

**GRADE 9-10 INFORMATIONAL TEXT STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS**

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

Key Ideas and Details R.1 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.

**Standard Text:**

**RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Students who can demonstrate understanding can:**

- evaluate evidence on a strength scale from weakest to strongest.
- assess the quality of several pieces of evidence.
- write responses to a text-dependent question, using only pieces of evidence deemed strongest.

**Vertical Alignment to Previous Grades:**

RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1, RI.6.1, RI.7.1, RI.8.1

**Vertical Alignment to Future Grades:**

RI.11-12.1

**Clarification Statement:** 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).

**Vocabulary for Teacher Development:**

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
- **strong and thorough textual evidence** – 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)
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

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

Key Ideas and Details R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Standard Text:**

**RI.9-10.2** 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.

**Students who can demonstrate understanding can:**

- explain how an author introduced a central idea and used key details to shape and refine it.
- revise a biased summary which contains extraneous information to incorporate the central idea and key details as well as to remove biased language and unnecessary information.

**Vertical Alignment to Previous Grades:**

RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2, RI.6.2, RI.7.2, RI.8.2

**Vertical Alignment to Future Grades:**

RI.11-12.2

**Clarification Statement:** Students establish a text’s central idea, trace it throughout the work, and closely examine how it is first introduced, how it progresses, how it evolves, and how it is clarified through key details. Using the central idea and key details, students summarize the text without bias.

**Vocabulary for Teacher Development:**

- **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole

	<ul style="list-style-type: none"> <li>• <b>central idea</b> – the unifying concept within an informational text to which other elements and ideas relate</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> <u>Reading: Informational Text</u>  <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.9-10.3 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>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• explain how an author introduced, sequenced, and developed his/her points in an effective line of reasoning.</li> <li>• illustrate how an author developed his/her analysis, series of events, or set of ideas, including how the author introduced, sequenced, and developed his/her points and made connections between them.</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</p> <p><b>Vertical Alignment to Future Grades:</b>          RI.11-12.3</p>	<p><b>Clarification Statement:</b> Students closely examine how an author develops an analysis, a series of events, or a set of ideas within a text, including how he/she introduces, sequences, and expands upon his/her points and creates relationships between them.</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>series</b> – a set of related/similar things (e.g., people, books, events, etc.) coming one after one another (e.g., a series of books or TV episodes)</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>

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RI.9-10.1, RI.9-10.3
<b>Task:</b>	<p>After reading “Nowhere to Go” by Kathiann M. Kowalski students must answer:</p> <p>Select three rhetorical choices the author uses to develop the idea that the U.S. government is unlikely to choose a permanent spent fuel waste disposal site anytime soon and analyze the importance of each detail to the selection of a permanent spent fuel waste site.</p> <p>A well-supported argument would include some or all of the following ideas:</p> <ul style="list-style-type: none"> <li>• The description of how states and individuals have objected to proposed sites</li> <li>• The explanation that in-depth study of proposed sites is needed.</li> <li>• The mention of the financial limitations faced by the NRC</li> </ul>

	This text is worthy of students' time to read and also meets the expectations for text complexity at Grade 10. The knowledge demands (i.e., background knowledge requirements, motivation, language proficiency) and challenging content presented make this text most appropriate for 10 <sup>th</sup> grade students.
<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 analyze an author's development of an argument.</li> <li>• Students will select strong and thorough textual evidence to support their response.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may include details that are in the same section as correct details but are not actually used to develop the author's idea.</li> <li>• Students may include details that alone do not indicate the government's likelihood to select another site in the near future.</li> </ul>

<b>GRADE 9-10 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.9-10.4 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).</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• define a word and explain the word's tone in a text.</li> <li>• explain how key words impact the overall meaning and tone of the text.</li> <li>• replace key words with synonyms and discuss how the synonyms change the meaning and tone of the overall text.</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</p> <p><b>Vertical Alignment to Future Grades:</b> RI.11-12.4</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. Students consider how particular words and phrases are used to influence the overall meaning and tone of the text, such as how the language of a court opinion differs from that of a newspaper.</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> <li>• <b>tone</b> – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</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.9-10.5 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>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• discuss how an author's ideas or claims are developed or clarified by a particular sentence, paragraphs, or larger portions of texts.</li> <li>• explain how a sentence, paragraph, or portion of text develops or refines an idea or claim.</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</p> <p><b>Vertical Alignment to Future Grades:</b>            RI.11-12.5</p>	<p><b>Clarification Statement:</b> Students examine how an author arranges sentences, paragraphs, sections, or chapters to build and clarify his/her ideas or claims.</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>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</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.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Standard Text:</b>            RI.9-10.6 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>	<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</p> <p><b>Vertical Alignment to Future Grades:</b>            RI.11-12.6</p>	<p><b>Clarification Statement:</b> Students establish an author's point of view or intention by interpreting how he/she uses language to communicate his/her opinion and achieve his/her purpose.</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>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>respond</b> – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</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,</li> </ul>

	<p>and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact</p> <ul style="list-style-type: none"> <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>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RI.9-10.5
<b>Task:</b>	<p>After reading “A Big Surprise from the Edge of the Solar System” by Dr. Tony Phillips students must respond to the following prompt:</p> <p>In the text the author reveals a scientist’s claim that “The magnetic bubbles appear to be our first line of defense against cosmic rays. . .” Choose two sentences from the article that most help to develop this claim and explain your choices.</p> <p>A strong student response would include the following sentences and explanations:</p> <ul style="list-style-type: none"> <li>• “When these microscopic cannonballs try to enter the solar system, they have to fight through the sun’s magnetic field to reach the inner planets.” This sentence explains how magnetic bubbles offer protection from cosmic rays.</li> <li>• “On the other hand, cosmic rays could get trapped inside the bubbles, which would make the froth a very good shield indeed.” This sentence provides a second example of how magnetic bubbles offer protection from cosmic rays.</li> </ul> <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grades 9-10. Although the concepts discussed in the text are rather abstract, the author uses a variety of organizational structures and devices to make them readily accessible. The vocabulary is most often simplistic, and when it isn’t there is context to help students determine meaning. The single purpose of the text is clearly stated.</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 analyze how an author’s claim is developed and refined by particular sentences.</li> <li>• Students will select evidence in support of a claim.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may select sentences which give information about magnetic bubbles but don’t necessarily support the author’s claim.</li> <li>• Students may simply choose the next sentence after the author’s claim without examining its validity as evidence for the claim.</li> </ul>

**GRADE 9-10 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

**Standard Text:**

RI.9-10.7 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.

**Students who can demonstrate understanding can:**

- read and annotate the similarities and differences between two accounts of a subject, noting what details authors choose to emphasize in each source.
- identify the common and different details that are emphasized between multiple accounts of a subject.

**Vertical Alignment to Previous Grades:**

RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7, RI.6.7, RI.7.7, RI.8.7

**Vertical Alignment to Future Grades:**

RI.11-12.7

**Clarification Statement:** Students examine several different reportings that address the same subject in different mediums, such as the reporting of a current event in both print and multimedia. In comparing the texts' similarities and differences, students identify the details that are accentuated in each report and analyze the impact of each.

**Vocabulary for Teacher Development:**

- **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole
- **medium** – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., poem, oil paint, etc.)

**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.

**Standard Text:**

RI.9-10.8 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.

**Students who can demonstrate understanding can:**

- identify an author's claim.
- determine when an author needs more explanation.
- trace or delineate an author's argument throughout the text.
- analyze whether there is enough evidence to support a claim.
- highlight in a text where reasoning and evidence is insufficient, fallacious, irrational, or inaccurate.
- revise a weak/irrational/insufficient argument in a text so the arguments and claims are valid and rational.

**Vertical Alignment to Previous Grades:**

RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8, RI.6.8, RI.7.8, RI.8.8

**Vertical Alignment to Future Grades:**

RI.11-12.8

**Clarification Statement:** Students precisely describe the argument and specific claims in a text and judge the quality and quantity of evidence presented, as well as the validity of the reasoning. Students also determine if fallacious reasoning or inaccuracies are present in the text's argument and claims.

**Vocabulary for Teacher Development:**

- **argument** – value statement(s) supported by evidence whose purpose is to persuade or explain
- **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth
- **delineate** – to describe something precisely

	<ul style="list-style-type: none"> <li>• <b>evaluate</b> – to determine quality or value after careful analysis or investigation</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>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>relevant evidence, observations, ideas, descriptive details</b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim.</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.9-10.9 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>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• determine the themes and central ideas of the document under study.</li> <li>• explain the purpose and audience of a document.</li> <li>• discuss the similarities and differences between various documents under study.</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</p> <p><b>Vertical Alignment to Future Grades:</b>  RI.11-12.9</p>	<p><b>Clarification Statement:</b> Students examine pivotal documents that reflect important historic events and notable literary styles, such as Washington’s Farewell Address, Roosevelt’s Four Freedoms speech, and King’s Letter from Birmingham Jail. When examining these documents, students note the similarities and differences in how they address similar themes and subjects.</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>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 9-10 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>• analyze multiple texts and determine a common characteristic across these texts.</li> <li>• describe how a common characteristic serves multiple texts, both oral and written.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p><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.</p>

11-12.1	<p><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> <p>2. Students in Grade 9-10 will cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts</p>	<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></p> <p><b>Vertical Alignment to Future Grades:</b> 11-12.2</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).</p> <p><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.9-10.9 New Mexico State Standard B
<b>Task:</b>	<p>After reading Speech 1: Franklin D. Roosevelt’s “Address to Congress Requesting a Declaration of War with Japan” and Speech 2: Japanese Emperor Hirohito “Declares War on the United States and Britain” students must answer:</p> <p>Each speaker establishes a case that his country has been forced into war. Write an essay arguing which speaker presents a stronger case for a declaration of war. Use details and evidence from both speeches in your response.</p> <p>A well supported argument would include some or all of the following ideas:</p> <p>An essay that takes the position that Roosevelt presents a stronger case for declaration of war would cite:</p> <ul style="list-style-type: none"> <li>• The deadly attack on Pearl Harbor happened despite the fact the U.S. and Britain were in discussions with Japan, showing any promises by Japan would likely not be kept.</li> <li>• The various attacks in the Pacific showing Japan as aggressive and determined.</li> <li>• The premediated nature of the attack on Pearl Harbor, further showing that even while negotiations were underway, Japan was planning the attack.</li> <li>• The lack of safety our country would feel until the aggressors were stopped.</li> </ul>

	<p>An essay that argues that Hirohito presents a stronger case for declaration of war would cite:</p> <ul style="list-style-type: none"> <li>• America's and Britain's interference in the region by developing a relationship with China.</li> <li>• America and Britain have been aggressive for years through economic sanctions and interrupting Japan's ability to have peaceful commerce.</li> <li>• America and Britain have caused others surrounding Japan to build up military forces.</li> </ul> <p>These texts are worthy of students' time to read/view and also meet the expectations for text complexity at Grades 9-10. In Speech 1, the non-chronological structure, combined with the implicit underlying purposes of showing how calculating Japan was, push this text from grade 9 into grade 10. In Speech 2, the clear relationships among ideas, the use of transitions, and straightforward organization, though, make the text appropriate for grade 10.</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 analyze two speeches of historical significance. including how they address related themes and concepts.</li> <li>• Students will use textual evidence to support their responses.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may only pull evidence from one text instead of both.</li> <li>• Students may summarize each speaker's words without evaluating them for strength.</li> </ul>

## GRADE 9-10 INFORMATIONAL TEXT STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Range of Reading and Level of Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Standard Text:</b>  <b>RI.9-10.10</b> 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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use a strategy or keep a purpose in mind while independently reading.</li> <li>• confirm or revise their ideas about a given topic after independently reading a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10, RI.6.10, RI.7.10, RI.8.10</p> <p><b>Vertical Alignment to Future Grades:</b>            RI.11-12.10</p>	<p><b>Clarification Statement:</b> By the end of grade 9, students competently read and understand informational texts within the 9-10 text complexity band (Lexile: 1050-1335). By the end of 10<sup>th</sup> 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.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b><u>independently</u></b> – on one's own, without aid from another (such as a teacher)</li> </ul>

	<ul style="list-style-type: none"><li>• <b>informational text</b> – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</li><li>• <b>proficient/proficiently</b> – 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</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><li>• <b>text complexity band</b> – 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).</li></ul>
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