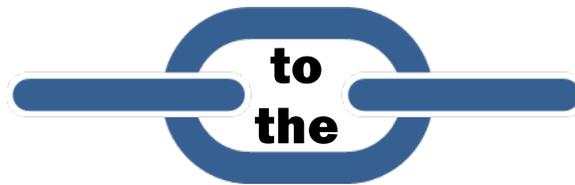


GRADES

9-10

Linking Instruction



NVAC

(Nevada Academic Content Standards)

English Language Arts Grades 9-10



Working Copy: August 20, 2018

The text dependent questions (TDQs) in this document are intended demonstrate the depth and rigor of the Nevada Academic Content Standards. They are not to be interpreted as indicative of items on the End of Course Examination; this document is simply a collection of questions based on the standards.

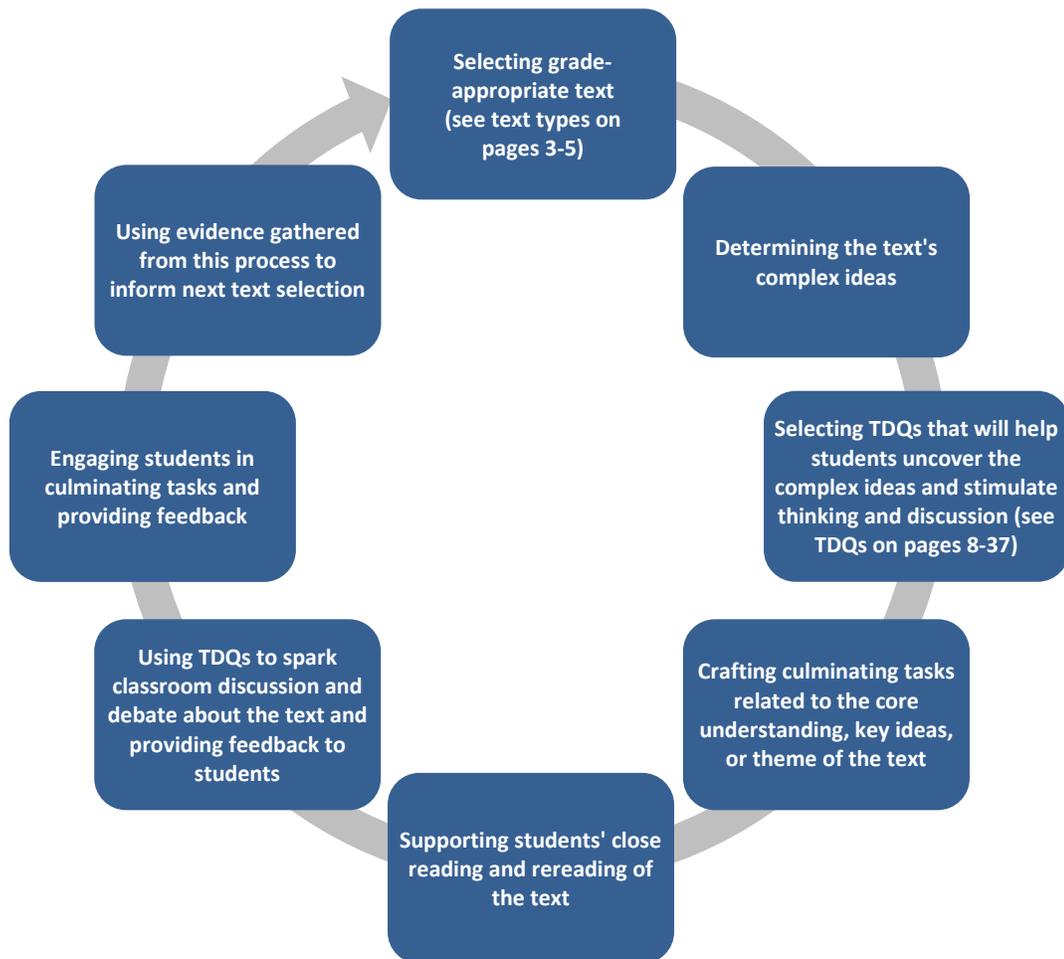


Introduction

The purpose of this document is to provide high school teachers with sample text dependent questions (TDQs) that are aligned to the Nevada Academic Content Standards (NVACS) for English Language Arts (ELA). Classroom instruction should focus on rich discussions and writing tasks about what students read. The TDQs in this document exemplify the depth and rigor of the NVACS for ELA and provide an excellent framework from which to craft probing questions to encourage students to think deeply and critically about what they read and write. Students who are engaged, critical thinkers, readers, and writers will be able to transfer those skills and be successful no matter the question format.

Using the TDQs

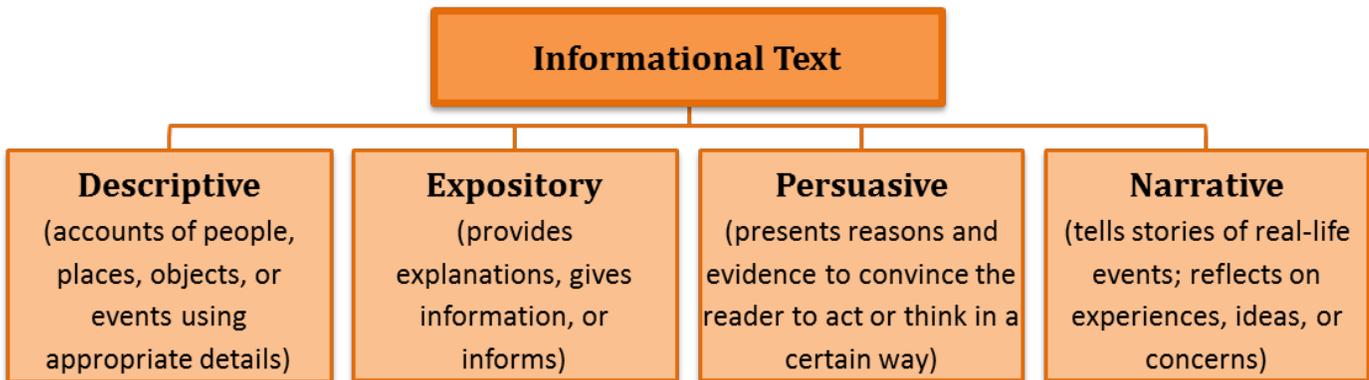
In order for students to successfully engage with challenging and high quality text, teachers should engage in a cycle of planning that includes:



While answering TDQs and engaging in robust conversations with peers about reading is an essential component of the ELA classroom, the ultimate goal is to gradually release the responsibility of monitoring comprehension to students. Self-monitoring comprehension involves students becoming responsible for taking what they learn from the study of one text and applying it to other texts. The role of the teacher is to make these strategies visible to students through thinking aloud, modeling, and posting anchor charts for reference.

Selecting Texts

High school students should experience reading a large volume and variety of complex texts that elicit close reading in order to be college and career ready. Since most of the required reading in college and workforce training programs is informational, the NVACS require a higher volume of such reading. Meeting this expectation is the joint responsibility of both high school ELA teachers and content area teachers, including history/social studies, science, and technical subjects. To measure students’ growth toward college and career readiness, the EOC Examinations align with the NAEP distribution of approximately 70% informational text and 30% literary text.



This requires a much greater attention to informational text in ELA classrooms than has been traditional and should include (but not limit to):

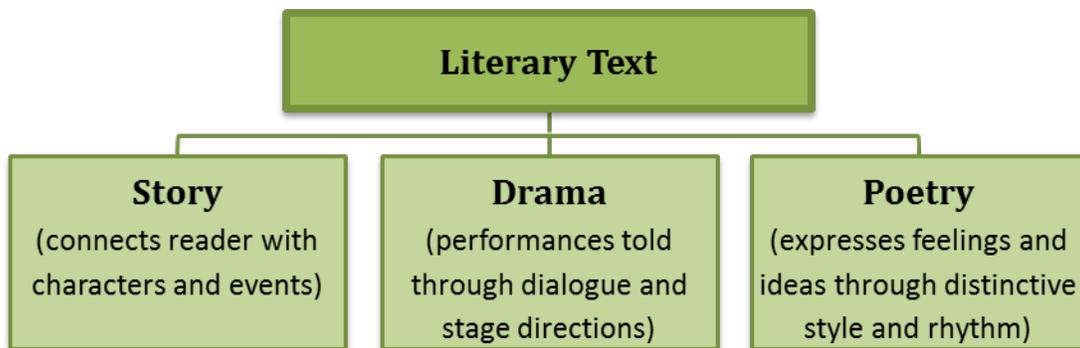
Informational Texts for the ELA Classroom

- | | | | |
|--------------------|---------------------|---------------------|--------------|
| almanacs | diagrams | letters | observations |
| analytical essays | diaries | literary criticisms | speeches |
| autobiographies | dictionaries | memoirs | statutes |
| biographies | editorials | philosophies | textbooks |
| blueprints | encyclopedias | photographs | travelogues |
| book reports | essays | political speeches | user manuals |
| character sketches | historical accounts | research reports | |
| design documents | journals | science books | |
| | journalism | scientific papers | |

Exemplar Informational Text for the ELA Classroom¹

- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Hand, Learned. "I Am an American Day Address"
- Henry, Patrick. "Speech to the Second Virginia Convention"
- King, Jr., Martin Luther. "I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963"
- King, Jr., Martin Luther. "Letter From Birmingham Jail"
- Lincoln, Abraham. "Gettysburg Address"
- Lincoln, Abraham. "Second Inaugural Address"
- Quindlen, Anna. "A Quilt of a Country"
- Reagan, Ronald. "Address to Students at Moscow State University"
- Roosevelt, Franklin Delano. "State of the Union Address"
- Smith, Margaret Chase. "Remarks to the Senate in Support of a Declaration of Conscience"
- Washington, George. "Farewell Address"
- Wiesel, Elie. "Hope, Despair and Memory"

This division still reflects the unique, time-honored place of ELA teachers in developing students' abilities to read complex literary texts, including (but not limited to):



¹ No single list, bibliography, or collection can meet the needs of all students, teachers, schools, and districts. To that end, the preceding texts exemplify works for grades 6-8 and include works of compelling intellectual, social or moral content and reflect excellent use of language. This list includes selections that benefit from and may require teacher support and scaffolding in the classroom.

Literary Texts for the ELA Classroom

adventure stories	historical fiction	novels	science fictions
allegories	lyrical poems	odes	scripts
ballads	multi-act plays	one-act plays	sonnets
epics	mysteries	parodies	
free verse poems	myths	realistic fiction	
graphic novels	narrative poems	satires	

Exemplar Literary Text for the ELA Classroom²

- Álvarez, Julia. *In the Time of the Butterflies*
- Auden, Wystan Hugh. "Musée des Beaux Arts"
- Baca, Jimmy Santiago. "I Am Offering This Poem to You"
- Bradbury, Ray. *Fahrenheit 451*
- Cullen, Countee. "Yet Do I Marvel"
- De Voltaire, F. A. M. *Candide, or The Optimist*
- Dickinson, Emily. "We Grow Accustomed to the Dark"
- Donne, John. "Song"
- Fugard, Athol. *Master Harold . . . and the boys*
- Gogol, Nikolai. "The Nose"
- Henry, O. "The Gift of the Magi"
- Homer. *The Odyssey*
- Houseman, A. E. "Loveliest of Trees"
- Ibsen, Henrik. *A Doll's House*
- Johnson, James Weldon. "Lift Every Voice and Sing"
- Olsen, Tillie. "I Stand Here Ironing"
- Poe, Edgar Allan. "The Raven"
- Shaara, Michael. *The Killer Angels*
- Shakespeare, William. "Sonnet 73"
- Shakespeare, William. *The Tragedy of Macbeth*
- Shelley, Percy Bysshe. "Ozymandias"
- Sophocles. *Oedipus Rex*
- Steinbeck, John. *The Grapes of Wrath*
- Tan, Amy. *The Joy Luck Club*
- Turgenev, Ivan. *Fathers and Sons*
- Walker, Alice. "Women"
- Williams, Tennessee. *The Glass Menagerie*
- Zusak, Marcus. *The Book Thief*

² No single list, bibliography, or collection can meet the needs of all students, teachers, schools, and districts. To that end, the preceding texts exemplify works for grades 9-10 and include works of compelling intellectual, social or moral content and reflect excellent use of language. This list includes selections that benefit from and may require teacher support and scaffolding in the classroom.

Essential Vocabulary

One of the major shifts found in the NVACS is an emphasis on vocabulary development. The **Essential Vocabulary** for each standard highlights the words and phrases needed by students to successfully understand and interact with classroom instruction. The **Academic Language** includes words and phrases commonly used in lessons, books, assignments, and assessments. In addition to their importance in the ELA classroom, these words and phrases are central to building knowledge and understanding in domains such as social studies, science, and math. When available, **Spanish Cognates** are also provided. Teachers should explain that these words in Spanish and English share the same roots, appear and sound very similar, and have similar meanings. Bridging these meanings will help students learn English and quickly expand their vocabularies.

Connecting Reading to Writing

Another shift in the standards includes the distribution of writing purposes across grades (40% to persuade, 40% to inform, and 20% to convey experiences) and using texts to write “careful analyses, well-defined claims, and clear information” (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010, p. 23). The TDQs provided for the writing standards call for students to answer questions that depend on their having read texts with care and support. Teachers are also encouraged to include types of writing, such as poetry.

Navigating the TDQ Pages

The Nevada Academic Content Standard (NVACS)

Bold type indicates what's different for this grade level and how the standard changes from the previous grade.

ELA Strand

What students should know and be able to do (the actual standard)

Below-level TDQs (*in italics*) intended to scaffold student thinking toward grade level TDQs and can be adapted to a range of texts and student needs

Key words and phrases students should understand with Spanish cognates to assist Spanish speakers

RI.9-10.8
 Integration of Knowledge and Ideas

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.**

TDQs to delineate the argument or claim presented in a text:

- A. *What argument is presented in the text?*
- B. *What specific claims/reasons support the argument?*
- C. *Delineate the relevant/irrelevant evidence that is presented in the text.*

Essential Academic Vocabulary

Academic Language	Spanish Cognate
delineate	-
evaluate	evaluar
specific	especifico
claim	-
assess	-
reasoning	razonamiento
valid	válido
evidence	evidencia
relevant	relevante
sufficient	suficiente
fallacious	-

32

On-level, text-dependent questions (TDQs) associated with each aspect of the standard and can be adapted to a range of texts and student

The Nevada Academic Content Standard

ELA Strand

**RI.8.8 (cont.)
Integration of
Knowledge and
Ideas**

TDQs to evaluate and describe the development of the argument, claims, reasoning, and evidence:

- G. Evaluate the argument or claim and explain how the author supports it with reasons and evidence.
- H. Delineate the author's argument. Is it convincing? Explain how the claims are supported by sufficient and relevant reasons or evidence.
- I. Is the author's argument effective? Use examples from the text to explain why or why not.
- J. Is the reasoning behind the author's claim sound? Does the author provide relevant and sufficient evidence to support the claim? Use examples from the text to support your answer.
- K. Is the argument well-developed and supported? Explain your answer.
- L. Explain how the author supports his/her claim. Does the author give sound reasoning and sufficient evidence to support the claim? Use details from the text to support your assessment.
- M. Determine if the reasoning for the author's claim is sound and if there is sufficient evidence to support it.

TDQs to identify irrelevant evidence:

- N. What evidence is irrelevant to the argument? Explain your reasoning.
- O. What is the impact of the unsupported claims on the author's argument? Explain.

39

Space for teachers to record additional TDQs

RL.9-10.1

Key Ideas and Details

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



TDQs to determine what the text says explicitly:

- A. *What happens in the story/play/poem?*
- B. *Who is involved in the story/play/poem? What do they say/do/think/feel?*
- C. *What is the setting (time, place, atmosphere)?*
- D. *What does the author say about _____ (character, setting, conflict, motivation)?*

Essential Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analysis	análisis
cite	citar
draw	-
explicit	explícito
infer	inferir
inference	-
support	soportar
textual evidence	evidencia textual
thorough	-



TDQs to draw logical inferences from text:

- E. *What can the reader reasonably infer when the author states _____?*
- F. *What does the evidence in paragraph _____ reveal?*
- G. *After reading _____ (chapter, section, paragraph, sentence), what can you infer about _____?*
- H. *What conclusion(s) can you draw from your analysis of the text?*
- I. *What does the author imply about _____ (character, setting, conflict, motivation)?*



TDQs to cite strong and thorough textual evidence:

- J. Which details are most important and why?
- K. What textual evidence supports your analysis of the text? Cite sufficient examples to support your analysis.
- L. Determine the strong and thorough textual evidence that supports your analysis of what the text says or implies.
- M. What textual evidence leads you to infer _____?
- N. Identify/underline/highlight textual evidence that leads you to infer _____.
- O. Cite strong and thorough textual evidence that supports your conclusion.
- P. Explain what strong and thorough textual evidence supports your inference?
- Q. Cite textual evidence that **best** supports your analysis of the explicit/implicit meaning of the text.
- R. Determine what textual evidence (explicit/implicit) **least** supports your analysis/conclusion.
- S. Explain what textual evidence (explicit/implicit) **best/most strongly** supports your analysis/conclusion.

RL.9-10.2
Key Ideas and
Details

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.



TDQs to determine a theme or central idea:

- A. *What is a theme/central idea of story/play/poem?*
- B. *What central idea/theme is most fully developed?*
- C. *Determine which sentence in the text/paragraph _____ **best/least** expresses a theme/central idea of the passage.*
- D. *Cite evidence from the text to support your determination of a theme/central idea.*
- E. *Identify a sentence that most clearly conveys a theme/central idea of the text.*
- F. *What key idea does the author introduce that may matter later in the text?*

Essential Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analyze	analizar
central idea	idea central
detail	detalle
determine	determinar
development	-
emerge	-
objective	objetivo
refine	refinar
shape	-
specific	específico
summary	sumario
theme	tema



TDQs to analyze the development of a theme or central idea:

- H. How does the author develop a theme/central idea over the course of the text? Use evidence from the text to support your analysis.
- I. How does the author develop a theme/central idea through the use of specific details?
- J. Analyze how the following details from the text develops, shapes, or refines a theme or central idea: 1____; 2____; 3_____.
- K. How is a theme/central idea of the story/novel/drama/poem shaped and refined by specific details? Use textual evidence to support your analysis.
- L. Identify details that shape/refine a theme/central idea of the passage.
- M. Explain at what point (line/paragraph/stanza) does a theme/central idea emerge and how is it developed and refined over the course of the text?
- N. How does paragraph _____ shape and/or refine a theme/central idea of the passage?



TDQs to objectively summarize:

- O. Summarize the story/novel/drama/poem objectively.
- P. Make a list of at least _____ specific details from the text. Label each detail as:
 - **Most** important to include in a summary.
 - **Somewhat** important to include in a summary.
 - **Least** important to include in a summary.
- Q. What specific details would you include/omit from an objective summary? Justify why you would include/omit each detail.
- R. Objectively summarize the chapter/scene/stanza, including key details and vocabulary from the text.

RL.9-10.3
Key Ideas and
Details

Analyze how **complex** characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.



TDQs to identify complex characters:

- A. What elements make _____ a complex character?
- B. Which characters change and evolve most throughout the text?
- C. What changes in motivation, beliefs, personality, desires, and/or interests make _____ a complex character?

Essential Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
advance	avance
analyze	analizar
complex character	carácter complejo
conflict	conflicto
develop	-
interact	interactuar
motivation	motivación
plot	-
theme	tema



TDQs to analyze how complex characters develop over the course of a text:

- D. How does _____ (complex character) develop over the course of the text? Use examples from the text in your analysis.
- E. How are _____'s motivations, beliefs, personality, desires, and/or interests developed over the course of the text?



TDQs to analyze how complex characters interact with other characters:

- F. Explain how the author uses dialogue to show how _____ interacts with _____.
- G. How does _____'s thoughts/beliefs/conflicts/insights/motivations influence how he/she interacts with the other characters?
- H. What emotions drive _____'s interactions with _____?
- I. Describe how the environment or setting impacts _____'s interactions with _____.
- J. Explain what causes _____ to act/react to his/her interactions with _____.
- K. What insights does _____ have that influence his/her interactions with _____?



TDQs to analyze how complex characters advance the plot or develop a theme:

- L. How does the development of _____ over the course of the text advance the plot? Use examples from the text in your analysis.
- M. How does the author use _____'s actions over the course of the text to develop a theme? Use examples from the text in your analysis.
- N. How does the author use conflicting motivations to advance the plot? Use examples from the text in your analysis.
- O. Which interactions between _____ and _____ contribute to the development of a theme?
- P. Pick one interaction between two characters and explain how it contributes to the development of a theme or advances the plot.
- Q. Analyze _____'s motivation/beliefs/personality/desires/interests in the passage. How does that propel the plot and advance a theme?
- R. Explain how the internal/external conflict advances the plot.
- S. Analyze how the author's use of characterization developed a theme.

RL.9-10.4
Craft and
Structure

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the **cumulative** impact of specific word choices on meaning and tone (**e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone**).



TDQs to identify figurative language and words with connotative meanings in text:

- A. *What examples of hyperbole/personification does the author use?*
- B. *What metaphor/simile does the author use to compare _____ to _____?*
- C. *Which word(s) are associated with strong emotions?*
- D. *Which word suggests a meaning beyond the literal definition?*
- E. *Identify analogy/allusion/alliteration in paragraph/verse/stanza/scene _____.*

Essential Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analyze	analizar
connotative	-
cumulative	-
determine	determinar
evoke	evocar
figurative	-
formal	formal
impact	impacto
informal	-
tone	tono



TDQs to determine the meaning of figurative and connotative words and phrases in text:

- F. Which words help the reader understand the meaning of _____ (e.g., figurative language) as it's used in paragraph _____?
- G. What emotions are associated with the word _____?
- H. The word/phrase _____ is an example of what literary device? How does the use of that word enhance the reader's understanding of the text?
- I. What is the connotation of _____ as it is used in the text? How does the use of that word enhance the reader's understanding of the text?
- J. How does the use of the word _____ rather than _____ impact the image the author is creating of the main character?
- K. How does the author's use of allusion in paragraph _____ impact the meaning?
- L. What analogy can be drawn from _____?
- M. Reread this paragraph _____. Which _____ (3) words convey the author's intent to show that _____?
- N. Which _____ (4) words from paragraph _____ convey the author's intent to _____?



TDQs to analyze the cumulative impact of word choice on meaning and tone:

- O. Explain the use of connotation in the text? What is the meaning? What effect does it have?
- P. What is the overall tone of the text? Cite evidence to support your claim.
- Q. How does the author's diction evoke a sense of time and place? Use specific examples from the text to support your analysis.
- R. What is the cumulative impact of the author's specific word choices on the story's tone? Use specific examples from the text to support your analysis.
- S. What is the cumulative impact of the author's specific word choices on the story's meaning? Use specific examples from the text to support your analysis.
- T. How does the author's use of repetition of _____ impact the tone of the text?
- U. Explain why the tone of the text is formal or informal.
- V. Cite the evidence that explains why the text is formal or informal in tone?
- W. How does the author's use of figurative language impact the connotative meaning of the passage?
- X. Identify an example of symbolism (or other figurative language) in the passage. Explain the meaning or purpose of the figurative language.
- Y. How does the author create tone through word choice?

RL.9-10.5

Craft and Structure

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.



TDQs to identify how an author structures a text, orders events, and manipulates time:

- A. How does the author structure the story/poem/play?
- B. How the author manipulate time?
- C. How does the author order events?
- D. What are the parallel plots?
- E. When does the author slow down or speed up time?
- F. How does the author show a passing of time?
- G. What events/details does the author leave out?
- H. How does the author manipulate time in _____ (e.g., paragraph, section, chapter)?
- I. When does the author use flashback/flashforward in the story/poem/play?

Essential Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analysis	análisis
effect	efecto
flashback	-
manipulate	manipular
mystery	misterio
pacing	-
parallel plot	-
structure	estructura
surprise	sorpresa
tension	tensión



TDQs to analyze the effects of an author's text structure, order of events, and manipulation of time:

- J. Explain how the structure of the story/poem/play and the effect it has on _____ (mystery/tension/surprise).
- K. How does the placement of this sentence/paragraph/chapter impact the sense of _____ (drama/sorrow/comedy)?
- L. How is _____ (location/mood/purpose/time) affected by the author's arrangement of _____ (details/episodes/events)?
- M. What effect does the order of events have on _____?
- N. How does _____ contribute to _____? (i.e., How do parallel plots contribute to irony in the story?)
- O. How does the author create _____ (mystery/tension/surprise/drama/sorrow/comedy/irony/regret) in the story/novel/drama/poem?
- P. How does the structure of the text contribute to its meaning?
- Q. How does the _____ (length/structure/order) of paragraph/stanza _____ contribute to the meaning of the passage/poem?
- R. Explain the device(s) the author use(s) to manipulate time.
- S. How does _____ (structural element) create the effect of _____?
- T. What technique/craft/structure/element does the author use to create _____?
- U. What choice did the author use to produce/cause/create _____?
- V. What is the author's purpose for using _____?
- W. Discuss the effect of the order of events.

RL.9-10.6
Craft and
Structure

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.



TDQs to analyze a point of view or cultural experience:

- A. *How is the author's cultural experience reflected in _____ (a work of literature from outside the U.S.)? Cite examples from the text in your analysis.*
- B. *How is the author's point of view reflected in _____? Cite evidence from the text in your analysis.*
- C. *What point of view about _____ is presented in the text?*
- D. *How does _____'s culture shape the point of view of the story?*

Essential Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analyze	analizar
cultural experience	-
draw	-
particular	particular
reflect	reflejar
world literature	-



TDQs to analyze how a cultural perspective or point of view shapes content and style:

- E. What is the origin of the piece of literature? Based on your reading, how would you describe the culture's point of view on _____?
- F. How does _____'s (author/narrator/character/speaker) culture influence or shape his/her point of view?
- G. How does an author's point of view reflect their cultural experience in the text?
- H. What cultural values and beliefs motivate _____'s point of view? Cite evidence from the text.
- I. How does _____'s culture influence his/her _____ (decision-making/interactions with other characters/motivation/thoughts)?

RI.9-10.1
Key Ideas and
Details

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



TDQs to determine what the text says explicitly:

- A. *What is the subject of the text and what does the author have to say about it?*
- B. *Who is involved in the article/essay/argument? What do they say/do/think/feel about the subject?*
- C. *What is the context or setting (time, place, atmosphere)?*
- D. *What does the author say about the _____ (subject, argument, scientific idea, historical event)?*

Essential Academic Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analysis	análisis
cite	citar
draw	-
explicit	explícito
inference	inferir
support	soportar
textual evidence	evidencia textual
thorough	-



TDQs to draw logical inferences from text:

- E. *What can the reader reasonably infer when the author states _____?*
- F. *What does the evidence in paragraph _____ reveal?*
- G. *After reading _____ (chapter, section, paragraph, sentence), what can you infer about _____?*
- H. *What conclusions can you draw from your analysis of the text?*
- I. *What does the author imply about _____ (subject, argument, event, idea)?*



TDQs to cite strong and thorough textual evidence:

- J. Which supporting details are most important and why?
- K. What textual evidence supports your analysis of the text? Cite strong and thorough examples to support your analysis of what the text says or implies.
- L. Determine the strong and thorough textual evidence that supports your analysis.
- M. What strong and thorough textual evidence leads you to infer _____?
- N. Identify/underline/highlight the textual evidence that leads you to infer _____.
- O. Cite strong and thorough textual evidence that supports your conclusion.
- P. Cite textual evidence that **best** supports your analysis of the explicit/implicit meaning of the text.
- Q. Determine what textual evidence (explicit/implicit) **least** supports your analysis/conclusion.
- R. Explain what textual evidence (explicit/implicit) **best/most strongly** supports your analysis/conclusion.

RI.9-10.2
Key Ideas and
Details

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**; provide an objective summary of the text.



TDQs to determine a central idea:

- A. *What is a central idea of the article/essay/speech/scientific text?*
- B. *What central idea is most fully developed?*
- C. *Determine which sentence in the text/paragraph _____ **best/least** expresses a central idea of the passage.*
- D. *Cite evidence from the text to support your determination of a central idea.*
- E. *Identify a sentence that most clearly conveys a central idea of the text.*
- F. *What key idea does the author introduce that may matter later in the text?*

Essential Academic Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analyze	analizar
central idea	idea central
detail	detalle
determine	determinar
development	-
emerge	-
objective	objetivo
refine	refinar
shape	-
specific	específico
summary	sumario



TDQs to analyze the development of a central idea:

- G. How does the author develop a central idea over the course of the text? Use evidence from the text to support your analysis.
- H. How does the author develop a central idea through the use of specific details?
- I. Analyze how the following details from the text develops, shapes, or refines a central idea:
1 _____; 2 _____; 3 _____.
- J. How is a central idea of the article/essay/speech/historical text shaped and refined by specific details? Use textual evidence to support your analysis.
- K. Identify details that shape/refine a central idea of the passage.
- L. Explain at what point (paragraph/section) does a central idea emerge and how is it developed and refined over the course of the text?



TDQs to objectively summarize:

- M. How does paragraph _____ shape and/or refine a central idea of the passage?
- N. Summarize the article/essay/speech/historical text objectively.
- O. Make a list of at least _____ specific details from the text. Label each detail as:
 - **Most** important to include in a summary.
 - **Somewhat** important to include in a summary.
 - **Least** important to include in a summary.
- P. What specific details would you include/omit from an objective summary? Justify why you would include/omit each detail.
- Q. Objectively summarize the chapter/section, including key details and vocabulary from the text.

RI.9-10.3
Key Ideas and
Details

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.



TDQs to determine the order of ideas or events:

- A. *In what order are the points (ideas or events) made?*
- B. *How does the author structure the text?*
- C. *What idea or event does the author introduce at the beginning of the text?*
- D. *What analysis of the series of ideas or events does the author provide?*

Essential Academic Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analysis	análisis
analyze	analizar
connection	conexión
develop	-
draw	-
event	evento
idea	idea
introduce	introducir
point	punto
series	serie
unfold	-



TDQs to analyze how ideas or events are introduced and developed:

- E. How does the author introduce the idea or event? What evidence or details does the author provide to develop the idea or event?
- F. Why does the author introduce the subject of the passage with _____ (description, quotation, experience)? How does the introduction help develop the subject?
- G. How does the author introduce and develop his/her analysis of the concept in order to help the reader better understand it?
- H. How does the introduction of _____ prepare the reader for _____?



TDQs to analyze the connections that are drawn between ideas or events:

- I. How does the author draw connections between ideas and events?
- J. How does the author help the reader understand the connections between ideas or events presented in the text?
- K. How does paragraph _____ connect to the idea that _____?
- L. How does the author connect the ideas in paragraphs _____ and _____?
- M. How does paragraph/section _____ contribute to the author's purpose?

RI.9-10.4
Craft and
Structure

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).



TDQs to identify figurative language and words with connotative meanings in text:

- A. *What examples of hyperbole/personification does the author use?*
- B. *Identify the simile/metaphor in paragraph _____.*
- C. *What words are important to understand _____ (topic)?*
- D. *What technical words are bolded or italicized?*
- E. *Does the author include definitions on the page or in a glossary?*

Essential Academic Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analyze	analizar
connotative	-
cumulative	-
determine	determinar
figurative	-
impact	impacto
language	-
specific	específico
technical meaning	-
tone	tono



TDQs to determine the meaning of figurative, connotative, and technical words and phrases:

- G. What is the most likely reason the author used the word _____ in paragraph _____?
- H. What does the phrase _____ (figurative language) mean?
- I. Explain the use of connotation in the text?
- J. What technical terms did the author use and why were these important?
- K. In paragraph _____, why does the author use the (word/phrase/phrases) _____?



TDQs to analyze the cumulative impact of word choice on meaning and tone:

- L. What is the impact of the word _____ in paragraph _____?
- M. What does the author's use of the word _____ reveal about his/her attitude toward the topic? Use examples from the text in your answer.
- N. What is the tone of the article? What words and phrases does the author use to convey this tone? Use examples from the article in your analysis.
- O. What is the connotation of _____ as it is used in the text? How does the use of that word enhance the reader's understanding of the text?
- P. Which words/phrases/ideas are used repeatedly and how do they impact the tone?
- Q. What techniques did the author use to state ideas in a vivid way?
- R. Identify words/phrases that convey the tone?
- S. Why does the author use _____ to represent _____?
- T. How is the language in _____ different from _____? Use examples from the text in your answer.
- U. Explain the use of figurative language in the text? What is the meaning? What effect does it have?
- V. Reread this paragraph _____. Which _____ (3) words convey the author's intent to show that _____?
- W. Which _____ (4) words from paragraph _____ convey the author's intent to _____?
- X. What is the connotative meaning in the phrase _____? What effect does it have on the reader?

RI.9-10.5
Craft and
Structure

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 a chapter).



TDQs to identify an author's ideas or claims:

- A. *What is the author's idea/claim?*
- B. *What reasons does the author provide to support his/her claim?*

Essential Academic Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analyze	analizar
claim	-
develop	-
particular	particular
refine	refinar



TDQs to analyze how an author's ideas or claims are developed:

- C. How does the author develop and refine his/her claims in _____ (e.g., chapter 3, paragraph 2)? Use examples from the text in your analysis.
- D. How does the following word/sentence/section/paragraph from _____ contribute to the development and refinement of the author's claim?
- E. What is the key idea and/or claim presented in this sentence/paragraph/section/chapter?
- F. How did this sentence/paragraph/section/chapter of the text help refine the idea or claim?
- G. How do text features aid in understanding of the key concept?
- H. What is the main purpose of paragraph _____? What evidence supports this purpose?



TDQs to analyze the author use of sentences/paragraphs/portions of text to refine claims:

- I. How does the author develop and refine his/her ideas? Use evidence from the text in your analysis.
- J. How does the author develop and refine his/her claims in _____ (e.g., chapter 3, paragraph 2)? Use examples from the text in your analysis.
- K. How does the author develop and refine his/her ideas? Use evidence from the text in your analysis.
- L. How did this sentence/paragraph/section/chapter of the text help develop the idea or claim?
- M. For what purpose did the author use _____ (name of technique/text feature)?

RI.9-10.6
Craft and
Structure

Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.



TDQs to determine the author’s point of view or purpose in a text:

- A. *Determine the author’s purpose. Is the author effective in advancing that purpose? Why or why not? Use examples from the text in your analysis.*
- B. *Identify the author’s use of rhetorical language. What is the intended effect on the reader?*
- C. *What is an example of repetition or parallelism in paragraph _____?*
- D. *With which of the following statements about _____ would the author of the text most likely agree/disagree? Cite evidence from the text to support your ideas.*
- E. *What is the author’s viewpoint on _____? Which examples from the text support that point of view?*
- F. *At what point does the author’s point of view emerge/shift? Cite evidence from the text.*

Essential Academic Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
advance	avance
analyze	analizar
determine	determinar
point of view	-
purpose	propósito
rhetoric	retórica



TDQs to analyze the author's use rhetorical devices:

- G. Identify the rhetorical devices the author uses to advance his/her purpose.
- H. Highlight where the author uses rhetorical language. What effects does this have on the reader?
- I. What is most likely the intended effect of _____ (e.g., rhetoric from text)?
- J. Identify the author's use of rhetorical questions and explain its effect.



TDQs to analyze how the author uses rhetoric to advance his point of view or purpose:

- K. Determine the author's viewpoint on _____ and how he/she uses rhetoric to advance that viewpoint. Use examples from the text to support your analysis.
- L. What is the author's viewpoint on _____? Is the author effective in advancing that viewpoint? Why or why not? Cite evidence from the text in your analysis.
- M. What is the author's purpose? How does the author use rhetoric to advance that purpose? Use examples from the text in your analysis.
- N. How is rhetoric used to advance either the author's point of view or purpose of the piece?
- O. Highlight instances where the author uses rhetoric to advance his/her point of view.

RI.9-10.8
Integration of
Knowledge and
Ideas

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.**



TDQs to delineate the argument or claim presented in a text:

- A. *What argument is presented in the text?*
- B. *What specific claims/reasons support the argument?*
- C. *Delineate the relevant/irrelevant evidence that is presented in the text.*

Essential Academic Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
delineate	-
evaluate	evaluar
specific	específico
claim	-
assess	-
reasoning	razonamiento
valid	válido
evidence	evidencia
relevant	relevante
sufficient	suficiente
fallacious	-



TDQs to delineate and evaluate evidence provided by an author for relevancy and sufficiency:

- D. Identify the author’s argument. Is the argument presented effectively? Using examples from the text, explain your reasoning.
- E. Is the reasoning of the author’s specific claims valid? Is the evidence relevant and sufficient enough to support the claim? Use examples from the text to support your answer.
- F. Analyze the reasoning presented in the text. Explain if it is presented in a logical manner.
- G. What evidence is relevant/irrelevant to the argument? Explain your reasoning.
- H. Is sufficient evidence presented to support the argument?
- I. Assess the evidence presented in the text. Explain why the evidence is valid/invalid.



TDQs to identify the author’s use of false statements and fallacious reasoning:

- J. Is the argument based on fallacious reasoning? How does this affect the validity of the argument?
- K. Has the author introduced any false statements or fallacious reasoning? Explain why the statements are false or are fallacious in reasoning. Cite information from the text to support your answer.
- L. Evaluate the effect of fallacious/factual evidence throughout the text.

W.9-10.1

Text Types and Purposes

Write arguments to support claims **in an analysis of substantive topics or text**, using **valid** reasoning and relevant **and sufficient** evidence.



TDQs to write arguments that support a claim:

- A. After reading _____, write an essay in which you argue _____. Support your claim with evidence from the text using valid reasoning.
- B. After reading _____, write an essay that addresses the question _____. Argue and support your conclusion(s) with logical reasons and evidence from the text.
- C. Write an essay in which you compare _____ and argue _____. Support your argument with relevant and sufficient evidence from the text _____.
- D. Write an essay in which you evaluate _____ and conclude _____. Cite strong and thorough textual evidence to support your argument.
- E. After reading _____ and _____, write an essay in which you identify a problem and propose a solution. Develop your position with evidence from both texts.
- F. Write an essay in which you argue the cause(s) and explain the effect(s) of _____. Cite evidence from the texts to support your argument.

Essential Academic Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analysis	análisis
argument	argumento
claim	-
evidence	evidencia
reasoning	razonamiento
relevant	relevante
substantive	-
sufficient	suficiente
support	soportar
topic	-
valid	válido

“Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about.”

National Governors Association Center for Best Practices & Council of Chief State School Officers (2010, p. 23).

W.9-10.2

Text Types and Purposes

Write informative/explanatory texts to examine and convey ideas, concepts, and information **clearly and accurately** through the **effective** selection, organization, and analysis of content.



TDQs write about or explain complex ideas:

- A. Write an essay in which you define ____ and explain _____. Support your discussion with relevant evidence and specific examples from the text.
- B. Write an essay in which you describe _____. Cite clear and accurate examples and facts from the text that support your description.
- C. Write an essay in which you explain _____. Support your explanation with details, ideas, and quotes from the text.
- D. Write an essay in which you analyze _____, providing clear and accurate evidence from the text to clarify your analysis.
- E. Write an essay in which you compare* _____ and _____. Support your discussion with textual details from both texts.
- F. Write an essay in which you examine the cause(s) of _____ and convey the effects _____. Support your explanation with important connections and distinctions from the text.
- G. After reading _____, explain the author's argument. Include concepts and connections from the text.

Essential Academic Vocabulary

<u>Academic Language</u>	<u>Spanish Cognate</u>
analysis	análisis
concept	concepto
content	contenido
convey	-
examine	examinar
explanatory	-
informative	-

“Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept... To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point.”

National Governors Association Center for Best Practices & Council of Chief State School Officers (2010, pp. 23-24).

References

- Academic Learning Company (2107). *Spanish cognates: Learn Spanish fast!* Retrieved from <http://spanishcognates.org/>
- Burke, J. (2013). *The common core companion: The standards decoded, grades 9-12*. Thousand Oaks, CA: Corwin.
- Delaware Department of Education Teaching and Learning Branch (n.d.). *Linking the common core state standards for reading, classroom instruction, and DCAS*. Retrieved from http://www.wilmu.edu/tlt/documents/elastandards_delaware.pdf
- Fisher, D., & Frey, N.(2015). *Text-dependent questions grades 6-12: Pathways to close and critical reading*. Thousand Oaks, CA: Corwin.
- High School Reading Specialists Loudoun County Public Schools (2013). *Reading resources for E.O.C. reading SOL*. Retrived from <http://www.loudoun.k12.va.us/cms/lib4/VA01000195/Centricity/Domain/17518/EOC%20Reading%20SOL%20RESOURCES.pdf>
- Literacy Design Collaborative (2014). *LDC task template collection version 3.0*. Retrieved from <http://www.ccsd.org/Downloads/LDC%20Task%20Template%20Collection%203.pdf>
- National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects, Appendix A: Research supporting key elements of the standards and glossary of key terms*. Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf
- Nevada Department of Education Office of Standards and Instructional Support (n. d.). *Nevada academic content standards in English language arts & literacy in history/social studies, science, and technical subjects*. Retrieved from http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/ELA/NVA_CS-ELA_Standards/
- Tulare County Office of Education Educational Resource Services (2012). *ELA CCCSS templates 4th ed*. Retrieved from http://commoncore.tcoe.org/content/public/doc/tcoe_ela_Templates_05.pdf

ELA Diagnostic Tools Workgroup

Shan Cannon

Southern Nevada Regional
Professional Development Program

Kim Cuevas

Washoe County School District

Damon Etter

Carson City School District

Desiree Gray

Northwestern Nevada Regional
Professional Development Program

Jennifer Hiller

Clark County School District

Kathy Hoyt

Clark County School District

Saralyn Lasley

Southern Nevada Regional
Professional Development Program

Tory Eliot

Carson City School District

Maria Ortiz

Clark County School District

Emilee Riggin

Carson City School District

Rachelle Rogers

Washoe County School District

Kevin Sigl

Clark County School District

Treena Whaley

Northeastern Nevada Regional
Professional Development Program

ELA Remediation Lessons Workgroup

Lisa Bullen

Clark County School District

Lisa Daane

Washoe County School District

Christa Fialkiewicz

Clark County School District

Caroline Hatcher

Washoe County School District

Shiah Littmann

Clark County School District

Cristine Stephens

Clark County School District

Diana Walker

Northwestern Nevada Regional
Professional Development Program

Ann Warren

Washoe County School District

ELA Remediation Lessons Content Review

Amy Beischel

Washoe County School District

Tione Duncan

Washoe County School District

Erin Lee

Andre Agassi College Preparatory
Academy Charter School

Jill Leone

Clark County School District

Kevin Sigl

Clark County School District

Steve Canavero
Superintendent of Public Instruction

Dave Brancamp
Director of Standards and Instructional Support

Darrin Hardman
K-12 ELA Programs Professional
dhardman@doe.nv.gov

