



Delaware English Language Arts Standards Learning Progressions

GRADES 9/10: Informational Reading Standard 1

<p>College and Career Readiness (CCR): 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>Grades 8: Cite textual evidence <i>that most strongly</i> supports an analysis of what the text says explicitly as well as inferences from the text.</p>	<p>Grades 9-10: Cite <i>strong and thorough</i> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Grade 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, <i>including determining where the text leaves matters uncertain.</i></p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Make strongly implied inferences about content, abstract ideas, and author’s decisions in a text • Identify/cite appropriate, thorough textual evidence for inferences about content, abstract ideas and author’s decisions in a text • Differentiate between strong and weak textual evidence • Evaluate and analyze evidence and choose the strongest evidence to support inferences • Paraphrase and properly quote key evidence used • Cite <i>strong and thorough</i> evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • Inference/Conclusion • Specific textual evidence • Close reading • Analysis of Text: Explicit/Implicit details/ evidence • Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used) • Critical/analytical judgment • Content/abstract ideas 	<p>Using questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the setting and or context (time, place, atmosphere, and situation)? • Who is involved? Who is the speaker? What do they say, do, think, and feel? • What is the speaker’s goal or intent? • Which specific details are important to cite? What makes these details strong or significant? • How much evidence is needed to support inferences about the text?
<p>9/10RI10: Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literacy 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. [Lexile Range: 1050-1335L]</p>		
<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



**Delaware English Language Arts Standards
Learning Progressions**

GRADES 9/10: Informational Reading Standard 2

<p>College and Career Readiness (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grades 8: Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>Grades 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.</p>	<p>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.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Determine a central idea of an informational text • Describe or graphically represent the relationship between central ideas and specific details • Analyze how authors reveal, shape, and refine a central idea, utilizing specific details • Create an objective summary of an informational text • 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 	<ul style="list-style-type: none"> • Central idea • Key details • Development of central idea • Paraphrasing • Objective summary 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What key idea plays an important role throughout the text? • When does the central idea first emerge? • What does the author say (or suggest) about this idea throughout the text? • What events or details contribute most at different junctures in the text? • Identify additional details that shaped the central idea. • How is the central idea refined throughout the course of the text? • What details are so integral to the text they must be included in the summary? • How can you objectively summarize the text?
<p>9/10RI10: Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literacy 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. [Lexile Range: 1050-1335L]</p>		
<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADES 9/10: Informational Reading Standard 3

<p>College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p>Grade 8: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>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.</p>	<p>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.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Describe or graphically represent how the author unfolds a series of ideas or events • Explain how authors’ choices about organization/ presentation of information influence the readers’ understandings of central idea • Analyze how organization of events and ideas reflects various patterns of organization • Analyze how authors’ choices about presenting and including or excluding information shape the text and its central idea • 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 	<ul style="list-style-type: none"> • Analyze (e.g., text-supported explanation of what, why and how) • Patterns of organization (e.g., comparison, analogy, classification, chronological order, definition, process, problem/ solution, cause/effect) • Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote) • Presentation strategies (e.g., ordering of information, development of information, and explicit and implied connections) • Connections and interactions (e.g., one piece of text “explains” another or influences another) • Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures) • Text structure in informational texts (e.g., time, sequence, cause/effect, steps) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What analysis or series of ideas or events does the author provide? • How were the ideas or events developed? • How did the author connect the ideas and events? • In what order are the points made? What effect does the order of points have? • What connections did the author provide in his analysis?
<p>9/10RI10: Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literacy 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. [Lexile Range: 1050-1335L]</p>		
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Delaware English Language Arts Standards Learning Progressions

GRADES 9/10: Informational Reading Standard 4

<p>College and Career Ready (CCR): 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>		
<p>Grade 8: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>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).</p>	<p>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 <i>faction</i> in <i>Federalist</i> No. 10).</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • 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 • Explain how authors use language choices to create an effect • Analyze how specific language choices have a cumulative effect on meaning and tone in informational texts • 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 	<ul style="list-style-type: none"> • Informational text • Literal/ Denotative meaning • Context Clues • Technical meanings • Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, allusions) • Formal and informal tone • Formal and informal style 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are the different possible meanings of this word or phrase as it is used in this text? • How do the author’s words reflect or respond to the original setting, occasion, or audience? • How does the author use these specific words/phrases in relation to the context and the author’s purpose? • Does the author use these words literally or figuratively? • What technical terms did the author use, and why were these important? How does the meaning of a particular word change over the course of a text? • Which words are used repeatedly and impact the meaning of the text? • How do the meanings of these words/phrases affect your interpretation of the text, the author’s purpose, etc.? • What is the cumulative effect of the author’s chosen words on the purpose, setting, meaning, or tone?
<p>9/10RI10: Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literacy 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. [Lexile Range: 1050-1335L]</p>		
<p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</p> <p>Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



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GRADES 9/10-Informational Reading Standard 5

<p>College and Career Ready (CCR): 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.</p>		
<p>Grade 8: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>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).</p>	<p>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.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Analyze text structures in informative/technical texts to make meaning of text • Analyze the unique features of various informative texts to enhance understanding of the text • Identify and explain the author’s claim • Describe the relationship between text organization and development of ideas and claims • 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). 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Argument • How to analyze • Various text features (e.g., captions, maps, information from charts and graphs, illustrations) • Various text structures (e.g., sentences, paragraphs, sections, chapters) • Relationships between parts of text and whole text (as indicated by text features and structures) • Ideas and Claims • Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution) • Strategies used in argumentation (grade appropriate) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What idea or claim does the writer examine or advance? • What points does the author emphasize? • How does the author arrange details, evidence, or events to support and develop the claim or idea? • How does the author develop or refine these ideas or claims at the sentence, paragraph, section, and chapter level? • Is the organization of the exposition or argument effective? Why or why not? • How does the author refine the idea by connecting sentences, paragraphs and larger chunks to advance his/her claim? • How do these structural elements add meaning, clarity, or coherence? • How do the text features assist the reader?
<p>9/10RI10: Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literacy 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 literacy nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. [Lexile Range: 1050-1335L]</p>		
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GRADES 9/10: Informational Reading Standard 6

<p>College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>Grade 8: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>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.</p>	<p>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.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Explain how the author’s choices reflect his/her point of view/viewpoint, focus, attitude, position or bias • Explain how point of view, viewpoint, purpose and perspective affect and informational text (controls the message/information) • Identify the rhetorical context of a text • Analyze the author’s use of persuasive techniques, rhetorical devices, logical fallacies, etc. • Analyze how an author uses rhetoric to advance that point of view or purpose • 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 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • 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) • Responses to opposing viewpoints (e.g., acknowledge, concede, rebut) • Rhetorical triangle/ rhetorical situation (the relationship between the speaker, audience, the subject, and the context) • Rhetorical devices <ul style="list-style-type: none"> ○ 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 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the point of view in this text? How do you know? • What is the purpose of this text? How do you know? • What does the author’s language and point of view tell us about his attitude or purpose? • What are the possible sources of bias to look for when reading this text? • What type of rhetorical device was used? • How and where does the author skillfully use language (rhetoric)? • How does the use of rhetoric advance either the point of view or purpose of the piece? • How credible or logical are this author’s ideas and argument?
<p>9/10RI10: Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literacy 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. [Lexile Range: 1050-1335L]</p>		
<p>Informational Text–Literary Nonfiction and Historical, Scientific, and Technical Texts</p> <p>Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADES 9/10: Informational Reading Standard 7

<p>College and Career Ready (CCR): Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p>Grade 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>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.</p>	<p>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.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Understand the differences in various mediums (print, video, multimedia) • Compare how different text/media present information about the same subject • Identify aspects of text/media that reveal an author’s purpose/intention • Analyze the details included (and excluded) in different versions of an account • 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 	<ul style="list-style-type: none"> • Compare/contrast • Medium • Account • Text and media topic/message • Author’s purpose /intention • Audiences’ needs • Media formats (e.g., visually, quantitatively) • Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the message or attitude from each of the accounts? Do they share the same message? • Which details are emphasized in the different mediums? • What details are absent from the different accounts? How does the medium affect the account? • What medium most impacts the readers understanding of the selected work? • Evaluate the effectiveness of the media techniques used to deliver or portray the work.
<p>9/10RI10: Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literacy 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. [Lexile Range: 1050-1335L]</p>		
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Delaware English Language Arts Standards Learning Progressions

GRADES 9/10: Informational Reading Standard 8

<p>College and Career Ready (CCR): 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>		
<p>Grade 8: 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.</p>	<p>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.</p>	<p>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., <i>The Federalist</i>, presidential addresses).</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the author’s argument and specific claims as well as reasons/examples/evidence that support the author’s argument and specific claims • Explain how the reasons/examples/evidence support the author’s argument/claims • Differentiate between claims which are supported by reasons/evidence and those which are not • Recognize when irrelevant evidence is introduced • Differentiate between valid and invalid claims • Identify sound reasoning • Identify false statements and fallacious reasoning in an argument, using details from the text • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient 	<ul style="list-style-type: none"> • How to trace/delineate an author’s argument and specific claims • How to evaluate/assess an author’s argument and specific claims • Relevant vs. irrelevant details/evidence/examples • Sound/logical/justified reasoning • Rhetorical strategies for persuasion (e.g., logos, ethos, pathos) • Relevant, sufficient evidence • Valid vs. invalid claims • Persuasive techniques/fallacious reasoning (e.g., loaded language/emotional words, testimonial, snob appeal, repetition, name calling bandwagon, red herring, propaganda, appeal to authority) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What argument is presented? • What claims support the argument? • What evidence is presented? • Is the reasoning presented logically? • Is the evidence relevant to the argument? Why, or why not? • Is the evidence fallacious or factual? • Is there enough credible evidence presented to support the argument? • Is all of the evidence true? • Which statements are misleading? • What persuasive strategies has the author used?
<p>9/10RI10: Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literacy 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 literacy nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. [Lexile Range: 1050-1335L]</p>		
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Delaware English Language Arts Standards Learning Progressions

GRADES 9/10: Informational Reading Standard 9

<p>College and Career Ready (CCR): 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>Grade 8: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>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.</p>	<p>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.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the authors' positions in texts • Analyze informational texts • Identify and compare themes and concepts from multiple texts • Describe the authors' overall purposes for writing texts • Identify logical and emotional appeals • Identify characteristics of "seminal" texts (refer to CCSS Appendix B to assess texts for appropriateness) • Identify what gives a work historical significance • Identify what gives a work literary significance • Identify, cite, and explain textual evidence which reveal the themes and concepts of a seminal text • Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. 	<ul style="list-style-type: none"> • Seminal Texts • Theme • Concept • Author's Purpose • Author's perspective (background) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What type of document is this and why was it written? • What is the context of the text? How does the context influence the theme/concept? • What theme/concept is presented in each of the texts? • How is the topic treated in a similar/different fashion? • What was the author's overall purpose in writing the text? • How did the author's perspective/background influence his purpose in writing the text? • How do these different documents address or respond to the same event, concept, or theme? • What is the significance of this/these text(s)? • How did these texts/documents shape the future?
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