

Reading: Literature Playlists - Complete Grades 9-10 Bundle

This resource bundle aligns with all of the Common Core State Standards for Grades 9-10 Reading: Literature. We have included ten of our playlists—content-rich tools that use trusted textual, audio, visual, and multimedia resources to supplement high-quality instruction in specific elements of the Common Core—to guide students through each of the relevant standards for the literature reading strands of English Language Arts.

Each playlist is designed for 30–45 minutes of instructional time and is followed by a rigorous self-check for students. Alternatively you could assign individual student playlists as homework or remedial/extension activities.

The Common Core State Standards for English Language Arts are not intended to be taught in sequential order, and neither are these playlists. Instead, you should feel free to dip in and out of these resources as your instructional needs dictate.

Detailed Standard Coverage Notes:

- Standard RL.9-10.2 is covered across two playlists: one focuses on summaries and the other focuses on how theme and central idea development.
- Standard RL.9-10.4 is covered across two playlists: one focuses on figurative and connotative meanings and the other focuses on the cumulative impact of word choices.
- There is no playlist for RL.9-10.8 because the Common Core does not deem this standard applicable to literature.
- There is no playlist for RL.9-10.10. As your students work through the other standards, they will read and comprehend a range of stories, dramas, and poems within the grades 9-10 text-complexity band.



The accompanying Student Editions include dozens of additional passages on which students can practice their reading skills, including the ability to identify key ideas and details, to analyze craft and structure, and to integrate knowledge and ideas presented in a variety of media and genres. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.

Thank you for trusting Wisewire to help your students become better readers and lifelong learners! Visit us online for even more resources and to access our free to use computer-based assessment platform.



Grades 9-10 Playlist: Transforming Works

Aligns with *CCSS.ELA-LITERACY.RL.9-10.9*:

- 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).

Welcome

Writers often are inspired by the works of other authors. For example, sometimes writers use a general topic or theme from another author's story. Other times, writers choose to incorporate specific characters, settings, and plots from earlier sources into their own work. In these cases, writers transform the original material to make it fit with their own artistic vision. Analyzing how a writer draws upon earlier stories can help readers better understand a text.

Objectives

In this playlist, students will learn and practice how to:

- analyze author choices about including material from other sources in their own work.

Review

Key Terms

- The **source materials** for a text are any stories, poems, plays, or other works that the author uses while creating his or her own text.
- When an author **adapts** a source material, he or she uses that material as a basis for his or her own text. **Adaptations** can resemble very closely their source material or they can loosely follow the spirit or theme of the original.
- When an author **alludes** to source material, he or she refers to a particular part of that material. He or she reminds the audience of the source material but does not incorporate a large part of the original story.

Exploring the Standard

William Shakespeare's plays often draw upon themes and events from classical mythology and the Bible. Sometimes he directly mentions characters from well-known myths, expecting his audience to recognize the allusion. For example, in Act I of *Romeo and Juliet* a character refers to Aurora, the Roman goddess of the dawn, to refer to Romeo's habit of staying out until dawn. In other places, however, Shakespeare incorporates the source material in more subtle ways.



Teaching Notes: Transforming Works

The goal of RL.9-10.9 is for students to be able to analyze how an author draws on and transforms source material in a specific work. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

Activity: Classroom discussion

The sections in this playlist are meant to build on one another. They work especially well in a group setting. Class discussion can help students get a better grasp of each passage and the relationship between them.

Discussion Starter One: After reading Prospero’s speech, what do you think of Prospero? What are his motivations? What is his relationship to the magic he practices and to the forces he relies on to accomplish that magic?

Possible Answers: Students may have mixed reactions to Prospero. Some readers find him sympathetic, especially in this scene where he is giving up his magic. Others do not read him favorably because he has manipulated most of the other characters in the play. At this stage in the playlist, it is important that students base their opinions about Prospero on the information they glean from the passage. Invite them to read the passage several times and allow for class time to address any sections of the passage that may be confusing to them.

Discussion Starter Two: Based on Medea’s speech, what type of character is Medea? What are the similarities between this passage and Shakespeare’s passage above? What are some of the differences between the two passages?

Possible Answers: Because this passage does not deal directly with some of the more horrific sections of the Medea story, students are likely to react favorably to her. As with the first discussion starter, encourage students to find specific examples in the passage that will help them explain their opinions about Medea.

Discussion Starter Three: Why would Shakespeare draw from Medea’s speech in Prospero’s speech in Act V? What does this reference add to the scene? How does it impact the way an audience might understand the character of Prospero?

Possible Answers: At this point in the playlist, students should have a basic understanding of both characters. Take time to make sure that everyone understands the relevant parts of each story and allow students to ask questions before they attempt to address this final discussion starter. Students likely will want to spend some time sharing their ideas about the implied connection between Prospero and Medea. They may wonder to what extent the Medea story is meant to influence how an audience understands Prospero’s speech. The audience, like the students, may have many different reactions to this allusion. Encourage them to focus on the ways that their understanding of Medea’s speech impacts their understanding of Prospero. Does it change how they interpret his motives? If students have widely differing views on this, it can be helpful to allow them to debate their views using information from the playlist to explain their answers.

Advanced Activity: Individual Research

A homework assignment that couples well with this playlist is an individual research project in which students find one contemporary (within the past 20 years) work that draws from one of Shakespeare’s plays. Students should write an essay analyzing how the work incorporates themes or story elements from Shakespeare. Students should consider why each author, playwright, or artist decided to use one of Shakespeare’s plays as source material.



Grades 9–10 Playlist: Figurative and Connotative Meanings

Aligns with *CCSS.ELA-LITERACY.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).

Welcome

How does an author explain a concept or image that has been explained throughout history, such as love or a sunset? To create fresh, new ways of expression, authors need to be creative with their word choices. In turn, by manipulating language, authors present readers with the chance to

experience the text in ways that go beyond the literal meanings of words and to understand the text's deeper meaning.

Objectives

In this playlist, students will learn how to:

- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- analyze and evaluate the use of language and its impact on meaning and reader experience.

Review

Key Terms

- A word's **connotation** refers to the suggestions, associations, or emotional response that surrounds most words and extends beyond the literal, or **denotative**, meaning.
- **Diction** simply refers to a speaker's (or author's) word choice.
- **Figurative language** refers to words or phrases that employ one or more figures of speech to supplement or modify the literal, denotative meanings or words with additional connotations. Figurative language adds color, immediacy, and richness to a text.
- **Figurative devices** used to achieve this effect include (but are not limited to) simile, metaphor, symbol, personification, and irony. These devices are usually used to create emphasis on a given concept, image, or idea, and also affects or allude to the tone. For example:
 - **Dramatic irony** is a literary technique in which readers are aware of information that the characters aren't.
 - **Personification** is a type of figurative language in which human qualities are given to something that is nonhuman.



Teaching Notes: Figurative and Connotative Meanings

The goal of RL.9-10.4 is for students to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, and 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). This playlist focuses on the former, and the following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

Activities

1. Have students read T. S. Eliot’s “The Love Song of J. Alfred Prufrock,” with the task of identifying its use of allusion, or any other literary device of your choice. Since this poem is quite long, students may be set into groups for collaborative work, or the reading should be assigned as homework. If done as homework, students could answer the following questions while providing examples from the text: How does the diction in the poem evoke a sense of time or place? How can readers tell the tone and mood of the poem?
2. Using a poem of your choice, set students up into groups of 2–4 with the task of breaking down the use of language. Have students identify examples of figurative language and determine its corresponding tone and how it affects the meaning of the poem. After they finish, reconvene as a class and discuss students’ findings.

Writing Prompts

1. Assign a short story of your choice that uses multiple literary devices, and have students answer the following questions in a multiple paragraph response: What devices did the author use to show figurative language? How did the author’s diction and use of figurative language impact your interpretation of the text?
2. Have students write their own poem, short story, or play, but require them to use at least three different devices of figurative language, and have students share their creative writing with the class.

Additional Resources

Consider this additional resource when teaching RL.9-10.4:

- This site offers many links and guides to poems that use various figurative language devices and techniques. It could be used when preparing activities for exploring a specific concept or device: <http://literatureguides.weebly.com/examples-of-poems-using-figurative-language.html>

