

CONVENTIONS OF STANDARD ENGLISH		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Language Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent; noun, relative, adverbial) to convey specific meanings and add a variety and interest to writing or presentations. 			
<p>Language Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 			
KNOWLEDGE OF LANGUAGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Language Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Apply knowledge of language to understand how language functions in different context. To make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. 			

VOCABULARY ACQUISITION AND USE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Language Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 			
<p>Language Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. 			
<p>Language Standard 6: Acquire & use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, & listening at the college /career readiness level; demonstrate independence in gathering vocab knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			

KEY IDEAS & DETAILS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Reading Standard 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.</p>	Literature			
	Informational Text			
<p>Reading Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	Literature			
	Informational Text			

<p>Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Literature</p> <p>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.</p>			
	<p>Informational Text</p> <p>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.</p>			
CRAFT & STRUCTURE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Reading Standard 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.</p>	<p>Literature</p> <p>Determine the meaning of words and phrase 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).</p>			
	<p>Informational Text</p> <p>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).</p>			

<p>Reading Standard 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.</p>	<p>Literature</p> <p>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.</p>			
	<p>Informational</p> <p>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).</p>			
<p>Reading Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Literature</p> <p>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.</p>			
	<p>Informational</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point or purpose.</p>			
Integration of Knowledge and Ideas		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Reading Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>	<p>Literature</p> <p>Analyze the representation of subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s “Landscape with the Fall of Icarus”).</p>			
	<p>Informational Text</p> <p>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.</p>			

<p>Reading Standard 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.</p>	Lit	(Not applicable to literature)			
	Informational Text	Delineate and evaluate the agreement 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.			
<p>Reading Standard 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.</p>	Literature	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).			
	Informational Text	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			Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Reading Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	Literature	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.			
	Informational Text	By the end of grade 9, read 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, read and comprehend literary nonfiction at the high end of grades 9-10 text complexity band independently and proficiently.			

COMPREHENSION AND COLLABORATION		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Standard 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.</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussion and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 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. Respond thoughtfully to diverse perspectives, summarize points agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presenting. 			
<p>Standard 2: Integrate and evaluate information in diverse media & formats, including visually, quantitatively, and orally.</p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>			
<p>Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>			
PRESENTATION OF KNOWLEDGE AND IDEAS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Standard 4: Present info, findings, & supporting evidence so listeners can follow line of reasoning & organization, development, & style are appropriate to task, purpose, and audience.</p>	<p>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.</p>			
<p>Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>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.</p>			
<p>Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9-10 Lang. standards 1 and 3 for specific expectations.)</p>			

TEXT TYPES AND PURPOSES		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	Introduce precise claim(s), distinguish the claims(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.			
	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.			
	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.			
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	Provide a concluding statement or section that follows from and supports the argument presented.			
Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
	Develop the topic with well-chosen, relevant, and sufficient facts, extended definition, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.			
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			
	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			

<p>Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.			
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			
PRODUCTION AND DISTRIBUTION OF WRITING		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Writing Standard 4: Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.</p>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).			
<p>Writing Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 9-10.)			
<p>Writing Standard 6: Use technology, including Internet, to produce and publish writing and interact and collaborate with others.</p>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Writing Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>			
<p>Writing Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>			
<p>Writing Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
	<p>Apply grades 9-10 Reading standards to literature (e.g., “Analyze how and 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]”).</p>			
	<p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., “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”).</p>			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Writing Standard 10: Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>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 discipline-specific tasks, purposes, and audiences.</p>			