

9/10 – 11/12 Grade Literacy Standards

	9/10	<u>11/12</u>
READING LITERATURE	<ul style="list-style-type: none"> Students 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. Students analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. 	<ul style="list-style-type: none"> Students 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. Students analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.
READING FOR INFORMATION	<ul style="list-style-type: none"> Students cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. Students analyze various accounts of a subject told in different mediums (such as a person’s life story recounted in print, video, and multimedia), determining which details are emphasized in each account. 	<ul style="list-style-type: none"> Students cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from what the text, including determining where the text leaves matters uncertain. Students integrate and evaluate multiple sources of information presented in different media or formats (such as visually or through numbers) as well as in words in order to address a question or solve a problem.
WRITING	<ul style="list-style-type: none"> Students introduce a topic and develop it with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic). Students organize complex ideas, concepts, and information to make important connections and distinctions. Students use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Students use precise language and subject-specific vocabulary appropriate for the complexity of the topic. 	<ul style="list-style-type: none"> Students introduce a topic and develop it thoroughly by selection the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic). Students organize complex ideas, concepts, and information so that each new element builds on what came before to create a coherent narrative. Students use appropriate and variety transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Students use precise language, subject-specific vocabulary, and writing techniques (such as the use of an analogy to illustrate a point) appropriate for the complexity of the topic.