

<b>GRADE 11-12 INFORMATIONAL TEXT STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS</b>	
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Key Ideas and Details R.1</u> 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.</p>	
<p><b>Standard Text:</b>  <b>RI.11-12.1 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.</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use a rubric to self-assess textual evidence when answering text-dependent questions or completing text-dependent tasks.</li> <li>• determine where a text is vague or inconclusive and provide several strong pieces of evidence to validate their arguments.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10</p> <p><b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b> Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states, as well as what the text indirectly states. Students also use the evidence to support their conclusions about where they find the text vague or inconclusive.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analysis</b> – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>• <b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</li> <li>• <b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence</li> <li>• <b>strong and thorough textual evidence</b> – evidence that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or claim/set of claims such that no area is left vulnerable to simple counterclaims (thorough)</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Key Ideas and Details R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p><b>Standard Text:</b>            RI.11-12.2 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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• explain how the central ideas interact and build on one another.</li> <li>• create flowcharts for each central idea to map how they develop throughout the text.</li> <li>• remove non-essential information and biased language from a text and write summaries using the central ideas and key details that remain.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI.9-10.2</p>	<p><b>Clarification Statement:</b> Students establish two or more central ideas within a text and notice how they evolve and work together to</p>

<p><b>Vertical Alignment to Future Grades:</b></p>	<p>provide an in-depth investigation of a topic. Using the central ideas and key details, students summarize the text in an unbiased tone.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>central idea</b> – the unifying concept within an informational text to which other elements and ideas relate</li> <li>• <b>interact</b> – to act in such a manner as to influence another</li> <li>• <b>objective summary</b> – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational Text <u>Key Ideas and Details R.3 Analyze</u> how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p><b>Standard Text:</b> RI.11-12.3 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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• discuss and explain how specific individuals, ideas, or events interact and develop throughout a text.</li> <li>• create text maps that explain the relationships between specific individuals, ideas, or events involved in a complex set of ideas or sequence of events and how they develop throughout the text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.3, RI.2.3, RI.3.3, RI.4.3, RI.5.3, RI.6.3, RI.7.3, RI.8.3, RI.9-10.3</p> <p><b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b> Students examine a multi-faceted set of ideas or sequence of events and then explain how each individual, idea, or event connects to one another and evolves throughout the text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>event</b> – a thing that happens; an occurrence</li> <li>• <b>interact</b> – to act in such a manner as to influence another</li> <li>• <b>sequence/sequence of events</b> – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RI.11-12.1, RI.11-12.3
<b>Task:</b>	<p>After reading “Living like Weasels” by Annie Dillard students must answer:</p> <p>How do the details in paragraph 10 contribute to the overall meaning of the passage?</p> <p>A well supported argument would include the following ideas:</p> <ul style="list-style-type: none"> <li>• They convey the power of the author’s experience with the weasel. The details, hyperbolic statements like “bright blow to the brain” and “felled the forest” help illustrate how powerful the encounter with the weasel was.</li> </ul> <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grades 11-12. This text is quite complex. The numerous themes and difficult vocabulary and use of rhetoric push this text into the 11-12 grade band.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may focus on details which do not contribute to the overall meaning of the passage even though they may be interesting.</li> <li>• Students may misinterpret or superficially provide a connection between elements of the text.</li> </ul>

<b>GRADE 11-12 INFORMATIONAL TEXT STANDARDS BREAKDOWN: CRAFT AND STRUCTURE</b>	
<b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>	
<u>Craft and Structure R.4</u> 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><b>Standard Text:</b> <b>RI.11-12.4 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 faction in Federalist No. 10).</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• explain how the meaning of a given word is refined over the course of the text.</li> <li>• discuss and explain how an author uses and develops a word’s definition throughout the text.</li> <li>• use context clues to determine a word’s meaning.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4</p> <p><b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b> Students examine the text to understand the meaning of words or phrases using the context to inform their thinking and understanding. Students consider how authors use and clarify keyword(s) throughout their work, such as Madison’s use of faction in Federalist No10.</p> <p><b>Vocabulary for Teacher Development:</b></p>

	<ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Craft and Structure R.5</u> Analyze the structure of texts, 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>	
<p><b>Standard Text:</b>  RI.11-12.5 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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• analyze how different structure combinations and sequences affect the presentation of an author’s explanation or argument.</li> <li>• critique the effectiveness of a specific structural element as it pertains to making the author’s points clear, convincing, and engaging.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>  RI.1.5, RI.2.5, RI.3.5, RI.4.5, RI.5.5, RI.6.5, RI.7.5, RI.8.5, RI.9-10.5</p> <p><b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b> Students critically examine and critique how an author chooses to organize his/her explanation or argument. Looking at the organization of the text, students determine if the author’s structural choices are effective in defining the author’s argument, adding to the persuasiveness of the author’s points, and gaining the reader’s attention.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>argument</b> – value statement(s) supported by evidence whose purpose is to persuade or explain</li> <li>• <b>evaluate</b> – to determine quality or value after careful analysis or investigation</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Craft and Structure R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Standard Text:</b>  RI.11-12.6 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>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• highlight the rhetorical devices used in a passage to advance the author’s point of view or purpose.</li> <li>• analyze two texts that use different language to communicate the same point of view or have the same purpose.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>  RI.1.6, RI.2.6, RI.3.6, RI.4.6, RI.5.6, RI.6.6, RI.7.6, RI.8.6, RI.9-10.6</p> <p><b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b> Students establish the author’s point of view or intention in an exemplar text that illustrates powerful rhetoric. Students examine the author’s use of language, rhetoric and subject matter and recognize how this adds to the power or persuasiveness of the text as a whole.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>point of view</b> – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point</li> <li>• <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>• <b>rhetoric/rhetorical feature</b> – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact</li> <li>• <b>style</b> – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
--	--

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RI.11-12.4
<b>Task:</b>	<p>After reading “This Day in History: August 30, 1862” from History.com students must answer:</p> <p>Using context clues, determine a definition of “advocated” as it is used in paragraph 2 of “This Day in History: August 30, 1862”.</p> <p>A strong response would include some or all of the following ideas:</p> <ul style="list-style-type: none"> <li>• advocated means to argue for something</li> <li>• advocated is posed as the opposite of “opposed”: “He advocated temperance, westward expansion, and the labor movement, and opposed capital punishment and land monopoly.”</li> </ul> <p>This text is worthy of students’ time to read/view and also meets the expectations for text complexity at Grades 11-12. The straightforward structure, accessible language, and singular purpose, coupled with the slightly more challenging knowledge demands, make this text most appropriate for 11<sup>th</sup>/12<sup>th</sup> grade students.</p>
<b>DOK and Blooms</b>	Level 2, Applying
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will determine the meaning of a word as it is used in the text.</li> <li>• Students will justify their meanings using textual evidence/context clues.</li> </ul>

<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may choose a weaker word such as “suggested” or “mentioned” instead of looking for a true opposite to “opposed”.</li> <li>• Students may focus on other unknown words in the sentences (“temperance”) as an impediment to determining the meaning of “advocate”.</li> </ul>
---------------------------------	---

**GRADE 11-12 INFORMATIONAL TEXT STANDARDS BREAKDOWN:  
INTEGRATION OF KNOWLEDGE AND IDEAS**

**Anchor Standard/ Domain Name:** Reading: Informational Text  
Integration of Knowledge and Ideas R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

<p><b>Standard Text:</b> RI.11-12.7 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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• explain a source’s connection to other sources.</li> <li>• evaluate multiple sources for bias, accuracy, relevance to a question/problem, and reliability.</li> <li>• interpret sources presented in a variety of visual or multimedia formats and evaluate those sources.</li> </ul>
--	--

<p><b>Vertical Alignment to Previous Grades:</b> RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7, RI.6.7, RI.7.7, RI.8.7, RI.9-10.7</p> <p><b>Vertical Alignment to Future Grades:</b> N/A</p>	<p><b>Clarification Statement:</b> Students carefully select and combine relevant information from multiple sources, in different mediums, into their answers to a question or solution to a problem. Students determine the value and validity of the information to help answer the question or solve the problem. Visual media or formats include photographs, videos, graphics, etc. Quantitative media or formats include statistical tables, graphs, charts, etc.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate</b> – to determine quality or value after careful analysis or investigation</li> <li>• <b>quantitatively</b> – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively -in such a manner that allows something to be measured in terms of descriptive experience and reflection)</li> </ul>
---	--

**Anchor Standard/ Domain Name:** Reading: Informational Text  
Integration of Knowledge and Ideas R.8 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><b>Standard Text:</b> RI.11-12-.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).</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• form a claim about the reasoning behind a text.</li> <li>• delineate the premises, purposes and arguments in a text.</li> <li>• rate the logic behind each premise, purpose and argument in a text.</li> </ul>
---	---

<p><b>Vertical Alignment to Previous Grades:</b> RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8, RI.6.8, RI.7.8, RI.8.8, RI.9-10.8</p>	<p><b>Clarification Statement:</b> Students precisely describe and assess the logic behind texts important to United States and/or British history, such as The Federalist, U.S. Supreme Court majority opinions, and addresses from political leaders. In texts that have influenced political,</p>
--	--

<p><b>Vertical Alignment to Future Grades:</b> N/A</p>	<p>social, and economic decisions and changes, students assess the logic used in their arguments, the basis of their arguments, and their overall intentions.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>argument</b> – value statement(s) supported by evidence whose purpose is to persuade or explain</li> <li>• <b>delineate</b> – to describe something precisely</li> <li>• <b>evaluate</b> – to determine quality or value after careful analysis or investigation</li> <li>• <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>• <b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u> <u>Integration of Knowledge and Ideas R.9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p><b>Standard Text:</b> RI.11-12.9 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>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• highlight the rhetorical features in a given document used to achieve the purposes and convey the themes.</li> <li>• annotate the themes and purposes in a given document.</li> <li>• identify the place and time (context) a document was written and describe the document’s audience.</li> <li>• select thorough evidence that demonstrates how the themes reflect the values of the society and time in which it was written.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9, RI.6.9, RI.7.9, RI.8.9, RI.9-10.9</p> <p><b>Vertical Alignment to Future Grades:</b> N/A</p>	<p><b>Clarification Statement:</b> Students examine U.S. and/or British primary source documents that reflect important historic times and have literary influence, such as The Declaration of Independence, The Preamble to the Constitution, and the Magna Carta. When examining these documents, students note the themes, intents, and language used to achieve a certain result.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>foundational works</b> – works that establish the foundation for the organization, principles, and culture of the country (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, etc.</li> <li>• <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>rhetoric/rhetorical feature</b> – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact</li> <li>• <b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u> New Mexico State Standard</p>	
<p><b>Standard Text:</b></p> <ol style="list-style-type: none"> <li>1. Students in Grades 11-12 will analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts.</li> </ol>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• describe how a common characteristic serves multiple text, both oral and written.</li> <li>• evaluate how a characteristic varies in nuance across multiple text and analyze its effect on the text as whole.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> 9-10.1 <b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b> Students can analyze and evaluate the common characteristics of literary works across a variety of texts, oral and written. <b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>genre</b> – a specific type of composition characterized by similarities in form, style, or subject matter</li> <li>• <b>characteristic</b> – a feature or quality belonging typically to a person, place, or thing and serving to identify it.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u> New Mexico State Standard</p>	
<p><b>Standard Text:</b></p> <ol style="list-style-type: none"> <li>2. Students in Grades 11-12 will cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts</li> </ol>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• evaluate evidence on a strength scale from weakest to strongest.</li> <li>• assess the quality of several pieces of evidence</li> <li>• write responses to a text-dependent question, using only pieces of evidence deemed strongest.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> 9-10.2 <b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b> Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states (explicit) as well as what the text indirectly states (implicit). <b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>strong and thorough textual evidence</b> – evidence that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or set of claims such that no area is left vulnerable to simple counter-claims (thorough)</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RI.11-12.8 New Mexico State Standard B
<b>Task:</b>	<p>After reading an excerpt from “Is It a Crime for a Citizen of the United States to Vote?” by Susan B. Anthony students must answer:</p> <p>Describes Anthony’s primary point of view regarding the role of government. Provide the best evidence for Anthony’s point of view.</p> <p>A well supported argument would include some or all of the following ideas:</p> <ul style="list-style-type: none"> <li>• One of the central ideas of the speech is that government cannot confer rights and therefore cannot take them away</li> </ul> <p><i>Textual evidence:</i></p> <ul style="list-style-type: none"> <li>○ “We assert the province of government to be to secure the people in the enjoyment of their unalienable rights.” (This is a direct statement of Anthony’s view of the role of government.)</li> <li>○ “And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals.”( Here Anthony gives a broad explanation of her view of the role of government.)</li> </ul> <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grades 11-12. The language and conventions used in this text are the main drivers of the text’s complexity. Although the structure is straightforward and the purpose is stated explicitly, the topic itself, developed through formal language, is also challenging.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will delineate and evaluate the reasoning in a seminal U.S. text.</li> <li>• Students will select appropriate evidence to back up their response.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may focus details from the text instead of delineating the central idea.</li> <li>• Students may choose details related to the topic that do not directly support Anthony’s argument.</li> </ul>

## GRADE 11-12 INFORMATIONAL TEXT STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

**Anchor Standard/ Domain Name:** Reading: Informational Text

Range of Reading and Level of Text Complexity R.10: Read and comprehend complex literary and informational texts independently and proficiently.

**Standard Text:**

**RI.11-12.10** 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 the grades 11-CCR text complexity band independently and proficiently.

**Students who can demonstrate understanding can:**

- use a strategy or keep a purpose in mind while independently reading.
- confirm or revise their ideas about a given topic after independently reading a text.

**Vertical Alignment to Previous Grades:**

RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10, RI.6.10, RI.7.10, RI.8.10, RI.9-10.10

**Vertical Alignment to Future Grades:**

**Clarification Statement:** By the end of grade 11, students competently read and understand informational texts within the 11-12 text complexity band (Lexile: 1185-1385). By the end of 12th grade, students competently read and understand informational texts at the highest end of the text complexity band. They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.

**Vocabulary for Teacher Development:**

- **independently** – on one’s own, without aid from another (such as a teacher)
- **informational text** – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)
- **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
- **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself).