

## LANGUAGE ARTS

### READING — Reading Comprehension

Grade 9\10	Grade 11\12
<p><b>The student reads extensively and in depth from a diverse collection of texts and other materials. The student reads for a variety of purposes: to gain information, comprehend, interpret, evaluate and appreciate a wide range of materials appropriate to grade level.</b></p> <p><b>1. Literature</b></p> <p>9/10.2.1 participate in conversations about core, extended, and recreational reading in pairs, small groups, and/or large groups</p> <p>9/10.2.2 respond to fiction, e.g., poetry, drama, and novels using critical, interpretive and evaluative processes and produce evidence that they can do the following:</p> <ul style="list-style-type: none"> <li>- identify the authors' and characters' perspectives</li> <li>- appropriately use literary terms in analyzing and evaluating a piece of literature</li> <li>- discuss the tone and intent of the authors as revealed in diction, punctuation, etc.</li> <li>- demonstrate how literary works reflect the periods/cultures that shaped them</li> <li>- relate new information to prior knowledge and experience in the interpretation of literary works</li> <li>- paraphrase major ideas</li> <li>- identify and discuss recurring themes in literature</li> <li>- make inferences and draw conclusions about context, events, characters, and settings</li> </ul> <p><b>2. Informational Materials</b></p> <p>9/10.2.1 analyze the structure and format of functional workplace documents, including format, graphics, and headers and how authors use the features to achieve their purposes</p> <p>9/10.2.2 critique functional documents, examining the sequencing of</p>	<p><b>The student reads extensively and in depth from a diverse collection of texts and other materials. The student reads for a variety of purposes: to gain information, comprehend, interpret, evaluate and appreciate a wide range of materials appropriate to grade level.</b></p> <p><b>1. Literature</b></p> <p>11/12.1.1 participate in conversations about core, extended, and recreational reading in pairs, small groups, and/or large groups</p> <p>11/12.1.2 respond to fiction, e.g., poetry, drama, and novels using critical, interpretive, and evaluative processes and produce evidence that they can do the following:</p> <ul style="list-style-type: none"> <li>- identify/analyze the literature's theme and/or the author's point-of-view</li> <li>- analyze how writers and poets use literary devices to elicit emotions and to reveal meaning</li> <li>- discuss the impact of author's diction and content</li> <li>- analyze works of American, British and world literature representing a variety of genres and traditions</li> <li>- use textual evidence to support interpretation</li> <li>- make connections between ideas expressed in texts and students' prior knowledge and experience</li> <li>- paraphrase text</li> <li>- explain the motifs in print and media works</li> <li>- analyze how irony, tone, mood, style and "sound" of language reveal and enhance an author's view</li> </ul> <p><b>2. Informational Materials</b></p> <p>11/12.2.1 analyze features and rhetorical devices of different types of public documents (policy statements, speeches, debates, platforms) and how authors use the features to achieve their purposes</p> <p>11/12.2.2 critique the power, validity and truthfulness in the logic of</p>

## LANGUAGE ARTS

### READING — Reading Comprehension

Grade 9\10	Grade 11\12
<p>information and ideas, the visual appeal of the documents and possible reader misunderstandings</p> <p>9/10.2.3 evaluate the credibility and comprehensiveness of evidence and related generalizations that comprise an author's presentation of an argument or defense of a claim, including how a writer's intent may affect text credibility, structure and tone (e.g., professional journals, editorials, political speeches, primary source material)</p>	<p>arguments advanced in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion)</p>