<td>Adapt speech to a variety of contexts and audiences, demonstrating command of formal English when indicated or appropriate.</td>
<td>Low</td>
<td>Shakespeare series 4x45 series 4x45; Othello Masterclass</td>
<td>Unlocking Workshop: Adapting Speech to Contexts and Tasks, 3:02-3:41. This directly corresponds to task number 1 in the worksheet.</td>
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