

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.		
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.		
Students need to understand the meaning of...	Students will learn...	Students will be able to...
<ul style="list-style-type: none"> • inference • evidence • claim • fact • analyze • explicit/implicit • interpret • citation 	<ul style="list-style-type: none"> • that authors use both implicit and explicit methods to convey meaning • that to achieve complete understanding readers must examine implicit and explicit meaning • that strong textual evidence, both implicit and explicit, is needed to adequately support analysis 	<ul style="list-style-type: none"> • distinguish a fact from a claim • use details from text to support a claim • construct meaning from textual evidence and logical inferences • cite materials
STANDARD 2: Determine a central idea of a text and analyze 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.		
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 • summary • detail • analyze • central idea • differentiate/distinguish • paraphrase 	<ul style="list-style-type: none"> • that a central idea develops over the course of a text • that texts can have more than one valid interpretation of the central idea • that a central idea can be explicit or implicit 	<ul style="list-style-type: none"> • distinguish significant details from minor details • distinguish relevant from irrelevant details • identify the central idea of a text • support central idea statement using details from the entire text • paraphrase the ideas of others • summarize portions of a text • summarize an entire text
STANDARD 3: Analyze how the author unfolds an analysis or series of ideas or events within a cultural context, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
Anchor Standard 3 for Reading: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Students need to understand the meaning of...	Students will learn...	Students will be able to...
<ul style="list-style-type: none"> • compare/contrast • analogy • category 	<ul style="list-style-type: none"> • that an author makes conscious choices to structure a text • that culture influences an author's choices 	<ul style="list-style-type: none"> • trace the development of ideas in a text • identify and explain the significance of organizational patterns • identify and explain the significance of shifts in

<ul style="list-style-type: none"> • culture • regional culture vs. global culture • analysis • sequence • nonfiction genres (e.g., argument, informational, editorial, article, biography) • transitional phrase • organizational patterns (e.g., compare/contrast, description, cause/effect, problem/solution) 	<ul style="list-style-type: none"> • that an author’s purpose and ideas affect structure and organization • that a text has both a micro- and a macro-structure • that diction conveys structure and sequence 	<p>content and purpose</p> <ul style="list-style-type: none"> • use new information and existing knowledge to make connections within a text • explain how an author’s cultural background influences diction, structure and ideas
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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 the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
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.		
Students need to understand the meaning of...	Students will learn...	Students will be able to...
<ul style="list-style-type: none"> • figurative language • connotation and denotation • tone • formal and informal tone • diction • technical language • syntax 	<ul style="list-style-type: none"> • that diction affects tone and meaning (e.g., difference between hate, dislike, tolerate, etc.) • that cultural differences impact meaning and tone • that diction reveals purpose and intended audience 	<ul style="list-style-type: none"> • articulate the effect of figurative, denotative, connotative and technical word choices • determine an author’s tone, using the author’s word choices to support a claim
STANDARD 5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		
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.		
Students need to understand the meaning of...	Students will learn...	Students will be able to...
<ul style="list-style-type: none"> • claim • evidence • external text features (e.g., index, table of contents, etc.) 	<ul style="list-style-type: none"> • that authors make purposeful choices in structuring a text • that the placement and development of sentences, paragraphs or chapters are purposeful and related to the main idea 	<ul style="list-style-type: none"> • identify author’s claims • determine how a section of text relates to another and how those sections work independently and collaboratively to develop an idea
STANDARD 6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		
Anchor Standard 6 for Reading: Assess how point of view or purpose shapes the content and style of a text.		
Students need to understand the meaning of...	Students will learn...	Students will be able to...
<ul style="list-style-type: none"> • point of view • purpose • rhetorical devices (e.g., persuasive appeals, rhetorical questions) • point of view • bias 	<ul style="list-style-type: none"> • that an author’s point of view shapes the content and style of text • that unique perspectives have value • that not all informational texts are objective 	<ul style="list-style-type: none"> • determine point of view or purpose of a text • analyze the relationship between the author’s use of language and his or her point of view

INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARD 7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

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

<p>Students need to understand the meaning of...</p> <ul style="list-style-type: none"> • reliable media • media types/sources • evaluation • media • diversity • context • emphasis • culture 	<p>Students will learn...</p> <ul style="list-style-type: none"> • that differing media allow for various perspectives • that knowledge can be acquired from a variety of media types • that media choice must be appropriate for the audience • that culture influences media and topic choices 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • recognize similarities and differences among various media • identify which details are emphasized • evaluate differing media sources • integrate information from differing media
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STANDARD 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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.

<p>Students need to understand the meaning of...</p> <ul style="list-style-type: none"> • evaluate/judge • argument • claim • evidence • counterargument/reader concern • bias • credibility • valid reasoning • delineate • fallacy 	<p>Students will learn...</p> <ul style="list-style-type: none"> • that a written argument is a strategically grouped set of ideas designed to influence the attitudes and/or actions of the intended audience • that the effectiveness of an argument is influenced by an author’s word choice, structure and content • that bias affects the credibility of both the author and the evidence • that recognizing fallacy involves critical thinking 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify claims and evidence in a text • explain the relationship between claims and evidence • evaluate claims and evidence for credibility and relevance
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STANDARD 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

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 • perspective • persuasive speech • emotional and logical appeals • inference • seminal • primary sources (e.g., memoir, personal narrative, letter, address) • secondary sources (e.g., textbooks, republications, etc.) 	<ul style="list-style-type: none"> • that culture influences themes and topics • that themes are dictated by history and are often similar within a specific time period 	<ul style="list-style-type: none"> • analyze seminal U.S. documents of historical and literary significance • identify historical themes within text

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

STANDARD 10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

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

Students need to understand the meaning of...

- non-fiction genre: article, essay, speech, editorial, etc.
- self-monitoring and self-adjustment
- strategies for active reading
- metacognitive process
- metacognition
- active vs. passive reading
- comprehension
- complexity
- lexile
- proficiency
- independence

Students will learn...

- that reading and comprehending require the application of multiple strategies
- that active reading and comprehension of complex texts requires self-monitoring and self-adjustment

Students will be able to...

- independently read and proficiently comprehend a variety of literary nonfiction pieces within the indicated lexile band
- practice with self-monitoring and self-adjustment
- utilize strategies for active reading
- demonstrate awareness of their own thinking