

# Viewing Standards for Informational Text (9-12)

## Grade 9-10 Students

## Grade 11-12 students

### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.
3. 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.

1. 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.
2. 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 to provide a complex analysis; provide an objective summary of the text.
3. 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.

### Craft and Structure

1. Determine the meaning of signs and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific sign choices on meaning and tone.
2. 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).
3. 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.

1. Determine the meaning of signs 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.
2. 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.
3. Determine an author's point of view 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.

### Integration of Knowledge and Ideas

1. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both published text and multimedia), determining which details are emphasized in each account.
2. 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.
3. Analyze texts (e.g., schools for the deaf video and Gallaudet's video archives) of historical and literary significance for their themes, concepts, and purposes.



1. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in signs in order to address a question or solve a problem.
2. Delineate and evaluate the reasoning in seminal texts about the Deaf experience, including the premises, purposes, and arguments in works of advocacy (e.g., Tedx talks on audism, linguicism, advocacy).
3. Analyze seminal text of historical and literary significance (e.g., "The Preservation of the Sign Language" by George Veditz), including how they address related themes and concepts.

### Range of Viewing and Level of Text Complexity

1. By the end of grade 9, view 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, view and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

1. By the end of grade 11, view and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 12, view and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.