

<p>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>A.2.c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions.</p> <p>A.6.b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities.</p> <p>A.6.c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources.</p>				
<p>. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>A.5.c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts.</p> <p>A.6.b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities.</p> <p>A.6.c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources.</p>				
<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>A.5.a. Use organization or structure of text (e. g. comparison/contrast, cause/effect, problem/solution) and writer's techniques (e. g. repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts.</p>				

<p>in other coursework. A.3.b. Describe how the choice of form (e.g. film, novel, sculpture) affects the presentation of a work's theme or topic (e.g. comparing Fahrenheit 451 to Francois Truffaut's film version).</p>				
--	--	--	--	--

By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

A.1.a. Choose materials for independent reading on the basis of specific criteria.

A.1.b. Read independently for a variety of purposes (e.g. for enjoyment, to gain information, to perform a task).

A.1.c. Read increasingly challenging whole texts in a variety of literary (e.g. poetry, drama, fiction, nonfiction) and nonliterary (e.g. textbooks, news articles, memoranda) forms.

A.2.c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions.

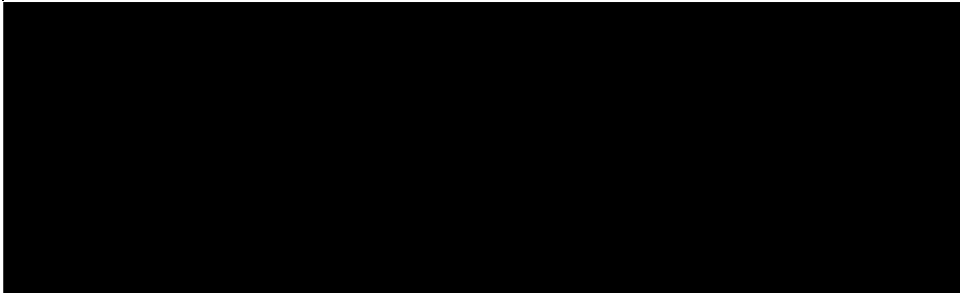
A.3.c. Read dramatic literature (e.g. Cyrano de Bergerac, Pygmalion) and analyze its

<p>. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p> <p>D.1.b. Identify and evaluate the effect of logical fallacies (e.g. overgeneralization, bandwagon) and the presence of biases and stereotypes in television and in print advertising, speeches, newspaper articles, and internet advertisements.</p> <p>D.1.d. Compare how different media forms (e.g. television news, news magazines, documentaries, online news sources) cover the same event.</p>				
<p>. Present information, findings, and supporting evidence clearly, concisely, and logically such that the listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>D.2.a. Use elements of speech forms—introduction, transitions, body, and conclusion—including use of facts, literary quotations, anecdotes, and/or references to authoritative sources.</p> <p>D.2.c. Give impromptu and planned presentations (e.g. debates, formal meetings) that stay on topic and/or adhere to prepared notes.</p> <p>D.2.d. Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources.</p> <p>D.2.e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources.</p>				
<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>B.4.b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences to coordinate or subordinate meaning for effect.</p> <p>B.4.c. Use parallel structure to present items in a series and items juxtaposed for emphasis.</p> <p>B.4.e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose</p>				
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 9 reading and content, choosing flexibly from a range of strategies.</p> <p>A.8.c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine definition, pronunciation, derivation, spelling, and usage of words.</p> <p>A.8.d. Use context clues (e.g. author’s restatement, example) to understand unfamiliar words in increasingly challenging texts.</p> <p>A.8.e. Comprehend foreign words and phrases in texts that are commonly used in English</p> <p>A.8.f. Define and identify common idioms and literary, classical, and biblical allusions (e. g. “He had the patience of Job.”) in increasingly challenging texts.</p>				

A.8.h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts.

B.4.d. Use resources and reference materials (e.g. dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice.

B.4.e. Use formal, informal, standard and technical language effectively to meet the needs of audience and purpose.



--	--	--	--