

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 11-12

<p>RI.11-12.1</p> <p>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.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> -Reading comprehension -Draw inferences -Cite specific textual evidence to support inferences and text meaning -Analyze the text -Evaluate evidence -Determine where text lacks certainty -MLA formatting for in-text citations and works cited pages 	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -analyze/analysis -cite -drawn -explicit -evaluate -inference -MLA Formatting -textual evidence
<p>CCR Anchor: 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><u>*Extended Understanding</u></p> <ul style="list-style-type: none"> -Critique texts 	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGET:</u></p> <p>The student can cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>The student can determine where texts leave matters uncertain.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can recognize textual evidence and inferences.</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can analyze text to cite textual evidence that is explicitly stated.</p> <p>The student can analyze text to cite textual evidence that is inferred.</p> <p>The student can evaluate the strength of textual evidence.</p> <p>The student can evaluate the thoroughness of textual evidence.</p> <p>The student can evaluate the certainty of a text.</p> <p><u>Underpinning Product Learning Targets:</u></p> <p>The student can use correct MLA format for in-text citations and works cited pages.</p>	
<p>CCS ELA 6-12 PAGE:</p> <p>https://tinyurl.com/CCSEnglish6-12</p> <p>(CAREER CONNECTIONS)</p>		

Question Ideas

After reading the article, determine one point the author makes but does not back up with strong and thorough support. How does the absence of support leave the text uncertain?

Cite the three pieces of textual evidence that most thoroughly support the main point made by the author?

Which of the following textual citations would most strongly support the theme?

When you analyze the text, what inference can you make? Use the text to thoroughly prove the inference.

Use three pieces of text to strongly prove _____. What other piece of evidence could the author add to thoroughly prove _____.

Analyze the passage; what is implied? Cite three strong and thorough pieces of textual evidence to support the implication.

After reading _____, support the main idea of the passage by listing the strongest piece of textual evidence.

Ohio's Learning Standards Appendices Support

[Appendix B](#) *Grades 11-CCR Informational Text Exemplars*: Informational pieces that are textually complex and rich which can be used for textual citation tasks are on pages 164-171 and include the following: *Common Sense* by Thomas Paine, "Society and Solitude" by Ralph Waldo Emerson, and "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Socratic Seminar A Socratic Seminar provides autonomy for the students in a communal format in which students must cite strong and thorough textual evidence to support analysis of what the text says. Areas to explore include how the author uses the development of the central idea or argument and how the ideas/arguments interact with each other. Click [HERE](#) for Socratic Seminar templates and samples.

Standardized Test Sample Question Stems

Which sentence supports the idea that scientists had expected different results from the photographs?

RI.9-10.1 (Prior Grade Standard)

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

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English Language Arts-Reading Informational Text, Grades 11-12

<p>RI.11-12.2</p>	<p>Analyze informational text development.</p> <p>a. 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.</p> <p>b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> -Recognize and understand central idea -Analyze central idea development -Recognize the building of and interaction between central ideas in a text -Analyze relationship of two or more central ideas in a text -Create an abstract of a text 	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -analyze -central idea -complex analysis -craft -delineate -determine -development -informative abstract -interact -abstract -delineate
<p>CCR Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		<p><u>*Extended Understanding</u></p> <ul style="list-style-type: none"> -Tie complex analyses to overarching cultural ideas 	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING/PRODUCT</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can analyze informational text development.</p> <p>The student can determine two or more central ideas of a text and analyze their development, including how they interact and build on one another.</p> <p>The student can craft an informative abstract that delineates how the central ideas of a text interact and build on one another.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can define, understand, and recognize central idea.</p> <p>The student can define, understand, and recognize informative abstracts.</p> <p>The student can follow the development of two or more central ideas in a text.</p> <p>The student can recognize interaction between and building upon of two or more central ideas in a text.</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can distinguish between theme, main idea, topic, and central idea.</p>		

Question Ideas

What are the two central ideas revealed in the article? How do the central ideas support each other? How are the central ideas shaped by the supporting details?

Which of the following details helps the second central idea emerge from a general thought into a concrete, specific idea?

How do the central ideas develop over the course of the text? What textual evidence shows the relationship between the central ideas?

What is one central idea in the essay? What are the supporting idea(s) in the essay? How does the author develop them?

When you analyze the text, what details do you find that support the three central ideas? How do those supporting ideas shape the relationship between the three central ideas?

How does the author use the second central idea to build upon the first one?

What are two central ideas in this article? Cite two pieces of evidence for each.

Summarize the text in an informational abstract. In your abstract, describe how the main ideas interact and build upon each other.

Ohio's Learning Standards Appendices Support

[Appendix B](#) *Sample Performance Tasks*: Students provide an objective summary of Henry David Thoreau's *Walden* wherein they analyze how he articulates the central ideas of living simply and being self-reliant and how those ideas interact and build on one another (e.g., "According to Thoreau, how specifically does moving toward complexity in one's life undermine self-reliance?").

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Double-Entry Journal Students keep double-entry journals as they read. In the left-hand column, the student copies or summarizes text which is intriguing, puzzling or moving or which connects to a previous entry or situation. In the right-hand column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made or an analysis.

Standardized Test Sample Question Stems

This question has two parts. First, answer Part A. Then, answer Part B.

A. Select the sentence that states a central idea of the passage. B. How is the central idea selected in Part A developed?

RI.9-10.2 (Prior Grade Standard)

Analyze informational text development.

a. 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.

b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

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English Language Arts-Reading Informational Text, Grades 11-12

<p>RI.11-12.3</p>	<p>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><u>Essential Understanding</u> -Identify the order in which ideas/events are sequenced -Identify and analyze how ideas/events/individuals are introduced and developed -Identify and analyze interactions between ideas/events/individuals</p> <p><u>*Extended Understanding</u> -Analyze why an author orders points and develops them in a chosen manner</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -analyze -complex set of ideas -develop -event -interact -introduce -sequence of events
<p>CCR Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can analyze a complex set of ideas or a sequence of events in an informational text.</p> <p>The student can analyze and explain how specific individuals, ideas, or events interact and develop in an informational text.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p>The student can recognize a complex set of ideas or a sequence of events in a text.</p> <p>The student can identify specific individuals, ideas, or events within a complex set of ideas or sequence of events.</p> <p>The student can recognize interactions among individuals, ideas, or events within a complex set of ideas or sequence of events.</p>		

Question Ideas

How are the main events connected in the nonfiction article? How do the connections affect the overall sequence of events?

How did the first event evolve throughout the progression of the article? How was the second event introduced and developed? How do these events add to the cumulative set of ideas presented in the article?

How do the key ideas unfold? What connections between them were most important? Why?

How were the main points ordered? How does this order help/hinder the author's goal?

Describe three details the author uses to show how the key individuals evolve. Note which details involve connections among the individuals.

When and how did the main point get introduced? How did its introduction affect the author's overall analysis?

Into what organizational structure would you place all of the ideas in the article? Was this organization effective?

How did the events in the beginning of the article naturally lead to its conclusion?

Ohio's Learning Standards Appendices Support

[Appendix B Text Exemplars](#): Students can use Thomas Jefferson's *The Declaration of Independence* (1776) on pages 164-166 to analyze a complex set of ideas.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Double-Entry Journal Students keep double-entry journals as they read. In the left-hand column, the student copies or summarizes text which is intriguing, puzzling or moving or which connects to a previous entry or situation. In the right-hand column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made or an analysis.

Standardized Test Sample Question Stems

Which **two** statements describe Henry's views about those who continue to strive for reconciliation with the British?

RI.9-10.3 (Prior Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 11-12

<p>RI.11-12.4</p>	<p>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 No. 10</i>).</p>	<p>Essential Understanding -Identify and determine literal, figurative, connotative, and technical word and key term meanings -Identify key term(s) in a text -Analyze how an author uses and refines the meaning of key terms in a text</p>	<p>Academic Vocabulary/Language -analyze -connotation/denotation -determine -diction -figurative language (See your adopted textbook's glossary for grade-level appropriate figurative language or https://literarydevices.net/figurative-language/.) -key term -phrases -refines -technical language -term</p>
<p>CCR Anchor: 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>*Extended Understanding -Identify antiquated words in a text, noting any evolution in word meanings</p>	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can determine the literal, figurative, connotative, and technical meanings of words, terms, and phrases based on how they are used in a text. The student can analyze how an author uses and refines the meaning of key term(s) over the course of a text.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify words and phrases that have connotative, figurative, and technical meaning used in a text. The student can identify key term(s) in a text.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can determine, clarify, or verify the meaning of connotative, figurative, and technical words, terms, and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>			

Question Ideas

What does the word/phrase ___ mean in this selection? Is there a feeling or emotion associated with the word ____?

Without changing the meaning of the sentence, which word/phrase can be used to replace the underlined part?

What is the literal meaning of the word ___? What is the connotative meaning of that same word as it is used in the text?

Which words in the passage are tier-three words? What is the meaning of each of these technical terms?

How did the author use word key terms to impact meaning?

How does the author define _____ at the beginning of the article? How is that meaning refined by the end?

Give three examples of figurative language used in the text. Explain the meaning of each and detail how the cumulative impact of figurative language affects the overall meaning.

What kind of key terms are used by the author to support his claim? Why did he/she choose the specific terms __, __, & ___?

What is the overall meaning of the report? List examples of key terms that helped develop that meaning?

Ohio's Learning Standards Appendices Support

[Appendix B Sample Performance Tasks](#): Students analyze how the key term *success* is interpreted, used, and refined over the course of G. K. Chesterton's essay "The Fallacy of Success."

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Content Elaborations Examining the author's technique is the essential focus when analyzing the Craft and Structure of an informational text. Students should consider that words and phrases might have multiple meanings and that authors select specific language (emotive, evocative, formal, informal, etc.) and use specific organizational and rhetorical devices and strategies to convey ideas.

Standardized Test Sample Question Stems

The video refers to the fact that the word "subjects" was **expunged** by Jefferson from an early draft of the "Declaration of Independence." What does the word **expunged** mean in this context?

- A. deleted B. directed
C. recopied D. emphasized

RI.9-10.4 (Prior Grade Standard)

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).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 11-12

<p>RI.11-12.5</p>	<p>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>Essential Understanding -Identify and understand structures used for entire texts, expositions, and arguments; as well as structures for sections, chapters, paragraphs, sentences, and syntax -Analyze and evaluate the structure of an exposition/argument for clear, convincing, and engaging points</p>	<p>Academic Vocabulary/Language -analyze -argument -convincing -effectiveness -engaging -evaluate -exposition -rhetorical strategies/structures -syntactical structures (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.) -structural organization (chronological, comparison/contrast, problem/solutions, cause/effect, etc.) -structure (text, section, chapter, paragraph, syntactical, etc.)</p>
<p>CCR Anchor: 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>*Extended Understanding -Rewrite arguments to improve effectiveness</p>	

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can analyze the structure an author uses in his/her exposition or argument.</p> <p>The student can evaluate the effectiveness of the structure an author uses in his/her exposition or argument for clear, convincing, and engaging points.</p>
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify structures (organizational, syntactical, rhetorical, etc.) used by an author in his/her exposition or argument.</p> <p>The student can identify an author's points in an exposition or argument.</p>

Question Ideas

How do the author's points in the text develop? Are they clear, convincing, and engaging?

How does the structure of the argument help with the development of the author's main points?

Analyze the topic sentences in each paragraph. How do they develop or refine the author's main points?

How does the syntactical structure of each paragraph help enhance the key points in the article?

After reading the entire essay, determine how the author used structure to provide clarity for his points.

How do the chapter/section divisions help develop the author's main points?

What types of sentences does the author use in this paragraph? How do they help with point development?

How does the organizational structure of each paragraph help enhance the key points in the article?

Ohio's Learning Standards Appendices Support

[Appendix A](#) *Text Complexity*: (Structure) Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (particularly in literary texts) unconventional structures. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts are more likely to conform to the norms and conventions of a specific discipline.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Editorial Style Students select an editorialist whose writing they find compelling and read five of that writer's editorials. They analyze the author's use of diction, syntax, and rhetorical strategies and evaluate the effectiveness. Students then choose a current topic and write an editorial(s), imitating the style of the author. Students compose an additional writer's memo, detailing specific parallels between their editorial(s) and the author's editorials. For an alternative to this activity, students watch an editorial video shown by the teacher or that they could access through an LMS system (such as Faith Salie CBS Sunday Morning). Students write editorial scripts for broadcast. Students then record a broadcast of their scripted editorial piece. These broadcasts may be watched for review in class or shared on a class website.

Standardized Test Sample Question Stems

In paragraph 11, how does Nixon bring his speech to an end?

RI.9-10.5 (Prior Grade Standard)

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).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 11-12

<div style="border: 2px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> RI.11-12.6 </div>	<p>Determine an author's perspective 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><u>Essential Understanding</u></p> <ul style="list-style-type: none"> -Identify an author's perspective, purpose, and style -Identify and understand logical, ethical, and emotional appeals -Identify and understand rhetorical devices and strategies (parallelism, antithesis, enumeration, litotes) -Identify and understand aspects of style (diction, syntax, patterns, etc.) -Analyze how an author uses rhetoric, style, and content to impact perspective or purpose, and contribute to the power, persuasiveness, or beauty of the text 	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -author's purpose (to inform, entertain, persuade) -determine -ethos -logos -pathos -perspective -persuasive -purpose -rhetoric (see http://www.virtualsalt.com/rhetoric.htm for a detailed list of devices/strategies) -style
<p>CCR Anchor: Assess how point of view or purpose shapes the content and style of a text.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can determine the author's perspective or purpose in a text in which the rhetoric is particularly effective.</p> <p>The student can analyze how the author's style and content contribute to the power, persuasiveness, or beauty in a text with effective rhetoric.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify varied perspectives, purposes, and styles in informational texts.</p> <p>The student can define rhetoric and identify rhetorical devices and strategies.</p> <p>The student can recognize literary aspects that contribute to an author's writing style (diction, syntax, patterns, etc.), power, persuasiveness, and beauty.</p>		

Question Ideas

What is the author's perspective?

What is the author's purpose?

Determine and describe the author's style.

How does the author convey his perspective using rhetoric? How does that rhetoric enhance his style and the beauty of his work?

How does the author use rhetoric to strengthen the power of his persuasion and impact the overall content of the piece?

What rhetorical devices does the author use in his text? How do those devices help you ascertain the author's style?

What appeals are used by the author to promote his purpose?

How is parallelism used by the author to advance his/her perspective?

Ohio's Learning Standards Appendices Support

[Appendix B](#) *Sample Performance Task*: Students determine Richard Hofstadter's purpose and point of view in his "Abraham Lincoln and the Self-Made Myth," analyzing how both Hofstadter's style and content contribute to the eloquent and powerful contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Poster Analysis Students analyze World War II posters, chosen from online collections, to explore how argument, persuasion, and propaganda differ. The lesson begins with a full-class exploration of the famous, "I Want You for the U.S. Army" poster, wherein students explore the similarities and differences between argument, persuasion, and propaganda, and apply one of the genres to the poster.

Standardized Test Sample Question Stems

What is Henry's overall purpose in his speech?

RI.9-10.6 (Prior Grade Standard)

Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 11-12

<p>RI.11-12.7</p>	<p>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><u>Essential Understanding</u> -Determine information from varied media formats that addresses a question or solve a problem -Evaluate information from varied media formats for its ability to address a question or solve a problem -Integrate information from varied media formats to address a question or solve a problem -Reading, viewing, and listening comprehension <u>*Extended Understanding</u> -Gather information from obscure sources to enhance research</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -analyze -audio-visual -digital -evaluate -format -integrate -media/medium -multimedia -print -quantitatively -sources
<p>CCR Anchor: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can integrate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p>The student can evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p> <p><u>Underpinning Skill Learning Targets:</u> The student can research effectively in order to gather multiple sources of information that address the same topic, question, or problem.</p>		

Question Ideas

Integrate the information from the four sources to compile a one-page report.

Evaluate the four sources of information and select the two that have the most effective information to answer the question.

Solve the problem using the information presented in the video and the article.

List three sources that you could use to answer the question. Outline three supporting points, noting citations that can be used from each source.

After researching _____ (informational texts and media), write a report that answers the question _____. Then attach a paragraph explaining which two sources was the most advantageous for garnering information on the topic?

After reading the text and experiencing a multimedia presentation, write an essay that addresses the issue of _____ through integration of text from each source.

Ohio's Learning Standards Appendices Support

[Appendix C Student Sample Grade 12](#): For a sample informational/explanatory essay showing integration of sources, see “Fact vs. Fiction and All the Grey Space in Between” on pages 89-93.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Compare/Contrast Students read a text (e.g., “Letter from Birmingham Jail”) and then evaluate a picture, cartoon, or video relating to the same topic. Students create a response to the reading or comparison targeted at addressing the given standards. Students may record themselves reciting a text and then share it with classmates in order to view and compare multiple interpretations. To enhance this assignment, students can synthesize material from three different formats (prose, charts/graphs, and a visual) to create a persuasive argument.

Standardized Test Sample Question Stems

The narrator of the video claims that the discovery “reveals an important shift in the founders’ thinking: that the people’s allegiance was to one another” (0:45-0:50). Which quotation from the “Declaration of Independence” illustrates this view of “the founders’ thinking”?

RI.9-10.7 (Prior Grade Standard)

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.

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<p>RI.11-12.8</p>	<p>Delineate and evaluate the reasoning in seminal U.S. texts, and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p><u>Essential Understanding</u> -Identify premises, purposes, arguments, and reasoning in seminal U.S. texts and works of public advocacy -Delineate and evaluate premises, purposes, arguments, and reasoning in works of public advocacy and seminal U.S. texts</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -argument -claim -delineate -evaluate -premises -presidential addresses -public advocacy -reasoning -relevance -seminal U.S. texts -sufficiency -validity -warrant
<p>CCR Anchor: 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>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can delineate the reasoning in seminal U.S. texts, including the premises, purposes, and arguments in works of public advocacy.</p> <p>The student can evaluate the reasoning in seminal U.S. texts, including the premises, purposes, and arguments in works of public advocacy.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can define and identify premises, purposes, and arguments in seminal U.S. texts and works of public advocacy.</p> <p>The student can identify and understand public advocacy.</p> <p>The student can identify claims, counterclaims, warrants, and supports in an argument.</p> <p>The student can identify several types of reasoning (inductive, deductive, causal, etc.).</p>		

Question Ideas

What is the main premise in Lincoln's "Gettysburg Address"? For what purpose was it written?

Delineate one of the claims made in the argument: List the claim made, the reasons given, and the evidence provided in support of the claim. Evaluate the purpose of the claim.

Delineate one of the claims made in the argument that promotes public advocacy.

After watching the speech, delineate and evaluate the argument made in support of Senate Bill #61.

Delineate and evaluate the arguments made by the lobbying group in their commercial.

Which statements in the document shows the premise upon which the author makes his argument?

Which paragraphs in the document outline the author's argument? What are his claims?

Ohio's Learning Standards Appendices Support

[Appendix B Sample Performance Tasks](#): Students delineate and evaluate the argument that Thomas Paine makes in *Common Sense*. They assess the reasoning present in his analysis, including the premises and purposes of his essay.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Understanding Reasoning In order to delineate and evaluate the reasoning in a document, students need to understand different models of arguments, including deductive reasoning, inductive reasoning, Toulmin arguments, and Rogerian arguments, as well as the types of arguments that writers utilize--definitional, causal, etc.

Standardized Test Sample Question Stems

Which statement expresses a general principle that serves as a foundational basis for the argument Jefferson sets forth in the "Declaration of Independence"?

- A. The king is guilty of crimes against the colonies.
- B. The king's government should be abolished.
- C. Governments that abuse people's rights should be transformed or removed.
- D. Colonists have a right to exist free and independent of Great Britain.

RI.9-10.8 (Prior Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 11-12

RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century

foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCR Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Understanding

- Identify foundational U.S. literary and historical documents
- Identify and understand logical, ethical, and emotional appeals
- Identify and understand rhetorical features (parallelism, antithesis, enumeration, litotes)
- Analyze foundational U.S. documents of historical and literary significance for themes, purposes, and rhetorical features
- Understand theme and purpose
- *Extended Understanding**
- Analyze antiquated texts**

Academic

Vocabulary/Language

- analyze
- foundational U.S. documents
- inaugural
- preamble
- purpose
- rhetoric (see <http://www.virtualsalt.com/rhetoric.htm> for a detailed list of devices/strategies)
- theme

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGETS:

The student can analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

CCS ELA 6-12 PAGE:
<https://tinyurl.com/CCSEnglish6-12>

([CAREER CONNECTIONS](#))

Underpinning Knowledge Learning Targets:

The student can identify foundational U.S. literary and historical documents.

The students can identify and understand rhetoric.

The student can recognize themes, purposes, and rhetorical features in foundational U.S. documents of historical and literary significance.

Question Ideas

What theme do the three texts have in common? How does each text use rhetoric to address the theme?

What is the purpose of Lincoln's Second Inaugural Address?

After reading both period texts, outline each author's use of rhetorical strategies. Note similarities and differences between the 18th and 20th century as to the number and types of rhetoric used.

What theme can be found in both documents? Which text more effectively addresses that theme?

How does the author's approach to the concepts of civic duty relate to the overall theme of the document?

What is the theme of the Bill of Rights? Did any rhetorical features help illuminate that theme?

Ohio's Learning Standards Appendices Support

[Appendix B Sample Performance Tasks](#): Students analyze Thomas Jefferson's Declaration of Independence, identifying its purpose and evaluating rhetorical features such as the listing of grievances. Students compare and contrast the themes and argument found there to those of other U.S. documents of historical and literary significance, such as the Olive Branch Petition.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Suitable for Texting Students analyze 17th-, 18th- and 19th-century foundational U.S. documents of historical and literary significance for their themes, purposes and rhetorical features.

- **Basic:** Rewrite the Mayflower Compact into a message suitable for texting. Define the audience, research the meaning of the unfamiliar words, determine to whom the text would be sent, etc.
- **Extended:** Write a four-sentence précis for the Mayflower Compact.

Summarizing a historical document into four sentences or into a modern texting format hones analytical skills to find the important details. Have students consider the audience of both the original and a new audience. Students could create a new compact using the basic argument of the Mayflower Compact.

Standardized Test Sample Question Stems

You have studied three sources involving the establishment of American independence from Great Britain. The sources are:

- Declaration of Independence, signed on July 4, 1776
- A passage from Patrick Henry's March 23, 1776, speech to the Second Virginia Convention
- The video "From Subjects to Citizens"

An important idea presented in the sources involves the colonists' notions of the purpose of government. Write an essay in which you explore the perceptions of government's purpose presented in the sources. In writing your essay, consider how the authors of the two written documents describe the ideal relationship between a government and its people, and how they describe the actual relationship between the government of Great Britain and the colonists. Consider also the perspective presented in the video. Remember to use evidence from all three sources to support your ideas.

RI.9-10.9 (Prior Grade Standard)

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 11-12

<p>RI.11-12.10</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p><u>Essential Understanding</u> -Demonstrate comprehension of grade-level literary nonfiction -Identify/evaluate text complexity</p> <p><u>*Extended Understanding</u> -Demonstrate comprehension of above grade-level literary text without scaffolding</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -comprehension -decoding -fluency -informational text -Lexile -literary nonfiction -nonfiction -proficient -text complexity
<p>CCR Anchor: Read and comprehend complex literary and informational texts independently and proficiently.</p>		

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The 11th grade student can independently read and comprehend proficiently complex literary nonfiction an in the grades 11-CCR text complexity band, with scaffolding as needed at the high end of the range.</p> <p>The 12th grade student can independently read and comprehend proficiently complex literary nonfiction at the high end of the grades 11-CCR text complexity band.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify grade-level texts.</p> <p>The student can identify texts on their reading level (i.e. Lexile level).</p> <p>The student can monitor his/her own comprehension.</p>
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (<u>CAREER CONNECTIONS</u>)</p>	

Question Ideas

How should you choose which literary nonfiction texts to read?

What strategies should you use to comprehend a complex text?

What procedures/scaffolding can you use to help read and comprehend a text at the higher than the 11-CCR text complexity band or at a level above your Lexile score?

What is your Lexile level? What is the Lexile level of this text? What reading comprehension strategies will you use to be sure you can read and comprehend this text?

Apply the four steps of text complexity to determine if this is an appropriate text for you.

How do you monitor your own comprehension as you read?

What steps are involved in close reading of a text?

Ohio's Learning Standards Appendices Support

[Appendix A Text Complexity](#) (pages 2-16 address all aspects of text complexity)

Why Text Complexity Matters Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score [on the ACT] or better from those who had not was **not** their relative ability in making inferences while reading or answering questions related to particular cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, **the clearest differentiator was students' ability to answer questions associated with complex texts.**

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Text Complexity Students use a readability program to find text complexity that aligns to their grade level. Before students can accept the challenge of accelerating text complexity, they should understand just what it is, how writers achieve it, how it affects understanding or enjoyment of reading. We read for different purposes (e.g., college vs. high school text, consumer camera manual vs. heavy equipment manual). Students need a cadre of reading techniques to manage between college, the workplace and the marketplace.

Basic: Students select a complicated instructional manual for a consumer product (e.g., Video Camera Manual), and judge the education level of the consumer. Students then determine what adjustments could be made in the directions to simplify the manual.

Extended: Compare high school chemistry text readability with a College Level I Chemistry text. What additional skills does the college student need in order to be successful with the college text? Compare text complexity in a chemistry or social studies text, college text, etc. For more information, visit <http://www.mnsu.edu/urc/conference/post/URC2007proceedings/DrommerhausenReadability.pdf>.

RI.9-10.10 (Prior Grade Standard)

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.