Diocese of Greensburg Curriculum
World Literature Grade 10

Unit	Standards	Content	Skills
Short Stories	**CCSS: English Language Arts 6-12** **CCSS: Grades 9-10** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RL.9-10.1. 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 central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.9-10.2. 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. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.9-10.3. 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. **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	• Literary terms and vocabulary • Theme • Characterization • Setting • Protagonist and antagonist • Antihero • Conflict • Point of view • Mood • Tone • Irony • Symbol • Allegory • Oxymoron • Paradox • Metaphor • Simile • Imagery and description • Motif • Denotation • Connotation • Diction • Syntax • Style • Suspense • Personification • Foreshadowing • Flashback • Inference	The students will be able to: • Determine how the theme is expressed in a short story and explain how that determination is made • Analyze a story in terms of plot or elements of the plot • Evaluate the effectiveness of figurative language • Determine the author's use of language in creating tone, mood, and style • Recognize how the point of view influences the story • Analyze how the point of view affects the reader's interpretation of the story • Make inferences based on textual evidence • Evaluate the effectiveness of characterization techniques • Analyze the different roles and functions that characters play in a short story • Explain and illustrate how connections among motif, character traits, character development, and plot suggest story-level themes • Develop abstract themes from story-level themes • Analyze the effects of irony and explain how irony functions effectively in a story

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	RL.9-10.5. 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.	Plot sequence/development Triangular plot structures	
	6. Assess how point of view or purpose shapes the content and style of a text.	• Aristotle's unified plot • Freytag's pyramid	
	RL.9-10.6. 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.	**Representative works:** • "A Vendetta" • "The Masque of the Red Death" • "Civil Peace" • "Two Friends"	
	Integration of Knowledge and Ideas **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**	• "There Will Come Soft Rains" • "The Monkey's Paw" • "The Censors" • "The Secret Life of Walter Mitty"	
	RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	• "Lamb to the Slaughter" • "The Adventure of the Blue Carbuncle" • "The Proposal"	
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
	RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		
	Range of Reading and Level of Text Complexity **10. Read and comprehend complex literary and informational texts independently and proficiently.**		
	RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

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Novels	**CCSS: English Language Arts 6-12** **CCSS: Grades 9-10** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RL.9-10.1. 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 central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.9-10.2. 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. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.9-10.3. 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. **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	• Literary terms and vocabulary • Theme • Characterization • Setting • Protagonist and antagonist • Antihero • Conflict • Point of view • Mood • Tone • Irony • Symbol • Allegory • Oxymoron • Paradox • Metaphor • Simile • Imagery and description • Motif • Denotation • Connotation • Diction • Syntax • Style • Suspense • Personification • Foreshadowing • Chronology • Gaps in Time • Flashback • Inference • Deus ex machina	The students will be able to: • Determine the theme of a novel and explain how that determination was made • Analyze a novel in terms of plot or elements of the plot • Evaluate the effectiveness of uses of figurative language • Determine the effectiveness of an author's use of language in creating tone mood, and style • Analyze how the point of view affects the reader's interpretation of the novel • Make inferences based on textual evidence • Identify and explain characterization techniques • Analyze the different roles and functions that characters play in a novel • Explain and illustrate how connections among motif, character traits, character development, and plot contribute to theme • Develop abstract themes • Analyze the effects of irony and explain how irony functions effectively in a novel • Evaluate the effects of non-linear time sequence

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	RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RL.9-10.5. 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. **6. Assess how point of view or purpose shapes the content and style of a text.** RL.9-10.6. 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. **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the	Plot sequence/development Triangular plot structures - Aristotle's unified plot - Freytag's pyramid **Representative works:** - *A Separate Peace* - *To Kill a Mockingbird* - *Of Mice and Men* - *Frankenstein* - *Lord of the Flies* - *Wuthering Heights*	

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	Bible or how a later author draws on a play by Shakespeare).		
	Range of Reading and Level of Text Complexity **10. Read and comprehend complex literary and informational texts independently and proficiently.**		
	RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
	Writing **9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**		
	W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research		
	Range of Writing **10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**		
	W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
	Speaking & Listening **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**		
	SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
	Presentation of Knowledge and Ideas **4. Present information, findings, and supporting evidence such that listeners can follow the line of**		

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	reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 		
Drama	**CCSS: English Language Arts 6-12** **CCSS: Grades 9-10** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RL.9-10.1. 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 central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.9-10.2. 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	• Literary terms and vocabulary • Theme • Characterization • Setting • Protagonist and antagonist • Antihero • Conflict • Point of view • Mood • Tone • Irony • Symbol • Allegory • Oxymoron • Paradox • Metaphor • Simile • Imagery and description	The students will be able to: • Determine how the theme of a drama is expressed • Analyze a drama in terms of plot or elements of the plot • Critique various uses of literal and figurative language • Suggest why playwrights employ both poetry and prose in Elizabethan drama • Determine the author's use of dialogue and stage direction in creating tone, mood, and style • Make inferences based on textual evidence • Evaluate the effectiveness of characterization techniques • Analyze a playwright's use of the fourth wall

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	refined by specific details; provide an objective summary of the text. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.9-10.3. 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. **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RL.9-10.5. 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. **6. Assess how point of view or purpose shapes the content and style of a text.** RL.9-10.6. 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. **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in**	• Motif • Denotation • Connotation • Diction • Syntax • Style • Personification • Foreshadowing • Flashback • Inference • Meter • Prose • Monologue • Soliloquy • Aside • Dialogue • Stage direction • Elements of Elizabethan tragedy and comedy • Elizabethan stagecraft Plot sequence/development • Triangular plot structures • Aristotle's unified plot • Freytag's pyramid **<u>Representative works</u>**: • *Antigone* • *Julius Caesar* • *The Merchant of Venice* • *Hamlet*	• Analyze the different roles and functions that characters play in a drama • Evaluate the effects of dialogue on conflict and plot development • Explain and illustrate how connections among motif, character traits, character development, and plot suggest story-level themes • Develop abstract themes from story-level themes • Analyze the effects of irony and explain how irony functions effectively in drama

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	diverse formats and media, including visually and quantitatively, as well as in words. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). 		
Poetry	**CCSS: English Language Arts 6-12** **CCSS: Grades 9-10** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RL.9-10.1. 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 central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.9-10.2. 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	• Literary terms and vocabulary • Ode • Ballad • Lyric • Epic • Narrative • Sonnet • Haiku • Free verse • Elegy • Imagery • Sound devices • Figurative language • Rhyme Scheme • Meter	The students will be able to: • Interpret elements, forms, and sound to derive meaning from poetry • Interpret figurative language and imagery to deepen comprehension • Activate relevant prior knowledge and experiences to extend meaning • Critique positive and negative implications of language • Explain the meaning and effects of literary devices and figurative language

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	refined by specific details; provide an objective summary of the text. **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RL.9-10.5. 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. **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **Speaking & Listening** **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**	**Suggested poems** - Frost, "Stopping by the Woods on a Snowy Evening" - Whitman. "When I Heard the Learned Astronomer" - Williams. "The Red Wheelbarrow" - Emerson. "Music" - St. Vincent Millay, "Conscientious Objector" - Thomas. "Do Not Go Gentle into That Good Night" - cummings. "Thank you God for the most amazing" - Shakespeare. Sonnet 18 - Robinson. "Richard Cory" - Dao. "All" - Ting. "Also All"	

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	SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
	SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		
	SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		
	Presentation of Knowledge and Ideas **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**		
	SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		

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	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 		
Speeches	**CCSS: English Language Arts 6-12** **CCSS: Grades 9-10** **Reading: Informational Text** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RI.9-10.1. 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 central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RI.9-10.2. 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 and why individuals, events, and ideas develop and interact over the course of a text.** RI.9-10.3. 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.	• Literary terms and vocabulary • Speaker • Occasion • Audience • Purpose • Subject • Tone • SOAPSTone approach • Language • Central idea • Organizational pattern • Argument • Claims • Evidence • Reasoning • Introduction • Conclusion • Ethos • Logos • Pathos • Fact • Opinion • Validity • Figurative language • Metaphor • Repetition • Balanced sentences • Allusion • Imagery • Methods • Inference	The students will be able to: • Identify and analyze the speaker, occasion, audience, purpose, subject, and tone of a speech • Judge the effectiveness of an argument based on its claims • Differentiate between fact and opinion • Evaluate the validity of specific opinions • Assess the development of the central idea of a speech • Examine the stylistic devices employed by various speakers • Evaluate the effectiveness of organizational plans of speeches • Analyze explicit and implicit references to elements of the social, cultural, and historical context • Use understanding of text to to extend and elaborate the meaning of text • Critique how language represents and constructs how readers perceive events, people, groups, and ideas • Explain how a speaker employs appeals to ethos, pathos, and logos in a speech

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	Craft and Structure **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** RI.9-10.4. 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). **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** **(Not applicable to literature)** RI.9-10.8. 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. **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	• Stylistic devices <u>**Representative works:**</u> • "Keep Memory Alive" (Wiesel) • "Nobel Acceptance Speech" (Solzhenitsyn)	• Assess how a speaker's specific word choices and sentence structures achieve specific effects

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Informational Literary Non-Fiction	**CCSS: English Language Arts 6-12** **CCSS: Grades 9-10** **Reading: Informational Text** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RI.9-10.1. 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 central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RI.9-10.2. 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 and why individuals, events, and ideas develop and interact over the course of a text.** RI.9-10.3. 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. **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	• Central idea • Purpose • Organizational pattern • Evidence • Criteria for evaluation of evidence • Inference • Forms of reasoning • Context • Source • Point of view • Fact • Opinion • Validity • Fallacy • News reports • Editorials **Representative works:** • "The Uprooting of a Japanese-American Family" from *Desert Exile* • "Everest" from *Touch the Top of the World* • "The American Idea" • "The Spider and the Wasp" • "The Way to Rainy Mountain" • "A Quilt of a Century" • "Letter from Birmingham Jail" • Warren Opinion from *Brown v. Board of Education*	The students will be able to: • Evaluate the validity of information used within the text from multiple authoritative print and digital sources • Assess the usefulness of a source in answering a question posed by the text • Draw evidence from informational texts to support analysis, reflection, and research • Identify false statements and fallacious reasoning • Integrate information from the text with prior knowledge in order to reach unbiased conclusions • Delineate and evaluate the argument and specific claims in a text • Assess whether the reasoning is valid and the evidence is relevant and sufficient

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	RI.9-10.4. 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). **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RI.9-10.5. 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). **6. Assess how point of view or purpose shapes the content and style of a text.** RI.9-10.6. 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. **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** **(Not applicable to literature)** RI.9-10.8. 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.	• General media coverage of current event	

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	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.** RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		