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| **Reading Literature** |
| **Standard** | **Dates****Taught** | **Dates****Assessed** | **Dates****Re-Assessed**(if necessary) |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature. |  |  |  |
| **CCSS ELA-Literacy.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 “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |  |  |  |
| **CCSS ELA-Literacy.RL.9-10.8** (Not applicable to literature) |  |  |  |
| **CCSS ELA-Literacy.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). |  |  |  |
| **CCSS ELA-Literacy.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.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently. |  |  |  |

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| **Reading Informational Text** |
| **Standard** | **Dates****Taught** | **Dates****Assessed** | **Dates****Re-Assessed**(if necessary) |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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.  |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in the 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). |  |  |  |
| **CCSS ELA-Literacy.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). |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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 Freedom speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |  |  |  |
| **CCSS ELA-Literacy.RI.9-10.10** 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 the grades 9-10 text complexity band independently and proficiently. |  |  |  |

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| **Writing** |
| **Standard** | **Dates****Taught** | **Dates****Assessed** | **Dates****Re-Assessed**(if necessary) |
| **CCSS ELA-Literacy.W.9-10.1** **Write arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: |
| **CCSS ELA-Literacy.W.9-10.1a**  Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationship among claims(s), counterclaims, reasons, and evidence.  |  |  |  |
| **CCSS ELA-Literacy.W.9-10.1b** 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. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.1c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.1e** Provide a concluding statement or section that follows from and supports the argument presented. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.2** **Write informative/explanatory texts**  to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content: |
| **CCSS ELA-Literacy.W.9-10.2a** 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. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extending definitions, concrete details, quotations, or other information and examples appropriate to audience’s knowledge of the topic. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.2d** Use precise language and domain-specific vocabulary to manage the complexity of the topic. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.2f** 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). |  |  |  |

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| **Writing (continued)** |
| **Standard** | **Dates****Taught** | **Dates****Assessed** | **Dates****Re-Assessed**(if necessary) |
| **CCSS ELA-Literacy.W.9-10.3** **Write narratives** to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| **CCSS ELA-Literacy.W.9-10.3a**  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.  |  |  |  |
| **CCSS ELA-Literacy.W.9-10.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.4** 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.) |  |  |  |
| **CCSS ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) |  |  |  |
| **CCSS ELA-Literacy.W.9-10.6** 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. |  |  |  |
| **CCSS ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question)9 or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |  |  |  |

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| **Writing (continued)** |
| **Standard** | **Dates****Taught** | **Dates****Assessed** | **Dates****Re-Assessed**(if necessary) |
| **CCSS ELA-Literacy.W.9-10.8**  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.  |  |  |  |
| **CCSS ELA-Literacy.W.9-10.9** **Draw evidence** from literary or informational texts to support analysis, reflection, and research. |
| **CCSS ELA-Literacy.W.9-10.9a** Apply *grades 9-10 Reading standards* to literature (e.g., “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]”). |  |  |  |
| **CCSS ELA-Literacy.W.9-10.9b** 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”). |  |  |  |
| **CCSS ELA-Literacy.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences. |  |  |  |

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| **Speaking & Listening** |
| **Standard** | **Dates****Taught** | **Dates****Assessed** | **Dates****Re-Assessed**(if necessary) |
| **CCSS ELA-Literacy.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: |
| **CCSS ELA-Literacy.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.  |  |  |  |
| **CCSS ELA-Literacy.SL.9-10.1b** Work with peers to set rules for collegial discussions & decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals & deadlines, and individual roles as needed. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.SL.9-10.1d** Respond thoughtfully to diverse perspectives, summarize points of 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 presented. |  |  |  |
| **CCSS ELA-Literacy.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |  |  |  |
| **CCSS ELA-Literacy.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations) |  |  |  |

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| **Language** |
| **Standard** | **Dates****Taught** | **Dates****Assessed** | **Dates****Re-Assessed**(if necessary) |
| **CCSS ELA-Literacy.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: |
| **CCSS ELA-Literacy.L.9-10.1a**  Use parallel structure.  |  |  |  |
| **CCSS ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |  |  |  |
| **CCSS ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: |
| **CCSS ELA-Literacy.L.9-10.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |  |  |  |
| **CCSS ELA-Literacy.L.9-10.2b** Use a colon to introduce a list or quotation. |  |  |  |
| **CCSS ELA-Literacy.L.9-10.2c** Spell correctly. |  |  |  |
| **CCSS ELA-Literacy.L.9-10.3** 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. |
| **CCSS ELA-Literacy.L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. |  |  |  |
| **CCSS ELA-Literacy.L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies. |
| **CCSS ELA-Literacy.L.9-10.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |  |  |  |
| **CCSS ELA-Literacy.L.9-10.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). |  |  |  |
| **CCSS ELA-Literacy.L.9-10.4c** 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. |  |  |  |
| **CCSS ELA-Literacy.L.9-10.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning tin context or in a dictionary) |  |  |  |

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| **Language (continued)** |
| **Standard** | **Dates****Taught** | **Dates****Assessed** | **Dates****Re-Assessed**(if necessary) |
| **CCSS ELA-Literacy.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| **CCSS ELA-Literacy.L.9-10.5a**  Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |  |  |  |
| **CCSS ELA-Literacy.L.9-10.5b** Analyze nuances in the meaning of words with similar denotations. |  |  |  |
| **CCSS ELA-Literacy.L.9-10.6** Acquire and use accurately 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. |  |  |  |