

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 5	UNIT NAME: Reading Literature & Information/Writing Narrative & Argument
-------------------	-----------	-----------	--

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly.	RL.11.1
2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text.	RL.11.2
3.	Provide an objective summary of the text.	RL.11.2
4.	Analyze <b>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).</b>	RL.11.3
5.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. <b>(Include Shakespeare as well as other authors.)</b>	RL.11.4
6.	Determine the meaning of words and phrases as they are used in the text.	RL.11.4
7.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	RL.11.5
8.	Analyze a <b>case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</b>	RL.11.6
9.	Analyze <b>multiple interpretations of a story, drama, or poem (e.g., recorded or live</b>	RL.11.7

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 11</b>	<b>UNIT #: 5</b>	<b>UNIT NAME: Reading Literature &amp; Information/Writing Narrative &amp; Argument</b>
--------------------------	------------------	------------------	---

	<b>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.)</b>	
<b>10.</b>	By the end of <b>grade 11</b> , read and comprehend literature, including stories, dramas, and poems, in the <b>grades 11–12</b> CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RI.11.10</b>
<b>11.</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly.	<b>RI.11.1</b>
<b>12.</b>	Cite strong and thorough textual evidence to support inferences drawn from the text, <b>including determining where the text leaves matters uncertain.</b>	<b>RI.11.1</b>
<b>13.</b>	Determine <b>two or more</b> central <b>ideas</b> of a text and analyze <b>their</b> development over the course of the text.	<b>RI.11.2</b>
<b>14.</b>	Analyze a <b>complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b>	<b>RI.11.3</b>
<b>15.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>RI.11.4</b>
<b>16.</b>	Analyze and evaluate the effectiveness of the structure an author uses in his or her <b>exposition or argument, including whether the structure makes points clear, convincing, and engaging</b>	<b>RI.11.5</b>
<b>17.</b>	Determine an author’s point of view or purpose in a text <b>in which the rhetoric is</b>	<b>RI.11.6</b>

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 11</b>	<b>UNIT #: 5</b>	<b>UNIT NAME: Reading Literature &amp; Information/Writing Narrative &amp; Argument</b>
--------------------------	------------------	------------------	---

	particularly effective.	
18.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11.7
19.	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).	RI.11.8
20.	By the end of <b>grade 11</b> , read and comprehend literary nonfiction in the <b>grades 11–12</b> CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.11.10
21.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11.3
22.	When writing narratives, engage and orient the reader by setting out a problem, situation, or observation <b>and its significance</b> , establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	W.11.3a.
23.	When writing narratives, create a smooth progression of experiences or events.	W.11.3a.
24.	Write narratives to develop real or imagined experiences or events using effective technique; use narrative techniques, such as dialogue, pacing, description, <b>reflection</b> , and multiple plot lines, to develop experiences, events, and/or characters.	W.11.3b.

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 5	UNIT NAME: Reading Literature & Information/Writing Narrative & Argument
-------------------	-----------	-----------	--

25.	When writing narratives, use a variety of techniques to sequence events so that they build on one another to create a coherent whole <b>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</b>	W.11.3c.
26.	When writing narratives, use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.11.3d.
27.	When writing narratives, provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.11.3e.
28.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11.1
29.	When writing arguments, introduce precise, <b>knowledgeable</b> claim(s) and <b>establish the significance of the claim(s).</b>	W.11.1a.
30.	When writing arguments, introduce precise, <b>knowledgeable</b> claim(s), <b>and</b> distinguish the claim(s) from alternate or opposing claims.	W.11.1a
31.	When writing arguments, introduce precise, <b>knowledgeable</b> claim(s), <b>and</b> create an organization <b>that logically sequences</b> claim(s), counterclaims, reasons, and evidence.	W.11.1a.
32.	When writing arguments, develop claim(s) and counterclaims fairly and <b>thoroughly</b> , supplying the <b>most relevant</b> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns,	W.11.1b.

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 11</b>	<b>UNIT #: 5</b>	<b>UNIT NAME: Reading Literature &amp; Information/Writing Narrative &amp; Argument</b>
--------------------------	------------------	------------------	---

	<b>values, and possible biases.</b>	
<b>33.</b>	When writing arguments, use words, phrases, and clauses as well as varied syntax to link the major sections of the text, <b>create cohesion</b> , and clarify the relationships between claim(s) and reasons.	<b>W.11.1c.</b>
<b>34.</b>	When writing arguments, use words, phrases, and clauses as well as varied syntax to link the major sections of the text, <b>create cohesion</b> , and clarify the relationships between reasons and evidence.	<b>W.11.1c.</b>
<b>35.</b>	When writing arguments, establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>W.11.1d.</b>
<b>36.</b>	When writing arguments, provide a concluding statement or section that follows from and supports the argument presented.	<b>W.11.1e.</b>
<b>37.</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	<b>W.11.6</b>
<b>38.</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <b>assess the strengths and limitations of each source in terms of the task</b> , purpose, and audience.	<b>W.11.8</b>
<b>39.</b>	Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <b>overreliance on any</b> one source and following a standard format for	<b>W.11.8</b>

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 5	UNIT NAME: Reading Literature & Information/Writing Narrative & Argument
-------------------	-----------	-----------	--

	citation.	
40.	Draw evidence from literary texts to support analysis, reflection, and research; apply <b>grade 11 Reading standards</b> to literature (e.g., “ <b>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</b> ”).	W.11.9a.
41.	Apply <b>grade 11 Reading standards</b> to literary nonfiction (e.g., “ <b>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]</b> ”).	W.11.9b.
42.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 11 topics, texts, and issues</b> , building on others’ ideas and expressing their own clearly and persuasively.	SL.11.1
43.	Work with peers to <b>promote civil, democratic discussions and decision making, set</b> clear goals and deadlines, and establish individual roles as needed.	SL.11.1b.
44.	Propel conversations by posing and responding to questions that <b>probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue</b> ; clarify, verify, or challenge ideas and conclusions; <b>and promote divergent and creative perspectives.</b>	SL.11.1c.
45.	Respond thoughtfully to diverse perspectives; <b>synthesize comments, claims, and</b>	SL.11.1d.

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 5	UNIT NAME: Reading Literature & Information/Writing Narrative & Argument
-------------------	-----------	-----------	--

	<b>evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</b>	
46.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <b>in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b>	SL.11.2
47.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, <b>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b>	SL.11.3
48.	Present information, findings, and supporting evidence, <b>conveying a clear and distinct perspective</b> , such that listeners can follow the line of reasoning, <b>alternative or opposing perspectives are addressed</b> , and the organization, development, substance, and style are appropriate to purpose, audience, <b>and a range of formal and informal tasks.</b>	SL.11.4
49.	<b>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i>) as needed.</b>	L.11.1b.
50.	<b>Observe hyphenation conventions.</b>	L.11.2a.
51.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully	L.11.3a.

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 5	UNIT NAME: Reading Literature & Information/Writing Narrative & Argument
-------------------	-----------	-----------	--

	when reading or listening; <b>vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed.</b>	
52.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 11 reading and content</b> , choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase	L.11.4a.
53.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <b><i>conceive, conception, conceivable</i></b> ).	L.11.4b.
54.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 11 reading and content</b> , choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, <b>or its standard usage</b> .	L.11.4c.
55.	Demonstrate understanding of figurative language; interpret figures of speech (e.g., <b>hyperbole, paradox</b> ) in context and analyze their role in the text when writing and speaking.	L.11.5a

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 5	UNIT NAME: Reading Literature & Information/Writing Narrative & Argument
-------------------	-----------	-----------	--

Code #	Common Core State Standards
RL.11.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <b>including determining where the text leaves matters uncertain.</b>
RL.11.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, <b>including how they interact and build on one another to produce a complex account</b> ; provide an objective summary of the text.
RL.11.3	Analyze <b>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).</b>
RL.11.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze <b>the impact</b> of specific word choices on meaning and tone, <b>including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</b>
RL.11.5	Analyze how an author's choices concerning how to structure <b>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.</b>
RL.11.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 11</b>	<b>UNIT #: 5</b>	<b>UNIT NAME: Reading Literature &amp; Information/Writing Narrative &amp; Argument</b>
--------------------------	------------------	------------------	---

<b>RI.11.7</b>	Analyze <b>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.)</b>
<b>RI.11.10</b>	By the end of <b>grade 11</b> , read and comprehend literature, including stories, dramas, and poems, in the <b>grades 11–12</b> CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>RI.11.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <b>including determining where the text leaves matters uncertain.</b>
<b>RI.11.2</b>	Determine <b>two or more</b> central <b>ideas</b> of a text and analyze <b>their</b> development over the course of the text, including how <b>they interact and build on one another to provide a complex analysis</b> ; an objective summary of the text.
<b>RI.11.3</b>	Analyze <b>a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b>
<b>RI.11.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze <b>how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</b>
<b>RI.11.5</b>	Analyze <b>and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</b>
<b>RI.11.6</b>	Determine an author’s point of view or purpose in a text <b>in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</b>
<b>RI.11.7</b>	<b>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,</b>

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 5	UNIT NAME: Reading Literature & Information/Writing Narrative & Argument
-------------------	-----------	-----------	--

	quantitatively) as well as in words in order to address a question or solve a problem.
<b>RI.11.8</b>	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
<b>RI.12.10</b>	By the end of <b>grade 11</b> , read and comprehend literary nonfiction in the <b>grades 11</b> –CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>W.11.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation <b>and its significance</b>, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, <b>reflection</b>, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole <b>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</b>.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course</p>

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 11</b>	<b>UNIT #: 5</b>	<b>UNIT NAME: Reading Literature &amp; Information/Writing Narrative &amp; Argument</b>
--------------------------	------------------	------------------	---

	of the narrative.
<b>W.11.1</b>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, <b>knowledgeable</b> claim(s), <b>establish the significance of the claim(s)</b>, distinguish the claim(s) from alternate or opposing claims, and create an organization <b>that logically sequences</b> claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and <b>thoroughly</b>, supplying the <b>most relevant</b> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, <b>values, and possible biases</b>.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, <b>create cohesion</b>, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<b>W.11.6</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products <b>in response to ongoing feedback, including new arguments or information</b> .
<b>W.11.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 11</b>	<b>UNIT #: 5</b>	<b>UNIT NAME: Reading Literature &amp; Information/Writing Narrative &amp; Argument</b>
--------------------------	------------------	------------------	---

	effectively; <b>assess the strengths and limitations of each source in terms of the task</b> , purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <b>overreliance on any</b> one source and following a standard format for citation.
<b>W.11.9a,b.</b>	<p>a. Apply <b>grade 11 Reading standards</b> to literature (e.g., <b>“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”</b>).</p> <p>b. Apply <b>grades 11–12 Reading standards</b> to literary nonfiction (e.g., <b>“Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”</b>).</p>
<b>SL.11.1</b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 11 topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to <b>promote civil, democratic discussions and decision making</b>, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that <b>probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue</b>; clarify, verify, or challenge ideas and conclusions; and <b>promote divergent and creative perspectives</b>.</p> <p>d. Respond thoughtfully to diverse perspectives; <b>synthesize comments, claims, and evidence made on all sides of</b></p>

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 11</b>	<b>UNIT #: 5</b>	<b>UNIT NAME: Reading Literature &amp; Information/Writing Narrative &amp; Argument</b>
--------------------------	------------------	------------------	---

	<b>an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</b>
<b>SL.11.2</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <b>in order to make informed decisions and solve problems</b> , evaluating the credibility and accuracy of each source <b>and noting any discrepancies among the data.</b>
<b>SL.11.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, <b>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b>
<b>SL.11.4</b>	Present information, findings, and supporting evidence, <b>conveying a clear and distinct perspective</b> , such that listeners can follow the line of reasoning, <b>alternative or opposing perspectives are addressed</b> , and the organization, development, substance, and style are appropriate to purpose, audience, <b>and a range of formal and informal tasks.</b>
<b>L.11.1a.b.</b>	<p>a. <b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b></p> <p>b. <b>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</b></p>
<b>L.11.2a.b.</b>	<p>a. <b>Observe hyphenation conventions.</b></p> <p>b. <b>Spell correctly.</b></p>
<b>L.11.3</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective</b>

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 5	UNIT NAME: Reading Literature & Information/Writing Narrative & Argument
-------------------	-----------	-----------	--

	<p>choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. <b>Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</b></p>
<b>L.11.4b.c.</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b><i>grade 11 reading and content</i></b>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <b><i>conceive, conception, conceivable</i></b>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, <b>or its standard usage</b>.</p>
<b>L.11.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., <b>hyperbole, paradox</b>) in context and analyze their role in the text.</p>