

**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
English Language Arts Standards » Reading: Literature » Grade 9-10		
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the		
Key Ideas and Details		
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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 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.	33-44; 207-215; 224-226; 322-338; 482-490; 564-577	67; 170; 177; 241; 315; 363
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.	70-71; 72-75; 120-131; 147-156; 217-222; 248-249; 359-365; 366-373; 381-301; 491-495; 526-537; 622-627	79; 82; 114; 137; 173; 187; 253; 256; 274; 319; 350; 384
Craft and Structure		
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).	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 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.	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 particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	4-5, 69; 80; 97; 134-135; 146; 159; 190; 193; 206; 216; 223; 229; 247; 250; 266; 280; 301; 321; 339; 348; 358; 376; 380; 392; 398; 417; 437; 450; 457; 460; 468; 500; 512; 551; 559; 563; 588; 603	
Integration of Knowledge and Ideas		
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 <i>Landscape with the Fall of Icarus</i>).	Integration of Knowledge and Ideas, pages 132, 274; 374; 498; 628	
9. Analyze how an author draws on and transforms source material 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).	Before You Read, pages 81, 302, 340, 381, 418; 505, 604	