

First Literary Explorations

Ancient Wisdom Literature

CCSS alignment for Grades 6 through 10

These tables connect the unit to selected Common Core standards in Reading Literature, Writing, and Speaking and Listening. **Core** marks work already built in; **Focus** adds a precise instruction or evidence requirement; **Extend** adds a text or task. Judge the alignment through individual student work and the text selected.

Grade 6

Standards	Evidence and small additions
RL.6.1, 2 Evidence and theme	Core: Explain a proverb’s implied claim with precise references. Focus: Summarize the shared Ecclesiastes passage separately from the response to it.
RL.6.3, 5 Plot and structure	Focus — RL.6.5: Explain how a verse or stanza works within a complete selected passage. RL.6.3 needs a story or drama.
RL.6.4 Language and tone	Core: Work through figurative language and translation choices. Focus: Explain the effect on tone as well as meaning.
W.6.1 or 2; 9.a Argument or explanation	Core: Use W.6.2 for the proverb analysis; use W.6.1 if students defend a debatable interpretation. Both draw on literary evidence.
W.6.4, 5, 10 Purpose and process	Core: Keep the Single Paragraph Outline, draft, revision and brief reflections. Include both quick writing and work developed over several lessons.
W.6.3 Narrative writing	Focus: Select the narrative adaptation option and teach dialogue, pacing, description and transitions. A proverb or poster alone is insufficient.
SL.6.1.a–d Discussion	Core: Prepare a proverb reading, discuss a specific application, and show understanding of another perspective before responding.
SL.6.3 Listening to an argument	Focus: Identify the reasons and evidence offered for a proverb’s interpretation or application.
SL.6.4, 5, 6 Presentation	Focus: Explain the adaptation orally, using evidence and suitable speech. Use a purposeful display for SL.6.5; a written commentary alone supplies no oral evidence.

Optional comparison: RL.6.9 needs different forms or genres. Pair a proverb or poetic passage with a story on a shared idea; two translations alone do not establish that alignment.

Official sources: Reading Literature Grade 6, Writing Grade 6, Speaking and Listening Grade 6.

Grade 7

Students now need to explain how an idea develops and how the parts of a text affect one another. Several quotations are useful only when the student can account for their relationship to the claim.

Standards	Evidence and small additions
RL.7.1, 2 Evidence and development	Core: Support the proverb analysis with several details. Focus: Use the longer Ecclesiastes passage to trace a developing idea and provide an objective summary.
RL.7.3 Interacting elements	Extend: Use a narrative companion if assessing this standard. A sequence of sayings does not by itself provide interacting story elements.
RL.7.4, 5 Language and poetic form	Core — RL.7.5: Explain how poetic parallelism contributes to meaning. Focus — RL.7.4: Examine repeated sounds in the chosen English version where present.
W.7.1 or 2; 9.a Argument or explanation	Core: Explain language and form under W.7.2. Focus for W.7.1: Defend an interpretation and acknowledge a plausible alternative.
W.7.4, 5, 10 Purpose and process	Core: Revise the analysis and adaptation for their different purposes and audiences. Keep short reflections alongside sustained writing.
W.7.3 Narrative writing	Focus: Choose the narrative option. Establish a point of view and make the ending reflect on what happened.
SL.7.1.a–d Discussion	Core: Discuss competing applications. Focus: Bring the discussion back to the text and record a justified change of view.
SL.7.3 Evaluating an argument	Focus: Evaluate the reasoning behind an interpretation; distinguish a persuasive example from sufficient support.
SL.7.4, 5, 6 Presentation	Focus: Present the adaptation’s purpose and textual basis clearly. Rehearse suitable delivery; use a clarifying display for SL.7.5.

Comparison note: RL.7.9 requires fiction and a historical account of the same period. Two translations do not supply it. The unit’s poetic form gives a more direct route to RL.7.5.

Official sources: Reading Literature Grade 7, Writing Grade 7, Speaking and Listening Grade 7.

Grade 8

Choose the strongest evidence and explain what each text's arrangement allows its writer to do.

Standards	Evidence and small additions
RL.8.1, 2 Evidence and theme	Focus: Trace a central idea through Ecclesiastes using the strongest details. Keep its objective summary separate from evaluation.
RL.8.3, 5 Incidents and structure	Focus — 5: Compare two poetic passages' structures and their different effects on meaning and style. RL.8.3 requires a narrative.
RL.8.4 Language and tone	Core: Analyze figurative language and translation choices. Focus: Explain tone; examine an analogy or allusion where present.
RL.8.9 Traditional material made new	Extend: Read modern fiction that demonstrably reuses biblical material. Explain the transformation; a student's adaptation alone does not supply this reading.
W.8.1 or 2; 9.a Argument or explanation	Core: Use W.8.2 for explanation. Focus for W.8.1: Defend a reading and distinguish it from an alternative.
W.8.4, 5, 10 Purpose and process	Core: Revise the analysis and commentary for their different purposes. Keep planning, feedback and both brief and sustained writing.
W.8.3 Narrative writing	Focus: Choose a narrative adaptation. Make reflection and the ending grow from the events; a visual-only response is insufficient.
SL.8.1.a–d; 3 Discussion and listening	Focus: Connect speakers' ideas and qualify a reading. Evaluate reasoning, relevance and sufficiency, noting irrelevant evidence. Agree how the group makes decisions.
SL.8.4, 5, 6 Presentation	Focus: Explain the adaptation and defend its textual basis. Use a purposeful display for SL.8.5 and collect each student's oral evidence.

Official sources: *Reading Literature Grade 8*, *Writing Grade 8*, *Speaking and Listening Grade 8*.

Grades 9 and 10

Give older readers a text that can sustain a developed reading. Require them to account for details that resist their interpretation.

Standards	Evidence and small additions
RL.9-10.1, 2 Evidence and development	Extend: Follow and qualify a central idea across Ecclesiastes selections. Provide thorough evidence and an objective summary.
RL.9-10.3 Complex characters	Not a primary fit: Philosophical uncertainty does not automatically constitute the development of a complex narrative character.
RL.9-10.4, 5 Language and structure	Focus — 4: Track recurring words and cumulative effects on meaning and tone. Extend — 5: Explain effects of framing and order in a longer reading.
RL.9-10.6 World literature	Focus: Examine the speaker’s perspective through text and credible context. Connect to wider reading; one selection cannot supply breadth.
RL.9-10.9 Source and transformation	Extend: Pair a biblical source with a later literary transformation. Translation comparison alone is insufficient.
W.9-10.1 or 2; 9.a Developed analysis	Extend: Analyze connected Ecclesiastes selections. Develop a counterclaim fairly with evidence and limits, or explain complex relationships among ideas.
W.9-10.4, 5, 10 Purpose and revision	Focus: Revise after the longer reading. Keep the outline, brief reflections, developed drafts and an explanation of a consequential revision.
SL.9-10.1.a–d; 3 Seminar and evaluation	Focus: Bring textual evidence and contextual research. Invite others, synthesize disagreements and qualify conclusions. Evaluate rhetoric; identify faulty reasoning or distorted evidence when present.
SL.9-10.4, 5, 6 Presentation	Focus: Present the developed reading for an audience. Extend — 5: Use a digital display that clarifies reasoning.

Narrative option: W.9-10.3 requires a developed narrative with deliberate viewpoint, sequencing, telling details and a reflective ending. Select and develop the narrative adaptation; a modern proverb or poster alone cannot supply this evidence.

Official sources: Reading Literature Grades 9–10, Writing Grades 9–10, Speaking and Listening Grades 9–10.

Small additions for older readers

The revised guide already includes a shared Ecclesiastes passage. For Grades 9–10, expand that reading so students can follow a question across connected selections and test an early conclusion against later details. The timings and word ranges below are teaching suggestions, not CCSS requirements.

Addition	What students do and why it matters
A connected Ecclesiastes reading About 2–3 additional lessons, with reading between	Read 1:1–18, 2:1–26 and 12:8–14 ; supply a brief account of the intervening chapters. Track wisdom, work or satisfaction and test the reading against the closing frame. Add 3:1–15 if time permits. This supports RL.9-10.1, 2, 4, and 5 when students explain effects of framing and order.
A fuller argument Replace the shorter final response	Allow roughly 600–900 words across several paragraphs. Develop a counterclaim fairly, with evidence and limits on both readings. Use W.9-10.1, 4, 5, 9.a ; for explanation, use W.9-10.2 and trace a complex relationship among ideas. Limit conclusions to what the selections support.
An individual explanation About 2 minutes each	Explain the interpretation, textual basis and an adaptation choice. Listeners evaluate the reasoning and evidence. This supports the grade’s SL.3, 4, 6 . A purposeful visual or multimedia element supports SL.5 ; Grades 9–10 require strategic use of digital media.
A later literary use About 1–2 lessons if selected	Pair a biblical passage with a later literary work that demonstrably transforms it. Identify the borrowing and explain the changed meaning for RL.9-10.9 . For RL.8.9 , the later work must be modern fiction. Translation comparison or a shared theme alone is insufficient.

Suggested reading in NET: Ecclesiastes 1, Ecclesiastes 2, Ecclesiastes 12.

A short passage can still ask a great deal

For **Reading Literature standard 10**, Grades 6 and 7 allow support at the upper end of the Grades 6–8 complexity band; Grade 8 expects independence there. Grades 9 and 10 make a similar distinction in their higher band. Select the translation and passage before claiming the fit. Archaic diction alone cannot establish the band.

Consider language, structure, layers of meaning and knowledge demands, alongside suitable quantitative evidence and the reader’s needs. Selections do not amount to reading the whole book or the year’s full range of literature. See the [CCSS text complexity guidance](#).

Writing note: For W.1 or W.2, assess introduction, development, organization, transitions, style and conclusion. W.6, W.7 and W.8 require digital publication or research tasks not claimed here merely through typing or citation. RL.8 is not applicable to literature.

Codes share the row’s prefix and grade. For example, W.6.4, 5, 10 means W.6.4, W.6.5 and W.6.10. Descriptions are paraphrases, with official sources beneath each grade table.