

KEY IDEAS AND DETAILS		
STANDARD 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.		
Anchor Standard 1 for Reading: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text, including determining where the text leaves matters uncertain.		
Students need to understand the meaning of...	Students will learn...	Students will be able to...
<ul style="list-style-type: none"> • evidence • claim • analyze • implicit • explicit • logical inference • citation • paraphrase • citation 	<ul style="list-style-type: none"> • authors don't always explicitly state meaning • for complete understanding, readers must examine explicit and inferred evidence • strong textual evidence is needed to support analysis 	<ul style="list-style-type: none"> • distinguish between evidence and a claim • use details and evidence from text to support claims • construct meaning based on logical inferences • cite resources
STANDARD 2: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.		
Anchor Standard 2 for Reading: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Students need to understand the meaning of...	Students will learn...	Students will be able to...
<ul style="list-style-type: none"> • objective • biased • summary • paraphrase • detail • analysis • central or main idea 	<ul style="list-style-type: none"> • how to summarize complex information • strategies for determining central idea • how to determine relevant details • one text may contain more than one central idea • ideas and events do not happen in isolation but can interact and overlap • texts can have more than one valid interpretation of the central ideas • some relevant details should be included in summaries 	<ul style="list-style-type: none"> • state the central ideas of a text • support central idea statements using details from the entire text • analyze the implications when central ideas connect and intersect • summarize complex texts

STANDARD 3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact or develop over the course of a text.

Anchor Standard 3 for Reading: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<p>Students need to understand the meaning of...</p> <ul style="list-style-type: none"> • comparison • analogy • category • culture • analysis • sequence 	<p>Students will learn...</p> <ul style="list-style-type: none"> • regional culture vs. global culture • analysis • nonfiction writing styles (e.g., argument, editorial, expository) • PASS (purpose, audience, subject, structure) • being an effective consumer of information involves relevancy and critical thinking 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • synthesize a conclusion based on the central components of the text
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CRAFT AND STRUCTURE

STANDARD 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze 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 *factions* in *Federalist* No. 10; how the use of “sovereignty” in official documents impacts legal and political relationships).

Anchor Standard 4 for Reading: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<p>Students need to understand the meaning of...</p> <ul style="list-style-type: none"> • figurative language • connotation • technical language • tone • claim • diction • syntax • key term • working/operational definition 	<p>Students will learn...</p> <ul style="list-style-type: none"> • diction affects tone and meaning • terms and ideas are defined differently in specific contexts and sometimes even within the same text 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify significant diction and key terms • articulate the effect of figurative, connotative and technical word choices • track development of key terms over the course of a text
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STANDARD 5: Analyze 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.

Anchor Standard 5 for Reading: Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

<p>Students need to understand the meaning of...</p> <ul style="list-style-type: none"> • claim • evidence • text navigational strategies • exposition 	<p>Students will learn...</p> <ul style="list-style-type: none"> • structure affects the clarity and logic of an author’s argument • arguments need to be structured purposefully to convince and engage the reader 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • evaluate the effectiveness of the structure an author uses • analyze how the different structures of a text contribute to the meaning of the whole
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STANDARD 6: Assess how point of view or purpose shapes the content and style of a text.

Anchor Standard 6 for Reading: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

<p>Students need to understand the meaning of...</p> <ul style="list-style-type: none"> • purpose • evidence • rhetoric • point of view 	<p>Students will learn...</p> <ul style="list-style-type: none"> • authors use rhetorical appeals to persuade their audience and convey their point of view • particular rhetorical appeals utilize 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify how point of view effects the persuasiveness of a text • identify an author’s use of rhetorical appeals • identify which types of evidence strengthen
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<ul style="list-style-type: none"> • bias • stereotype • ethos • logos • pathos 	<p>certain forms of evidence</p> <ul style="list-style-type: none"> • informational text can have power and beauty 	<p>particular rhetorical appeals</p> <ul style="list-style-type: none"> • analyze how style and content contribute to the aesthetic appeal of the text
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INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARD 7: 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.

Anchor Standard 7 for Reading: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Students need to understand the meaning of...

- evaluation
- integration
- context
- contrast
- cultural diversity
- media
- quantitative

Students will learn...

- a variety of media types and their messages influence people in different ways
- the inquiry process involves diverse media types
- to recognize similarities and differences among various media
- to identify different types of emphasis of content
- to evaluate a variety of media sources
- to integrate multiple sources of media or formats

Students will be able to...

- examine and identify how media affects the message, using evidence and reasoning
- explain and justify inferences based on examination of different media
- analyze media choices for audience and purpose

STANDARD 8: 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., *The Federalist*, presidential addresses, American Indian policies).

Anchor Standard 8 for Reading: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Students need to understand the meaning of...

- seminal
- dissent
- premise
- advocacy
- argument
- reasoning
- purpose
- audience

Students will learn...

- identification of claims and evidence
- evaluation of claims for credibility and relevance
- fallacy
- the organization and structure of seminal U.S. texts impact findings

Students will be able to...

- identify legal reasoning and constitutional principles within seminal U.S. texts
- identify subject, purpose and argument in text
- evaluate reasoning within such texts

STANDARD 9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Anchor Standard 9 for Reading: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

<i>Students need to understand the meaning of...</i>	<i>Students will learn...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> • theme • purpose • perspective • persuasive speech • rhetorical appeals • inference • foundational • rhetoric • text specific vocabulary 	<ul style="list-style-type: none"> • to analyze seminal U.S. documents of historical and literary significance • historical themes within text • rhetorical devices impact meaning and influence the audience • historical documents have literary significance 	<ul style="list-style-type: none"> • analyze historical documents of literary significance for theme, purpose, and rhetorical features • identify rhetorical devices within text and speech

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

STANDARD 10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of grades 11-CCR text complexity band independently and proficiently.

Anchor Standard 10 for Reading: Read and comprehend complex literary and informational text independently and proficiently.

Students need to understand the meaning of...

- nonfiction
- metacognition
- active vs. passive reading
- comprehension
- complexity
- lexile
- proficiency
- independence

Students will learn...

- familiarity with a variety of literary nonfiction pieces
- to practice with self-monitoring and self-adjustment
- a variety of strategies for active reading
- familiarity with the metacognitive process

Students will be able to...

- apply comprehension and active reading strategies while reading complex texts
- self-monitor and self-adjust while reading complex texts
- actively use strategies
- activate self-awareness while reading independently
- proficiently and independently read and comprehend complex nonfiction texts within the indicated lexile band