**GRADES 11-12-Key Ideas and Details**

**Informational Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (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. | | | |
| **CCSS – Grade Specific Reading Standard 1 (Informational)** | | | |
| Grades 9-10: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | **Grades 11-12: 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.** | |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Characteristics of an analysis * Textual evidence/Text support * Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) * Rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) | * Good readers use strong textual evidence, connections to their own lives, and their background knowledge to make inferences and draw conclusions about what they read. * Good readers respond to a variety of texts by drawing conclusions and citing textual evidence to show an understanding of what they read and how it connects to their lives. | | * Make, test and revise predictions as they read * Make inferences about content, abstract ideas, and events in a text and identify appropriate text support * Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text. * Analyze texts to make generalizations * Differentiate between strong and weak textual support. * Use the combination of background knowledge, explicitly stated information, and connections from the text to answer questions they have as they read * Make critical or analytical judgments to make generalizations * Analyze what text says explicitly as well as inferentially and use textual evidence to support the analysis * Supply strong and thorough textual support for analysis of a text * Make connections between conclusions they draw and other beliefs or knowledge * Make critical or analytical judgments about what they read * Create interpretations of text that are adapted as they continue to read and after they read * Create self-motivated interpretations of text where the text leaves matters uncertain. * Determine where the text leaves matters uncertain * Identify rhetorical strategies used by an author in a text. * Analyze an author’s choice of rhetorical strategies * Explain an author’s use of rhetorical strategies with strong and thorough evidence from the text   **At Grade 12 :**  Apply above to increasingly complex text. |
| **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |

**GRADE 11-12-Key Ideas and Details**

**Informational Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | |
| **CCSS – Grade Level Reading Standard 2 (Informational)** | | | |
| **Grade 9-10:** 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. | | **Grade 11-12: 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.** | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * How to explain (e.g., what and why) * Central idea * Types of text structures (e.g. sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, cause/effect) * Relationship between central and specific ideas in an informational text. * Characteristics of an effective summary for informational texts * How to analyze * How to summarize | * Authors of informational texts develop texts that have a central idea that is developed over the course of a text. * Good readers develop effective summaries that are objective and capture the central idea of informational text(s). * Good readers analyze how the central idea of an informational text develops, emerges, and is shaped and refined by specific details. * Multiple central ideas interact with and build on one another to create a complex informational text that requires sophisticated analysis. | | * Describe or graphically represent the relationship between central ideas and specific details in informational texts * Determine multiple central ideas in informational texts * Analyze the development of two or more central ideas over the course of an informational text, including how they interact and build on one another to provide a complex analysis * Create an objective summary of an informational text * 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 |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |

**GRADE 11-12-Key Ideas and Details**

**Informational Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):**  Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | |
| **CCSS – Grade Level Reading Standard 3 (Informational)** | | | |
| **Grade 9-10:** 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. | | **Grade 11-12: 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**. | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * How to analyze effectively (e.g., text-supported explanation of what, why and how) * Patterns of organization (e.g., sequence/ chronological order, classification, definition, process, description, comparison, problem/ solution, cause/effect) * Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.) * Presentation strategies (e.g., ordering of information, development of information, and explicit and implied connections) * Signal words that show relationships between and among ideas/ concepts/event | * Authors control information and their message through their choices of how information interacts and develops. * Good readers carefully analyze the complex organizational patterns that authors of informational text(s) choose to use. | | * Analyze how organization of multiple/complex events and ideas reflect and support multiple, complex text structures * Analyze author’s choices of signal words/phrases that show complex relationships between and among ideas in text * Analyze how author’s choices about presentation and interaction of complex information control readers’ understandings of the message/central idea * Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |

**GRADE 11-12--Craft and Structure**

**Informational Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (4):**  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. | | | |
| **CCSS – Grade Level Reading Standard 4 (Literary)** | | | |
| **Grade 9-10:** 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). | | **Grade 11-12: 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).** | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Informational text * How to analyze * Word/language choices * Context clues * Literal/ Denotative meaning * Connotative meaning * Technical meanings * Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, allusions) * Tone | * Authors make purposeful choices to achieve an intended effect within informational text(s). * Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). | | * Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues * Use context clues to help unlock the meaning of unknown words/phrases * Determine the appropriate definition of words that have more than one meaning * Differentiate between literal and non-literal meaning * Identify and use domain-specific terms * Identify and interpret figurative language * Explain how figurative language enhances and extends meaning * Explain the impact of specific language choices by the author * Analyze how an author uses and refines the meaning of a key term or terms over the course of a text * 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 * 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 |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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.    **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |

**GRADE 11-12-Craft and Structure**

**Informational Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):**  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. | | | |
| **CCSS – Grade Level Reading Standard 5 (Informational)** | | | |
| **Grade 9-10**: 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). | | **Grade 11-12: 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.** | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * How to analyze * How to evaluate * Various text structures/patterns of organization: sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution) * Various text features (e.g., captions, maps, information from charts and graphs, illustrations, diagrams) * Exposition * Argument | * Authors use text structures and text features to chunk and organize the information so readers can deconstruct the text. * Authors’ choices of structures, features, etc. control the central idea and the readers’ perceptions * Good readers know that recognizing how a text is structured is one key to making meaning from text. * Good readers understand the structures and features of a text, and use them to make sense of what they read | | Apply essential information from text features to enhance understanding of text  Evaluate the effectiveness of text structures in expositions or arguments   * Analyze the relationship between text organization and development of ideas * Evaluate whether or not expositions or arguments are clear, convincing, and engaging * 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 * Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole |
| **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical  texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a  range of topics | | | |

**GRADE 11-12-Craft and Structure**

**Informational Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (6):**  Assess how point of view or purpose shapes the content and style of a text. | | | |
| **CCSS – Grade Level Reading Standard 6 (Informational)** | | | |
| **Grade 9-10:** 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. | | **Grade 11-12: 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.** | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural and Application**  **Extended thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * Characteristics of an analysis * Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text * Point of view (e.g., first person, third person, limited, omniscient) * Author’s viewpoint/focus/attitude/bias * Author’s perspective (background) * Author’s strategies for developing viewpoint and purpose (e.g., author’s choices about when and how to develop information; what information to include or exclude) * Conflicting evidence or viewpoints * Responses to opposing viewpoints (e.g., acknowledge, concede, rebut) * Rhetoric * Rhetorical devices * Logos * Ethos * Avoiding logical fallacies (e.g., slippery slope, circular argument, begging the claim, red herring) * Pathos * Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron) * Rhetorical questions * Rhetorical situation (e.g., author, audience, text, context/environment/   setting) | * Authors use distinctive language (e.g., rhetorical devices) to influence the audience and/or create an effect that will enhance purpose. * Good readers analyze the style and content of an informational text and recognize how they contribute to their own appreciation of the power, persuasiveness, andbeauty of the text. | | * Analyze the author’s overall purpose (to inform, to persuade, to explain how, to entertain) for writing a text * Analyze how the author’s choices reflect his/her viewpoint, focus, attitude, position or bias * Analyze how point of view, viewpoint, purpose and perspective affect and informational text (controls the message/information) * Evaluate the effectiveness of rhetorical choices * Analyze the author’s use of persuasive techniques, rhetorical devices, logical fallacies, etc. * Analyze how style and content contribute to the power, persuasiveness, or beauty of a text * 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 * Assess how point of view or purpose shapes the content and style of a text |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |

**GRADE 11-12-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | |
| **Grade 9-10:** 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. | | **Grade 11-12: 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.** | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Characteristics of an evaluation * Resources relevant for solving specific problems/questions * Media formats (e.g., visual, oral, quantitative) * Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast) | * Writers present information in diverse formats and media. * Readers’ and viewers’ make choices about the most efficient way to retrieve information. * Good readers’ and viewers’ use information from a variety of text/media sources to answer questions and solve problems. | | * Identify sources of information that can be used to address a question or solve a problem * Evaluate which details/information from different sources can be used effectively to address questions or solve problems * Integrate 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 |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |

**GRADE 11-12--Craft and Structure**

**Informational Reading Standard 8**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. | | | |
| **CCSS – Grade Level Reading Standard 8 (Informational)** | | | |
| **Grade 9-10:** 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. | | **Grade 11-12: 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).** | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * Seminal texts (refer to CCSS Appendix B for exemplars of appropriate texts) * How to trace/delineate an author’s reasoning * How to evaluate/assess an author’s argument and specific claims * Relevant vs. irrelevant details * Relevant reasons/evidence * Sound/logical/justified reasoning * Relevant, sufficient evidence * Constitutional principles * Legal reasoning * Rhetorical strategies for persuasion (e.g., logos, ethos, pathos) * Public advocacy * Valid vs. invalid claims * False statements * Persuasive techniques/fallacious reasoning (e.g., bandwagon, red herring, propaganda, appeal to authority) | * Authors sometimes use fallacious or invalid reasoning, irrelevant and/or insufficient evidence, and/or false statements to support their arguments and claims (promote their ideas or agenda). * Good readers recognize when and why authors use fallacious reasoning and false statements in their arguments. | | * Identify the author’s argument and specific claims * Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence that support the author’s argument and specific claims * Differentiate between claims which are supported by reasons/evidence and those which are not * Differentiate between valid and invalid claims * Identify sound reasoning * Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s) * Identify false statements and fallacious reasoning in an argument * Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient * Recognize when irrelevant evidence is introduced * Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy * 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 |
| **Range of Reading and Level of Text Complexity CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |

**GRADE 11-12--Craft and Structure**

**Informational Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (9)**  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | | |
| **CCSS – Grade Level Reading Standard 9 (Informational)** | | | |
| **Grade 9-10:** 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. | | **Grade 11-12: 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.** | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * Compare/contrast * Key information/details * Seventeenth-century foundational U.S. documents of historical and literary significance * Foundational documents (refer to CCSS Appendix B to assess texts for appropriateness) * Eighteenth-century foundational U.S. documents of historical and literary significance * Nineteenth-century foundational U.S. documents of historical and literary significance * Theme and concepts * Rhetorical devices * Logos, Ethos, Pathos * Avoiding logical fallacies (e.g., slippery slope, circular argument, begging the claim, red herring) * Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron) * Rhetorical questions * Rhetorical situation (e.g., author, audience, text, context/environment/setting) | * Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose and historical context. * Authors’ texts become seminal based on the significance of their historical and literary themes and concepts. * Good readers recognize that what makes a text “foundational” is its influence and significance over time. * An author’s skillful use of rhetoric helps determine what documents become foundational. | | * Identify characteristics of “foundational” texts * Identify what gives a work historical significance * Identify what gives a work literary significance * Describe the authors’ overall purposes for writing texts * Identify the authors’ positions in texts * Identify key details/information of foundational American documents * Identify, cite, and explain textual evidence which reveal the themes and purposes of a foundational text * Identify rhetorical devices in foundational devices * Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  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.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |