

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 9-10

<p><b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>Essential Understanding</u>          -Reading comprehension          -Draw inferences          -Cite specific textual evidence to support inferences and text meaning          -Analyze the text          -Evaluate evidence          -MLA formatting for in-text citations and works cited pages</p>	<p><u>Academic Vocabulary/Language</u>          -analyze/analysis          -cite          -drawn          -explicit          -evaluate          -inference</p>
<p><b>CCR Anchor:</b> 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>          -Determine where text leaves matters uncertain</p>	<p>-MLA Formatting          -textual evidence</p>
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGET:</u></b>  <b>The student can cite textual evidence that strongly and thoroughly supports an analysis of what the text says and inferences it makes.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can recognize textual evidence and inferences.</b></p>	
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>          (CAREER CONNECTIONS)</p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can analyze text to cite textual evidence that is explicitly stated.</b>  <b>The student can analyze text to cite textual evidence that is inferred.</b>  <b>The student can evaluate the strength of textual evidence.</b>  <b>The student can evaluate the thoroughness of textual evidence.</b></p> <p><b><u>Underpinning Product Learning Targets:</u></b>  <b>The student can use correct MLA format for in-text citations and works cited pages.</b></p>	

## Question Ideas

Use three examples of textual evidence to show why the author wrote this piece and order them from weakest to strongest.

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 topic?

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 \_\_\_\_\_.

Which piece of evidence does not thoroughly support the claim?

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 9-10 Informational Text Exemplars*: Informational pieces that are textually complex and rich which can be used for textual citation tasks are on pages 122-129 and include the following: "Gettysburg Address" by Abraham Lincoln, "Address to Students at Moscow State University" by Ronald Regan, and "A Quilt of a Country" by Anna Quindlen.

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

**Pinwheel Discussion** Illicit provocative questions and conversation about a text, and maximize student participation by facilitating a [pinwheel discussion](#). Organize students into five groups (one group will be a provocateur group) based on viewpoints surfaced within a non-fiction text. Students discuss their assigned viewpoint within their small groups and determine textual evidence in support of the particular perspective. At the end of ten minutes, each group will create one question that is essential to understanding the viewpoint. One representative from each group then moves to the center of the discussion square to await discussion questions from the provocateur group. The provocateur group will pose the questions submitted and ask enlightening follow up questions to keep the discussion going. Once the first question has been sufficiently discussed, students will switch places with another group member and "pinwheel" out of the center discussion square. This will continue until all questions have been discussed.

**Dialectical Journal** Create a two-column journal with a student-(or teacher-) selected passage in one column and student response in the other column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning, noting textual supports for central ideas, etc.).

## Standardized Test Sample Question Stems

Which three details from the article support the idea introduced in Paragraphs 1-3?

### RI.8.1 (Prior Grade Standard)

**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

### RI.11-12.1 (Future 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, including determining where the text leaves matters uncertain.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grades 9-10

<div style="border: 2px solid #800000; border-radius: 15px; padding: 10px; display: inline-block;"> <h3 style="margin: 0;">RI.9-10.2</h3> </div>	<p><b>Analyze informational text development.</b></p> <p><b>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></p> <p><b>b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</b></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>-Recognize and understand central idea</li> <li>-Analyze central idea development</li> <li>-Recognize refinement and shaping of central idea</li> <li>-Analyze relationship of details to central idea development</li> <li>-Objectively summarize the text</li> </ul> <p><b><u>*Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>-Relational analysis of two or more central ideas</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-central idea</li> <li>-determine</li> <li>-development</li> <li>-emerge</li> <li>-objective</li> <li>-refine</li> <li>-summarize/summary</li> </ul>
<p><b>CCR Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can analyze informational text.</b></p> <p><b>The student can determine a central idea of a text and analyze its development, showing how it emerges and is shaped and refined by details.</b></p> <p><b>The student can objectively summarize a text, including the development of the central idea and how details impact this idea.</b></p>		
<p><b>CCS ELA 6-12 PAGE:</b> <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a> <b>(CAREER CONNECTIONS)</b></p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p>The student can define, understand, and recognize central idea and summary.</p> <p>The student can follow the development of central ideas in a text.</p> <p>The student can recognize refinement and shaping of central ideas in a text.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p>The student can analyze how a central idea emerges in a text.</p> <p>The student can distinguish between textual facts and opinions.</p>		

## Question Ideas

What is the central idea revealed in the article? What is one supporting detail revealed in the article? How is the central idea shaped by the supporting detail?

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

How does the central idea develop over the course of the text? What textual evidence refines the central idea?

What is a central idea of 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 central idea? How do those supporting ideas shape the overall message?

Compose a summary of the article showing how the textual evidence supports \_\_\_\_\_ as the central idea?

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

Summarize the text without putting in your own opinion or judgment?

## Ohio's Learning Standards Appendices Support

[Appendix A Text Complexity](#): In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, central idea falls under the Levels of Meaning or Purpose section of Qualitative Measures. Purposes for informational texts exist on a continuum of text complexity: Explicitly Stated Purpose to Implicit Purpose, May Be Hidden or Obscure.

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

**“Somebody Wanted But So” Sentence** After reading an informational text, students analyze the development of ideas by completing a “Somebody Wanted But So” sentence stating what *somebody* (the author, a person or group cited in the text, etc.) *wanted* (that person’s or group’s goal) *but* (the obstacles he, she or they faced) *so* (how those obstacles were surmounted or how they defeated the person’s or group’s goal.)

**Partner Reading** Pairs of students chunk their reading. Students take on the role of ‘teller’ and ‘listener’. Students read each chunk silently and then close their texts. The ‘teller’ summarizes the reading and then the ‘listener’ fills in the gaps. When students cannot remember anything else, they check the text to see what they may have missed. Students switch roles for the next chunk. The instructor breaks the reading into sections and posts them electronically in smaller portions. Students pair up and use their devices (especially if a one to one program exists) to where one student reads a section as an audio recording. The partner is in the library, hallway, or some area where they listen to the uploaded audio track for the first section. The partner then types a message back to the sender to fill in any gaps. They switch roles halfway through or on another day.

**Academic Tweets** Students summarize a text in a limited number of characters. For example, perhaps to summarize Martin Luther King Jr.’s “I Have a Dream” speech, a student would tweet “MLK dares to dream about a world united in love vs. segregated by skin color. #kingofrhetoric #ethospathoslogos #rainofpersuasion”.

**Summarizing** Students give a brief statement of the main point or essential information shared within a text. Using a [graphic organizer](#) will help the students identify key ideas and focus on the central idea using evidence. Students can create a video or podcast for this. This could be posted on a class blog, website, or course within an LMS system.

## Standardized Test Sample Question Stems

What central idea is suggested by the article’s title?

- A. Bright red tomatoes cost more than other tomatoes because customers desire them. B. Costly research has identified the connection between the color and flavor of tomatoes.  
C. An artificially modified tomato may look more appealing but can be less flavorful. D. Scientists must learn to grow bright red tomatoes that are delicious to eat.

### RI.8.2 (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 its relationship to supporting ideas.

b. Incorporate central ideas and their relationships into an objective summary of the text.

### RI.11-12.2 (Future Grade Standard)

Analyze informational text development.

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.

b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grades 9-10

<h3>RI.9-10.3</h3>	<p><b>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.</b></p>	<p><b><u>Essential Understanding</u></b>          -Identify the order in which points are made in an informational text          -Identify and analyze how points are introduced and developed in an informational text          -Identify and analyze connections between points made in an informational text          -Analyze how an author unfolds an analysis or series of ideas/events in an informational text</p>	<p><b><u>Academic Vocabulary/Language</u></b>          -analysis          -analyze          -connections          -develop          -drawn          -event          -introduce          -series of ideas/events          -unfolds</p>
<p><b>CCR Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		<p><b><u>*Extended Understanding</u></b>          -Analyze why an author orders points and develops them in a chosen manner</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can analyze how an author unfolds an analysis or series of ideas/events in an informational text, including the order in which points are made, how points are introduced and developed, and the connections drawn between points in an informational text.</b></p>		
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>          (CAREER CONNECTIONS)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify the order in which points are made, when ideas/events are introduced and developed, in an informational text.</b>  <b>The student can identify where connections are drawn between points made in an informational text.</b></p>		

## Question Ideas

How are the main points connected in the nonfiction article? How do the connections affect the overall analysis made by the author?

How did the first event evolve throughout the progression of the article? How was the second event introduced and developed? Why did the author unfold his article in this manner?

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 event evolves. Note which details involve connections among other events.

When and how was the main point 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](#) *Sample Performance Tasks*: Students analyze how Abraham Lincoln in his "Second Inaugural Address" unfolds his examination of the ideas that led to the Civil War, paying particular attention to the order in which the points are made, how Lincoln introduces and develops his points, and the connections that are drawn between them.

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

**Reading Resource** Reutzel, D. Ray and Robert B. Cooter. *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*. Upper Saddle River: Pearson Education Inc. 2003. Pearson Education, Inc., provides 16 chapters that highlight numerous strategies and resources that have proven to be beneficial in assisting students with reading instruction.

**Guided Reading** [This](#) strategy involves pairing a series of questions chronologically within a text to aid student understanding. Teachers arrange students in flexible groups by ability, need, or reading approach. Work with groups to model strategies to help students through rigorous texts and teach strategies such as skimming, scanning, or chunking. Identify skills that the groups can strengthen, such as making predictions, marking the text, or summarizing and provide direct instruction on these. Facilitate discussions of the text and encourage students to pause for reflection or to ask questions.

**Reader's Workshop** Reader's workshops can take on many forms including discussion groups, partnered work, and structured workshops. The purpose of these workshops is to foster discussions about a text between peers. This increases comprehension and confidence in the reader. Readers' workshop can be modified for any specified purpose, including lower-level and higher-level thinking. A virtual workshop can be created to guide pacing, encourage self-management, and to publish items for interactive review.

## Standardized Test Sample Question Stems

Which ideas are contrasted throughout Passage 2?

- A. the harshness of the sea and the peace of the island      C. the ugliness of the ship and the beauty of the island  
B. the comfort of home and the toughness of the open sea      D. the excitement of the battlefield and the dullness of the sea

### RI.8.3 (Prior Grade Standard)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### RI.11-12.3 (Future Grade Standard)

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.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grades 9-10

<p><b>RI.9-10.4</b> 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><b>Essential Understanding</b>          -Identify and determine literal, figurative, connotative, and technical word meanings          -Identify and analyze meaning and tone in a text          -Analyze and understand how word choice (diction), figurative language, connotative language, technical language cumulatively impact meaning and tone</p>	<p><b>Academic Vocabulary/Language</b>          -analyze          -connotation/denotation          -cumulative impact          -determine          -diction          -figurative language (See your adopted textbook's glossary for grade-level appropriate figurative language or <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>)          -interpret          -phrases          -technical language          -tone</p>
<p><b>CCR Anchor:</b> 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><b>*Extended Understanding</b>          -Rewrite an informational piece changing the language to alter the cumulative impact</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>          The student can determine the literal, figurative, connotative, and technical meanings of words and phrases based on how they are used in a text.          The student can analyze the cumulative impact that specific word choices have on meaning and tone, including figurative, connotative, and technical diction.</p>	
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>          (CAREER CONNECTIONS)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can identify words and phrases that have connotative, figurative, and technical meaning used in a text.  <b><u>Underpinning Reasoning Learning Targets:</u></b>          The student can determine, interpret, clarify, or verify the meaning of connotative, figurative, and technical words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.          The student can determine the tone of a text and interpret the relationship between diction and meaning or tone.</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 best 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 choice (diction) to impact meaning?

How did the author use word choice (diction) to create a \_\_\_\_\_ tone?

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 tone.

What kind of figurative language is being used in paragraph 5? How does it affect the tone of the passage?

What is the tone of the report? List examples of technical language helped develop the tone?

## Ohio's Learning Standards Appendices Support

[Appendix A](#) *Three Tiers of Words*: Tier One Words are the words of everyday speech usually learned in the early grades. Tier Two Words (General Academic Words) are far more likely to appear in written texts than in speech. They often represent subtle or precise ways to say relatively simple things and are found across many types of texts. Tier Three Words (Domain-Specific Words) are words specific to a domain or field of study and are key to understanding a new concept within a text.

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

**Mood and Tone Storyboards** Students will develop a storyboard of a popular movie by altering the tone and mood of the story (e.g., changing a children's story into a horror story) then discuss how the language, music, and visuals selected impacts the tone and mood of the story.

**SMELL** Students can use this acronym to evaluate and analyze various components of an informational text. For example, students will identify the sender-receiver relationship, the message, the emotional strategies, the logical strategies, and the language of the text.

**Framer Model** [This graphic organizer](#) can be used for vocabulary building, but it can also be modified for other literary elements, such as characterization. It asks students to identify vocabulary words and concepts, and then generate examples for those words and concepts as well as non-examples.

**Connotation and Denotation** This [pdf](#) from California State University Northridge offers examples of connotative and denotative words as wells as discussion topics and activities to help students understand how words can influence meaning in a piece of text.

**Greek and Latin Roots** [LearnThat](#) is a free tool that has an extensive, searchable list of Greek and Latin Roots. Students can find the root meaning of many words using this resource.

## Standardized Test Sample Question Stems

Why does Nixon use the word catalyst in describing the role of the federal government?

- A. to show that the government needs to initiate change      C. to describe how the government has caused the crisis  
B. to argue that the government must solve the crisis alone      D. to highlight how the government will work with the American people

### RI.8.4 (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 impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

### RI.11-12.4 (Future Grade Standard)

**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*).**



# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 9-10

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h2 style="margin: 0;">RI.9-10.5</h2> </div>	<p><b>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).</b></p>	<p><b><u>Essential Understanding</u></b>          -Identify and understand text, section, chapter, paragraph, sentence, and syntactical structures          -Identify and understand types of sentences and paragraphs          -Understand and analyze how ideas and claims develop and are refined by paragraphs, sentences, or larger portions of text</p>	<p><b><u>Academic Vocabulary/Language</u></b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-chapter</li> <li>-claim</li> <li>-develop</li> <li>-paragraph</li> <li>-refine</li> <li>-section</li> <li>-sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.)</li> <li>-syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.)</li> <li>-structure (text, section, chapter, paragraph, syntactical, etc.)</li> </ul>
<p><b>CCR Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify types and structures of chapters, paragraphs, and sentences.</b></p> <p><b>The student can identify an author's ideas or claims in an informational text.</b></p> <p><b>The student can identify particular sentences, paragraphs, or larger portions of text that support main ideas and claims in an informational text.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can determine the role of particular sentences, paragraphs, or larger portions of text.</b></p>		
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>          (CAREER CONNECTIONS)</p>			

## Question Ideas

How do the author's claims in the text develop?

How does the structure of the first paragraph help with the development of the author's ideas?

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

How does the sentence fit into the overall structure of the paragraph? What does it do to develop or refine the claim made by the paragraph?

How does the paragraph help develop or refine the key idea in the article?

Rewrite the paragraph using only short, simple sentences. How is the development or refinement of the key concept affected?

Why do you think the author chose to use mostly compound and complex sentences?

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

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

Describe the syntax of the paragraph. How does the author's syntactical choices affect his overall claims?

## 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

**Chunking** Break the text into smaller units (e.g., words, sentences, paragraphs, etc.) by number, separating phrases, drawing boxes, or assigning sections to groups then highlight portions of the text that support claims made by the author.

## Standardized Test Sample Question Stems

How does the reference to Sparta in paragraph 11 help to advance the argument of the majority opinion as a whole?

A. It suggests the value of an alternative form of education.

B. It highlights the importance of familiarity with ancient history.

C. It illustrates the fact that children have always rebelled against authority.

D. It emphasizes the dangers in suppressing free thinking.

## RI.8.5 (Prior Grade Standard)

**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.**

## RI.11-12.5 (Future Grade Standard)

**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.**

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 9-10

**RI.9-10.6**

**Determine an author's perspective or purpose in a text**

**and analyze how an author uses rhetoric to advance that perspective or purpose.**

**CCR Anchor:** Assess how point of view or purpose shapes the content and style of a text.

**Essential Understanding**

- Identify an author's perspective
- Identify an author's purpose
- Identify and understand logical, ethical, and emotional appeals
- Identify and understand rhetorical devices and strategies (parallelism, antithesis, enumeratio, litotes)
- Analyze how an author uses rhetoric to advance point of view or purpose
- \*Extended Understanding**
- Analyze how author's purpose or perspective is impacted by his style

**Academic Vocabulary/Language**

- analyze
- author's purpose (to inform, entertain, persuade, etc.)
- determine
- ethos
- logos
- pathos
- perspective
- point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)
- rhetoric (see <http://www.virtualsalt.com/rhetoric.htm> for a detailed list of devices/strategies)

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**(CAREER CONNECTIONS)**

Career Connections

<https://tinyurl.com/CCSEnglish6-12> (Click on Career Connections)

**BROAD LEARNING TARGETS:**

**The student can determine the author's perspective or purpose in an informational text.**

**The student can analyze how an author uses rhetoric to advance his/her perspective or purpose.**

**Underpinning Knowledge Learning Targets:**

**The student can identify varied perspectives and purposes in informational texts.**

**The student can define rhetoric and identify rhetorical devices and strategies.**

**The student can recognize rhetorical devices and strategies in a text.**

## Question Ideas

What is the author's perspective?

What is the author's purpose?

What is the point of view is being used in the text? How does the author convey his perspective using rhetoric?

How does the author use rhetoric to strengthen his perspective?

What rhetorical devices does the author use in his first paragraph? What effect do they have on the purpose of the paragraph?

How is the (historical, critical, gender-specific, etc.) perspective made clearer through rhetorical strategies?

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

How was parallelism used by the author to advance his/her viewpoint?

## Ohio's Learning Standards Appendices Support

[Appendix B](#) *Sample Performance Task*: Students determine the purpose and point in Martin Luther King, Jr.'s "I Have a Dream" speech and analyze how King uses rhetoric to advance his position.

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

**Political Cartoons** Analyze a political cartoon's use of irony, analogy, symbolism, exaggeration, etc., and discuss ways authors use rhetoric to get their point across.

**Commercial Analysis** Using commercial clips in class can work as a great medium for discussion regarding various rhetorical devices and appeals. For example, teachers show commercials for different political candidates. Then, students analyze rhetorical appeals and various devices to further the speaker's purpose.

**Picture Books as Mentor Texts** Teachers use picture books to help students apply terms such as pathos, ethos, and logos. Once students can apply those terms successfully to picture books, they can move on toward understanding those terms as they apply to more complex text. Students could video the picture books and record voiceovers of the terms related to the page. Another option is to have students upload their own artwork that could be a picture book. Then, they could design digital or found art over the photos to incorporate concepts related to the terms being applied.

**The Case Method** The class is divided into a prosecution, defense, and jury. Using research skills and source documents, students will build a case based on an accusation or claim that the teacher creates. Students build their cases based on appeals to logos, ethos, and pathos. Ultimately, the students will present their cases and all students will note the rhetorical appeals and finally render a verdict. The teacher will lead the students in discussing the argument -was it balanced? Any bias?

## Standardized Test Sample Question Stems

What can the reader infer about the author's attitude toward standard modern tomatoes?

- A. She is concerned that the tomatoes are unhealthful.      B. She admires the tomatoes' beautiful color and shape.  
C. She is puzzled that scientists would experiment with tomatoes.      D. She is dissatisfied with the tomatoes' bland flavor.

### RI.8.6 (Prior Grade Standard)

**Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**

### RI.11-12.6 (Future Grade Standard)

**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.**

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 9-10

**RI.9-10.7**

**Analyze various accounts of a subject told in different**

**mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.**

Essential Understanding

- Determine details emphasized in varied media accounts of a subject
- Analyze varied media accounts of the same account
- Reading, viewing, and listening comprehension

\*Extended Understanding

- Solve a problem by integrating and evaluating multiple media

Academic

Vocabulary/Language

- account
- analyze
- audio-visual
- digital
- emphasize
- format
- media/medium
- multimedia
- print
- subject

CCR Anchor: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**ULTIMATE LEARNING TARGET TYPE: REASONING**

**BROAD LEARNING TARGETS:**

**The student can analyze various accounts of the same subject told in different mediums.**

**The student can determine which details are emphasized in varied media accounts of the same subject.**

Underpinning Knowledge Learning Targets:

**The student can identify and summarize accounts of the same subject presented in different media, formats, and texts.**

Underpinning Reasoning Learning Targets:

**The student can compare and contrast accounts of the same subject presented in different media, formats, and texts.**

**CCS ELA 6-12 PAGE:**

<https://tinyurl.com/CCSEnglish6-12>

[\(CAREER CONNECTIONS\)](#)

## Question Ideas

Summarize the account of \_\_\_\_\_ that is presented in each of the formats noting which details are emphasized in each.

Summarize each of the versions (print, video, Prezi) of information on the subject of \_\_\_\_\_. How does each format affect the message? Which details are emphasized the most in each account?

What are the similarities and differences between the account presented in the text and the video? Why were different areas of the account emphasized in each of the mediums?

List three accounts that you could compare concerning \_\_\_\_\_ after having read the article, watched the Prezi, and listened to the lecture. For each account, state which format (article, Prezi, or lecture) contained the best information through its emphasis of details.

After researching \_\_\_\_\_ (informational texts and media), write a report that describes \_\_\_\_\_ (account). Then attach a paragraph explaining which source was the most advantageous for garnering information on the topic?

After reading the text and experiencing a multimedia presentation, write an essay that compares the account of the subject in each medium, noting which details were emphasized in each medium.

## Ohio's Learning Standards Appendices Support

*Appendix B Grades 9-10 Text Exemplars:* Many of the text exemplar speeches listed in pages 123-129 such as Roosevelt's "State of the Union Address," Hand's "I Am an American Day Address," and Wiesel's "Hope, Despair and Memory" can be found in multimedia versions to use for this standard.

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

**Text Dependent Questions** [Text dependent questions](#) are important when collecting evidence. These questions can only be answered when students go back to the text. One way to approach this is to require three readings of a text. The first is to answer literal level questions that will help students identify the main idea of the text. The second reading should be focused on questions that require students to go deeper and consider the author's purpose. The third reading has questions that requires students make inferences to answer, and in doing so, create opinions or ideas that need to be supported by evidence. Teachers can create the text dependent questions, or ask students to work in pairs to develop them.

**Connect the Texts** Facilitate discussion about the things students remember/think about as they hear a text read aloud. Focus thinking on the questions:

- Does that help us learn more about the topic?
- What makes that idea important?
- What understanding can be drawn from that connection?
- How does the connection help the contributors understand?

**Nonfiction Signposts** Signposts are parts of a text that let a reader know something important is being discussed. Teaching students to look for these markers will be helpful when identifying the big questions in a text. Students look for contrasts and contradictions, extreme or absolute language, numbers and statistics, quoted words, and word gaps to establish an efficient note taking system when reading a text. More resources and explanations can be found in Kyleen Beers and Robert E. Probst's book *Notice and Note: Strategies for Close Reading*. Portsmouth: Heinemann, 2013.

**RAFT** RAFT is an acronym that students can use to examine a text. The acronym stands for the following topics: Role of the speaker, Audience, Format of the text, and Topic of the text. Students can use this strategy to evaluate a text; they can also use it to focus and prepare their own writing.

**Venn Diagram** Students can use the [interactive Venn Diagram tool](#) to identify basic similarities in and differences between two texts on the same topic. Picture/word cards can also be used with hula-hoops for a whole group activity to identify similarities and differences also.

## Standardized Test Sample Question Stems

Which statement describes a similarity between how Robert Oppenheimer and the writer in "A Petition to the President of the United States" discuss the atomic bomb?

- A. Both emphasize feelings of regret that the atomic bomb was developed.      B. Both emphasize an appreciation for the residual benefits of atomic power.  
C. Both emphasize benefits of political power that come from possessing atomic capabilities.      D. Both emphasize the urgency of considering carefully the consequences of using the atomic bomb.

### RI.8.7 (Prior Grade Standard)

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

### RI.11-12.7 (Future Grade Standard)

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.

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 9-10

<div style="border: 2px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>RI.9-10.8</b> </div>	<p><b>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.</b></p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>-Define and identify arguments and claims</li> <li>-Delineate and evaluate arguments and claims</li> <li>-Identify reasons and evidence in a text that support claims</li> <li>-Determine if claims are supported by valid reasoning with relevant and sufficient evidence</li> <li>-Identify and understand logical fallacies</li> <li>-Identify false statements and fallacious reasoning</li> </ul> <p><b>*Extended Understanding</b></p> <ul style="list-style-type: none"> <li>-Change fallacious reasoning to valid reasoning</li> </ul>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-argument</li> <li>-assess</li> <li>-claim</li> <li>-delineate</li> <li>-evaluate</li> <li>-evidence</li> <li>-fallacies (see <a href="http://changingminds.org/disciplines/argument/fallacies/fallacies_alpha.htm">http://changingminds.org/disciplines/argument/fallacies/fallacies_alpha.htm</a>)</li> <li>-fallacious reasoning</li> <li>-irrelevant</li> <li>-reasoning</li> <li>-relevant</li> <li>-sufficient</li> <li>-valid</li> <li>-warrant</li> </ul>
<p><b>CCR Anchor:</b> 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><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can delineate the argument and specific claims made in a text and recognize when false statements and fallacious reasoning is used.</b></p> <p><b>The student can evaluate an argument by assessing whether the reasoning is valid and the evidence is relevant and sufficient.</b></p>		
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(<a href="#">CAREER CONNECTIONS</a>)</b></p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can define and identify arguments, warrants, and claims made in a text.</li> <li>The student can identify reasoning and evidence in a text.</li> <li>The student can identify false statements and fallacies in a text.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p><b>The student can distinguish between valid and fallacious reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims.</b></p>		

## Question Ideas

What is the main argument made in the essay? What claims support the argument in the article?

What data, evidence, or reasoning is presented to support claim #1? To support claim #2? To support claim #3? Which of the claims has the most relevant and sufficient evidence?

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. Decide if the reasoning is sound. Decide if the evidence is sufficient and relevant.

Delineate one of the claims made in the argument that has fallacious reasoning. Identify the fallacy/fallacies that occurred and evaluate their effect on the overall argument.

After watching the commercial/campaign speech, identify the claim, reason, data, and warrant. Also identify any false statements, if any were given. Decide if the argument was valid.

After reading the first draft of your argument, decide which claims were sufficiently supported and which ones were not. Decide if you used any logical fallacies. Mark any irrelevant evidence and change your logical fallacies to valid reasoning.

## Ohio's Learning Standards Appendices Support

[Appendix B Sample Performance Tasks](#): Students evaluate the argument and specific claims about the "spirit of liberty" in Learned Hand's "I Am an American Day Address," assessing the relevance and sufficiency of the evidence and the validity of his reasoning.

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

**Murder Mystery Argument Building** Students can create an argument using a murder mystery template, such as "[Slip or Trip.](#)" Using the text and the picture, students make observations and collect evidence, which they then use to create warrants or truths generally believed or held. After this, the students will decide whether or not their evidence is relevant and will use the qualified evidence to create a claim about the innocence or guilt of the suspect in question. Students should work in teams, and if necessary, teachers can assign group roles or norms to ensure that collaborative learning is happening.

**Grab Bag Argument** In small groups, the teacher provides a bag with an argument/argumentative essay deconstructed. It should include strong claims, weaker claims, and counterclaims addressing a variety of, yet balanced, rhetorical appeals. Students work in the group to piece the argument together with the strongest rhetorical appeals.

## Standardized Test Sample Question Stems

Which **two** arguments in Passage 1 are supported by evidence?

- A. Reducing the temperature in homes and offices will keep people warm through the winter. B. The American people's cooperation will be key to the overall success of the plan.  
C. President Nixon is taking the necessary steps to move his plans forward. D. Operating cars at certain speeds will save gasoline.  
E. Closing gas stations will result in less driving.

### RI.8.8 (Prior Grade Standard)

**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.**

### RI.11-12.8 (Future Grade Standard)

**Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).**



# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 9-10

<div style="border: 2px solid #800000; border-radius: 15px; padding: 10px; display: inline-block;"> <p><b>RI.9-10.9</b></p> </div>	<p><b>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.</b></p>	<p><b><u>Essential Understanding</u></b>          -Close Reading          -Identify seminal U.S. literary and historical documents with related themes and concepts          -Analyze how seminal U.S. documents of historical and literary significance address related themes and concepts</p>	<p><b><u>Academic Vocabulary/Language</u></b>          -analyze          -concept          -identify          -seminal          -seminal U.S. documents          -significance          -theme</p>
<p><b>CCR Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b><u>*Extended Understanding</u></b>          -Analyze antiquated texts</p>	

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</b></p>
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b></p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p><b>The student can identify related themes and concepts in seminal U.S. literary and historical documents.</b></p> <p><b>The student can recognize seminal U.S. documents of historical and literary significance.</b></p>

## Question Ideas

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

Compare the first-person account to the historical text concerning tyranny. How do the accounts differ?

After reading both texts, outline each author's presentation of \_\_\_\_\_, noting how each approaches the concept.

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

How does the author's approach to the concepts in the speech differ from the second author's approach to the same ideas in the narrative?

How do the two authors' presentations of their interpretations of \_\_\_\_\_ differ from the historical account to the memoir?

## Ohio's Learning Standards Appendices Support

[Appendix B Sample Performance Tasks](#): Students compare George Washington's Farewell Address to other foreign policy statements, such as the Monroe Doctrine, and analyze how both texts address similar themes and concepts regarding "entangling alliances."

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

**APPARTS** Engage in close reading of a seminal document from US history with students as a whole group. Then, ask students to work in pairs to respond to [APPARTS](#): Author, Place and time, Prior knowledge, Audience, Reason, The main idea, and Significance. Students should identify or answer each using evidence from the document. Once they have done this, ask the students to identify the argument and specific claims made in the document. Students will collect information used as evidence and analyze it for its relevancy to the argument.

**KWL Chart (What I Know, What I Want to Learn, What I Learned)** Students journal what they think they know about a text of historical significance and the time period in which it was written. Then students list questions they have about it. Students read the text. During the lesson, students complete their chart by writing or drawing what they learned. Students discuss how their knowledge has changed in relation to the themes and concepts presented in the text.

**100 Milestone Documents** The [Our Documents](#) website contains 100 pieces of text considered to be important to U.S. history from 1776-1965. Use this resource to compare, contrast, and analyze related topics.

## Standardized Test Sample Question Stems

In Passage 1, how does President Nixon develop the idea that the energy crisis "should not result in any serious hardship for any American family"?

- A. by stating the hours when gas stations will be closed
- B. by describing the progress the country has made by reducing speed limits
- C. by outlining the plan to increase the supply of heating oil
- D. by providing examples that show the everyday effects of station closures

### RI.8.9 (Prior Grade Standard)

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.

### RI.11-12.9 (Future Grade Standard)

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.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grades 9-10

<p><b>RI.9-10.10</b></p>	<p><b>By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</b></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"> <li>-comprehension</li> <li>-decoding</li> <li>-fluency</li> <li>-informational text</li> <li>-Lexile</li> <li>-literary nonfiction</li> <li>-nonfiction</li> <li>-proficient</li> <li>-text complexity</li> </ul>
<p><b>CCR Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The 9<sup>th</sup> grade student can independently read and comprehend proficiently complex literary nonfiction an in the grades 9-10 text complexity band, with scaffolding as needed at the high end of the range.</b></p> <p><b>The 10<sup>th</sup> grade student can independently read and comprehend proficiently complex literary nonfiction at the high end of the grades 9-10 text complexity band.</b></p>		
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>          (CAREER CONNECTIONS)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p><b>The student can identify grade-level texts.</b></p> <p><b>The student can identify texts on their reading level (i.e. Lexile level).</b></p> <p><b>The student can monitor his/her own comprehension.</b></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 9-10 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

**Fake Newspaper** A "front page" is created that includes articles written at various Lexile levels. Questioning includes how the different pieces look and how they are different. Students can explore the vocabulary and sentence structure of the different articles. They should also consider the way the ideas are presented -is it implicit or explicit? Is there more than one point of view? Finally, when looking at the various articles, students should think about what prior knowledge is required to understand and analyze the meaning or purpose. Students can write a brief statement recommending the article for a certain age or grade level and include reasons for this using the observations and comparisons of the articles.

**Think Aloud** The teacher talks through a difficult passage or task by using a form of metacognition to make visible, the process readers go through to make meaning of the text. This includes obtaining information from non-fiction text features, such as graphs, charts, the index, or subheadings. Once the teacher has modeled a think aloud, students should work in pairs to read and think aloud with a different piece of text. A model or guide such as [Say Something](#) can be helpful.

**Choosing Complex Text** [This EngageNY site](#) helps guide text selection in the classroom. Included are criteria for literary texts for all levels and additional resources for locating potential texts.

### RI.8.10 (Prior Grade Standard)

**By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.**

### RI.11-12.10 (Future Grade Standard)

**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.**