

**Correlation of *Reading the World: Contemporary Literature from Around the Globe*  
to the Common Core State Standards for Literature**

Common Core State Standards	Student Book	Teaching and Assessment Resource
<b>English Language Arts Standards » Reading: Literature » Grade 11-12</b>		
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the		
<b>Key Ideas and Details</b>		
1. 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.	46-50; 98-104; 112-115; 117-118; 157-158; 163-168; 169-171; 191-192; 227-228; 251-252; 281; 304-310; 393-397; 418-419; 620-621	70; 98; 104; 107; 141; 151; 154; 161; 180; 190; 218; 231; 282; 289; 381
2. 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.	33-44; 207-215; 224-226; 322-338; 482-490; 564-577	67; 170; 177; 241; 315; 363
3. 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 are introduced and developed).	17-29; 194-202; 254-263; 311-316; 349-347; 420-434; 538-550; 552-558	60; 164; 196; 234; 249; 292; 354; 357
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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.)	30-32; 51-52; 53-68; 76-77; 78-79; 89-96; 106-111; 119; 139-145; 162; 253; 283-298; 299; 302; 340-347; 393-397; 458; 496; 560-562	63; 73; 76; 85; 88; 94; 101; 110; 133; 147; 190; 221; 225; 228; 245; 278; 305; 332; 360; 369
5. 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.	17-29; 194-202; 254-263; 311-316; 349-347; 420-434; 538-550; 552-558	60; 164; 196; 234; 249; 292; 354; 357
6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	46-50; 98-104; 112-115; 117-118; 157-158; 163-168; 169-171; 191-192; 227-228; 251-252; 281; 304-310; 393-397; 418-419; 620-621	70; 98; 104; 107; 141; 151; 154; 161; 180; 190; 218; 231; 282; 289; 381
<b>Integration of Knowledge and Ideas</b>		
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Integration of Knowledge and Ideas, pages 132, 274; 374; 498; 628	
9. 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.	The content of this text is contemporary literature from around the world. Units are organized geographically, including The Americas, Europe, Africa, and East Asia & the Pacific Rim.	The content of this text is contemporary literature from around the world. Units are organized geographically, including The Americas, Europe, Africa, and East Asia & the Pacific Rim.