

<b>Strand: Key Ideas and Details</b>			
<b>Standard 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can find evidence in a text that supports the main idea.</li> <li>○ I can analyze a text to better understand it.</li> <li>○ I know the difference between explicit and inferred meaning.</li> <li>○ I can find explicit and inferred meaning in a text.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Evidence</li> <li>● Analysis</li> <li>● Explicit</li> <li>● Implicit</li> <li>● Infer</li> <li>● Connotation</li> <li>● Denotation</li> </ul>	<p><b>Question Stems</b></p> <p>What evidence supports or proves the main idea?                      What does the author explicitly say?                      What is the author implying?                      What can you now infer?                      How did you make that connection?</p>	<p><b>Possible Assessments</b></p>
<b>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.</b>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can find the theme or central idea of a text.</li> <li>○ I can find supporting details of the main idea.</li> <li>○ I can provide a summary of the text.</li> <li>○ I can write without personal opinions and judgments.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Theme</li> <li>● Details</li> <li>● Summary</li> <li>● Opinions</li> <li>● Facts</li> </ul>	<p><b>Question Stems</b></p> <p>What is the main idea of this text?                      What does the author want us to know?                      What details or facts does the author use to make his/her point?                      Is your written summary without personal opinions or judgments?</p>	<p><b>Possible Assessments</b></p>
<b>Standard 3: Analyze 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>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can describe how an individual is introduced in a text.</li> <li>○ I can talk about how an individual is illustrated, described, or elaborated upon in a text.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Analyze</li> <li>● Introduction</li> <li>● Illustration</li> <li>● Elaboration</li> <li>● Examples</li> <li>● Anecdotes</li> </ul>	<p><b>Question Stems</b></p> <p>What words are used to describe the individual in the text?                      What words does the author use to elaborate, or further describe, the individual?                      What stories are told about the individual that give you insight into their personalities?</p>	<p><b>Possible Assessments</b></p>

<b>Strand: Craft and Structure</b>			
<b>Standard 4:</b> 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 faction in Federalist No. 10).			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can find the meaning of words I do not understand.</li> <li>○ I can find figurative language in a text.</li> <li>○ I can find the author’s tone and connotation in a text.</li> <li>○ I can find the meanings of technical words from a text.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Phrases</li> <li>● Figurative</li> <li>● Connotative</li> <li>● Technical</li> </ul>	<p><b>Question Stems</b></p> <p>How do you find the meaning of words you don’t know?</p> <p>Does the author use any types of figurative language?</p> <p>What words set the tone for this piece?</p> <p>What is the effect of switching words on the tone of the piece?</p> <p>What technical words must you know and understand in order to comprehend this text?</p>	<p><b>Possible Assessments</b></p>
<b>Standard 5:</b> 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.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can talk about the overall structure of a text.</li> <li>○ I can tell how the chapters, paragraphs, or sections work to build the structure of a text.</li> <li>○ I can discuss how the elements of the structure add to the development of the text.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Sentence</li> <li>● Paragraph</li> <li>● Chapter</li> <li>● Structure</li> <li>● Development</li> </ul>	<p><b>Question Stems</b></p> <p>Are there headings, chapters or breaks in the text? What purpose do they serve?</p> <p>Does the structure have anything to do with the development of the text?</p> <p>Does the structure have anything to do with the meaning of the text?</p>	<p><b>Possible Assessments</b></p>
<b>Standard 6:</b> 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><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can determine the point of view of the story.</li> <li>○ I can understand that an author has a point of view.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Point of view</li> <li>● Author</li> </ul>	<p><b>Question Stems</b></p> <p>Who is speaking in this text?</p> <p>What biases might this person have?</p>	<p><b>Possible Assessments</b></p>

Strand: Craft and Structure			
<ul style="list-style-type: none"> <li>I understand that an author has a purpose in writing a text.</li> </ul>		<p>Is this an objective reporting of the facts? Or is it embellished in any way?</p>	

Strand: Knowledge and Ideas			
<p><b>Standard 7:</b> 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.</p>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can use information from different media or formats to make a point.</li> <li>I can combine information from different media or formats to support my point.</li> <li>I can present my ideas in a variety of formats.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>Integrate</li> <li>Media</li> <li>Format</li> <li>Visually</li> <li>Quantitatively</li> <li>Coherent</li> </ul>	<p><b>Question Stems</b></p> <p>How can you combine these to get a better picture of the main idea?            What is the same about these two sources?            What is different about these two sources?            What programs or apps can you use to share information?</p>	<p><b>Possible Assessments</b></p>
<p><b>Standard 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).</p>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can find the claim in a text.</li> <li>I can evaluate the claim in a text.</li> <li>I can find and follow the reasons and evidence that support a claim.</li> <li>I can determine when claims are unsupported and are only opinions.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>Trace</li> <li>Evaluate</li> <li>Argument</li> <li>Claims</li> <li>Reason</li> <li>Evidence</li> </ul>	<p><b>Question Stems</b></p> <p>What is the author's claim?            What evidence do they use to support their claim?            Is their evidence useful/current/accurate?            What evidence will you use to make an evaluative judgment of the author's claim?</p>	<p><b>Possible Assessments</b></p>

<b>Strand: Knowledge and Ideas</b>			
<b>Standard 9:</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can find the differences between one author’s work and another author’s work.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> </ul>	<p><b>Question Stems</b></p> <p>How is the information in this text different from this other text?</p>	<p><b>Possible Assessments</b></p>

<b>Strand: Range of Reading and Level of Text Complexity</b>			
<b>Standard 10:</b> 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.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can read literary non-fiction texts in the 11-CCR text complexity band.</li> <li>○ I can comprehend literary non-fiction text in the 11-CCR text complexity band.</li> <li>○ I can ask for and get the help I need to read and understand these texts.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Complexity</li> <li>• Proficiency</li> <li>• Scaffolding</li> </ul>	<p><b>Question Stems</b></p> <p>What parts of this text are understandable?            What is not understandable about this text?            What kind of vocabulary words do you need to know to understand this text?</p>	<p><b>Possible Assessments</b></p>