

Strand: Key Ideas and Details			
Standard 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can find evidence in a text that supports the main idea. ○ I can analyze a text to better understand it. ○ I know the difference between explicit and inferred meaning. ○ I can find explicit and inferred meaning in a text. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Evidence ● Analysis ● Explicit ● Implicit ● Infer ● Connotation ● Denotation 	<p>Question Stems</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>Possible Assessments</p> <p style="text-align: center;"><u>Infer or Imply Test</u></p>
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.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can find the theme or central idea of a text. ○ I can find supporting details of the main idea. ○ I can provide a summary of the text. ○ I can write without personal opinions and judgments. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Theme ● Details ● Summary ● Opinions ● Facts 	<p>Question Stems</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>Possible Assessments</p>
Standard 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can describe how an individual is introduced in a text. ○ I can talk about how an individual is illustrated, described, or elaborated upon in a text. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Analyze ● Introduction ● Illustration ● Elaboration ● Examples ● Anecdotes 	<p>Question Stems</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>Possible Assessments</p>

Strand: 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).			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can find the meaning of words I do not understand. ○ I can find figurative language in a text. ○ I can find the author’s tone and connotation in a text. ○ I can find the meanings of technical words from a text. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Phrases ● Figurative ● Connotative ● Technical 	<p>Question Stems</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>Possible Assessments</p>
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).			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can talk about the overall structure of a text. ○ I can tell how the chapters, paragraphs, or sections work to build the structure of a text. ○ I can discuss how the elements of the structure add to the development of the text. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Sentence ● Paragraph ● Chapter ● Structure ● Development 	<p>Question Stems</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>Possible Assessments</p>
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.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can determine the point of view of the story. ○ I can understand that an author has a point of view. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Point of view ● Author 	<p>Question Stems</p> <p>Who is speaking in this text?</p> <p>What biases might this person have?</p>	<p>Possible Assessments</p>

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

Strand: Knowledge and Ideas			
<p>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.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can use information from different media or formats to make a point. ○ I can combine information from different media or formats to support my point. ○ I can present my ideas in a variety of formats. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Integrate • Media • Format • Visually • Quantitatively • Coherent 	<p>Question Stems</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>Possible Assessments</p>
<p>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.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can find the claim in a text. ○ I can evaluate the claim in a text. ○ I can find and follow the reasons and evidence that support a claim. ○ I can determine when claims are unsupported and are only opinions. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Trace • Evaluate • Argument • Claims • Reason • Evidence 	<p>Question Stems</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>Possible Assessments</p>
<p>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.</p>			

Strand: Knowledge and Ideas			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can find the differences between one author’s work and another author’s work. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Compare • Contrast 	<p>Question Stems</p> <p>How is the information in this text different from this other text?</p>	<p>Possible Assessments</p>

Strand: Range of Reading and Level of Text Complexity			
<p>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.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can read literary non-fiction texts in the 6-8 grade band. ○ I can comprehend literary non-fiction text in the 6-8 grade band. ○ I can ask for and get the help I need to read and understand these texts. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Complexity • Proficiency • Scaffolding 	<p>Question Stems</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>Possible Assessments</p>