

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
NINTH AND TENTH GRADE**

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

**Reading Standards for Literature (RL)
Reading Standards for Informational Text (RI)
Writing (W)
Speaking and Listening (SL)
Language (L)**

READING STANDARDS FOR LITERATURE

Key Ideas and Details

9-10.RL.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 works by and about American Indians.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify strong and thorough textual evidence 	<ul style="list-style-type: none"> ▪ Draw inferences from the text in order to understand how textual analysis is developed
<ul style="list-style-type: none"> ▪ Discuss details the text uses to support textual analysis 	<ul style="list-style-type: none"> ▪ Cite strong and thorough textual evidence to support the text (explicit and inferred)
<ul style="list-style-type: none"> ▪ Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas 	

9-10.RL.2 – Determine a theme or central idea of a text, including those by and about American Indians, 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 to the text.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify the central idea or theme within a text 	<ul style="list-style-type: none"> ▪ Objectively summarize a text
<ul style="list-style-type: none"> ▪ Identify specific details that support the development of a theme or central idea as it emerges, is shaped and refined 	<ul style="list-style-type: none"> ▪ Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details
	<ul style="list-style-type: none"> ▪ Interpret how the text supports key ideas or themes with specific details

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9-10.RL.3 – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify complex characters in a text 	<ul style="list-style-type: none"> ▪ Analyze how characters change over the course of the text
<ul style="list-style-type: none"> ▪ Identify evidence in a text that makes a character complex 	<ul style="list-style-type: none"> ▪ Explain how characters’ motivations/traits affect the plot
<ul style="list-style-type: none"> ▪ Identify conflicting motivations 	<ul style="list-style-type: none"> ▪ Analyze how the characters’ conflicts, motivations, and interactions advance the plot or theme

Craft and Structure

9-10.RL.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).

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify figurative and connotative words and phrases 	<ul style="list-style-type: none"> ▪ Determine meanings of words and phrases as they relate to meaning or tone
<ul style="list-style-type: none"> ▪ Identify meaning and tone of a text 	<ul style="list-style-type: none"> ▪ Determine the figurative and connotative meanings of words and phrases as they are used in the text
<ul style="list-style-type: none"> ▪ Identify specific words that impact meaning and tone 	<ul style="list-style-type: none"> ▪ Analyze the cumulative impact of specific word choices on meaning or tone

9-10.RL.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Recognize manipulation of time in text through pacing and flashbacks 	<ul style="list-style-type: none"> ▪ Recognize the effects of mystery, tension, or surprise
<ul style="list-style-type: none"> ▪ Describe how aspects of text structure, order of events, and timing creates the effect of mystery, tension, or surprise 	<ul style="list-style-type: none"> Identify how an author’s choice of plot structure, order of events, or manipulation of time creates an effect of mystery, tension, or surprise

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9-10.RL.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.

Essentials Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Define cultural experience 	<ul style="list-style-type: none"> ▪ Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the U.S.
<ul style="list-style-type: none"> ▪ Distinguish difference between culture and cultural experience 	<ul style="list-style-type: none"> ▪ Compare and contrast the points of view or cultural experiences of two or more cultures in texts from outside the U.S.
<ul style="list-style-type: none"> ▪ Identify the point of view or cultural experience presented 	<ul style="list-style-type: none"> ▪ Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature
<ul style="list-style-type: none"> ▪ Cite details or examples of the point of view or cultural experience 	

Integration of Knowledge and Ideas

9-10.RL.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*). Painting: *American Progress*, by John Gast (circa 1872) with “Birthright,” a poem, by M.L. Smoker in *Another Attempt at Rescue*).

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Recognize the literary and artistic use of the terms <i>subject and key scene</i> 	<ul style="list-style-type: none"> ▪ Describe how and why a subject or scene is represented
<ul style="list-style-type: none"> ▪ Identify variations of a subject or scene in two artistic mediums 	<ul style="list-style-type: none"> ▪ Analyze what is stressed or absent from a subject or scene in a variety of artistic mediums
	<ul style="list-style-type: none"> ▪ Evaluate the presentation of a scene or subject in two different mediums

9-10.RL.8 – Not applicable

9-10.RL.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) or how American Indian stories and oral histories appear in contemporary works, such as James Welch’s *Fools Crow*, the author retells the Pikuni traditional story, “Star Boy”)

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Recognize the difference between theme and topic 	<ul style="list-style-type: none"> ▪ Identify parable and parody
<ul style="list-style-type: none"> ▪ Identify the difference between primary text and source material 	<ul style="list-style-type: none"> ▪ Compare and contrast the treatment of similar themes or topics from two or more texts
<ul style="list-style-type: none"> ▪ Identify allusion and metaphor 	

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Range of Reading and Level of Text Complexity

9-10.RL.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, drama, and poems, at the high end of grades 9-10 text complexity band independently and proficiently.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify and comprehend key ideas and details 	<ul style="list-style-type: none"> ▪ Identify and comprehend key ideas and details
<ul style="list-style-type: none"> ▪ Identify and comprehend craft and structure 	<ul style="list-style-type: none"> ▪ Identify and comprehend craft and structure
<ul style="list-style-type: none"> ▪ Identify and comprehend integration of knowledge and ideas 	<ul style="list-style-type: none"> ▪ Identify and comprehend integration of knowledge and ideas

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

9-10.RI.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify strong and thorough textual evidence 	<ul style="list-style-type: none"> ▪ Recognize how the text explicitly uses details to support key ideas
<ul style="list-style-type: none"> ▪ Discuss details the text uses to support textual analysis 	<ul style="list-style-type: none"> ▪ Draw inferences from the text to support textual analysis
<ul style="list-style-type: none"> ▪ Identify the integration of knowledge and ideas 	<ul style="list-style-type: none"> ▪ Cite strong and thorough textual evidence to support the analysis

9-10.RI.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify the central ideas of a text 	<ul style="list-style-type: none"> ▪ Recognize how the central idea of a text emerges, is shaped and refined by specific details
<ul style="list-style-type: none"> ▪ Identify specific details that support the development of the central idea as it emerges, is shaped and refined 	<ul style="list-style-type: none"> ▪ Identify specific details that support the development of central ideas

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9-10.RI.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify organizational patterns 	<ul style="list-style-type: none"> ▪ Examine how an author’s strategies are used to introduce and develop points and connections drawn between them
<ul style="list-style-type: none"> ▪ Identify paragraph development strategies 	<ul style="list-style-type: none"> ▪ Analyze the author’s use of organizational patterns and techniques to connect ideas and communicate an overall message

Craft and Structure

9-10.RI.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, or how American Indian treaty language differs from everyday speech).

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify figurative, connotative, and technical words and phrases 	<ul style="list-style-type: none"> ▪ Determine the meaning of figurative, connotative, and technical words and phrases
<ul style="list-style-type: none"> ▪ Identify tone of texts 	<ul style="list-style-type: none"> ▪ Analyze the cumulative effect of word choice on meaning and tone

9-10.RI.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/chapter).

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify the author’s ideas or claims 	<ul style="list-style-type: none"> ▪ Analyze how an author uses a portion of the text to develop or refine an idea or claim
<ul style="list-style-type: none"> ▪ Determine the structure/text features of an informational passage 	

9-10.RI.6 – Determine an author’s point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how an author uses rhetoric to advance that point of view or purpose.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify and define rhetoric 	<ul style="list-style-type: none"> ▪ Analyze the author’s use of rhetoric
<ul style="list-style-type: none"> ▪ Recognize rhetorical techniques 	<ul style="list-style-type: none"> ▪ Analyze the rhetorical techniques the author uses to express his/her point of view or purpose
<ul style="list-style-type: none"> ▪ Identify point of view 	

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Integration of Knowledge and Ideas

9-10.RI.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Recall a variety of accounts of a subject through different mediums 	<ul style="list-style-type: none"> ▪ Analyze different accounts of the same subject told in different mediums
<ul style="list-style-type: none"> ▪ Recognize details emphasized in various sources 	<ul style="list-style-type: none"> ▪ Determine emphasized details in various accounts of a subject expressed in different mediums

9-10.RI.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify false statements 	<ul style="list-style-type: none"> ▪ Delineate the argument and specific claims in a text
<ul style="list-style-type: none"> ▪ Define and identify fallacious reasoning 	<ul style="list-style-type: none"> ▪ Evaluate argument or specific claims in a text
<ul style="list-style-type: none"> ▪ Recognize valid reasoning 	<ul style="list-style-type: none"> ▪ Assess the validity of reasoning and the relevance and sufficiency of the evidence that supports it
<ul style="list-style-type: none"> ▪ Recognize relevant and sufficient evidence 	<ul style="list-style-type: none"> ▪ Distinguish between fallacious and valid reasoning

9-10.RI.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify seminal U.S. documents of historical and literary significance 	In consultation with Social Studies Department
<ul style="list-style-type: none"> ▪ Identify the purpose, related themes, and concepts of U.S. documents of historical and literary significance 	<ul style="list-style-type: none"> ▪ Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts

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Range of Reading and Level of Text Complexity

9-10.RI.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify and comprehend key ideas and details 	<ul style="list-style-type: none"> ▪ Identify and comprehend key ideas and details
<ul style="list-style-type: none"> ▪ Identify and comprehend craft and structure 	<ul style="list-style-type: none"> ▪ Identify and comprehend craft and structure
<ul style="list-style-type: none"> ▪ Identify and comprehend integration of knowledge and ideas 	<ul style="list-style-type: none"> ▪ Identify and comprehend integration of knowledge and ideas

WRITING STANDARDS

Text Types and Purposes

9-10.W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Write arguments to support claim(s) 	<ul style="list-style-type: none"> ▪ Write arguments to support claim(s)
<ul style="list-style-type: none"> ▪ Introduce precise claim(s) 	<ul style="list-style-type: none"> ▪ Develop claim(s) and counterclaims fairly
<ul style="list-style-type: none"> ▪ Introduce counterclaims 	<ul style="list-style-type: none"> ▪ Anticipates the audience’s knowledge level and concerns
<ul style="list-style-type: none"> ▪ Introduce reasons and evidence 	<ul style="list-style-type: none"> ▪ Supply evidence for each
<ul style="list-style-type: none"> ▪ Use words, phrases, and clauses to link the major sections of the text and create cohesion 	<ul style="list-style-type: none"> ▪ Point out strengths and limitations of both
<ul style="list-style-type: none"> ▪ Use words, phrases, and clauses to clarify the relationships between claim(s) and counterclaims 	<ul style="list-style-type: none"> ▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
<ul style="list-style-type: none"> ▪ Provide a concluding statement or section that follows form and supports the argument presented 	
<ul style="list-style-type: none"> ▪ Use transition to clarify 	

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9-10.W.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Write informative/explanatory texts 	<ul style="list-style-type: none"> ▪ Write informative/explanatory texts
<ul style="list-style-type: none"> ▪ Introduce a topic 	<ul style="list-style-type: none"> ▪ Develop the topic with well-chosen, relevant, and sufficient facts
<ul style="list-style-type: none"> ▪ Organize complex ideas, concepts, and information to make important connections and distinctions 	<ul style="list-style-type: none"> ▪ Develop the topic with extended definitions
<ul style="list-style-type: none"> ▪ Include formatting (e.g., headings), graphics (e.g., figures, tables), add multimedia when useful to aiding comprehension 	<ul style="list-style-type: none"> ▪ Develop the topic with concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic
<ul style="list-style-type: none"> ▪ Use appropriate and varied transitions to link the major sections of the text 	<ul style="list-style-type: none"> ▪ Use precise language and domain-specific vocabulary to manage the complexity of the topic
<ul style="list-style-type: none"> ▪ Clarify the relationships among complex ideas and concepts 	<ul style="list-style-type: none"> ▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
<ul style="list-style-type: none"> ▪ Develop a concluding statement or section that follows from and supports the information or explanation presented 	

9-10.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Write a narrative 	<ul style="list-style-type: none"> ▪ Write a narrative
<ul style="list-style-type: none"> ▪ Engage and orient the reader by setting out a problem, situation, or observation 	<ul style="list-style-type: none"> ▪ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole such as <ul style="list-style-type: none"> ▪ Flashback, foreshadowing, and anachrony
<ul style="list-style-type: none"> ▪ Establish one or multiple point(s) of view 	<ul style="list-style-type: none"> ▪ Use narrative techniques, such as dialogue and pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
<ul style="list-style-type: none"> ▪ Introduce a narrator and/or characters 	<ul style="list-style-type: none"> ▪ Use description
<ul style="list-style-type: none"> ▪ Create a smooth progression of experiences or events 	<ul style="list-style-type: none"> ▪ Use reflection
<ul style="list-style-type: none"> ▪ Use precise words and phrases, telling details, and sensory setting, and/or characters 	<ul style="list-style-type: none"> ▪ Use narrative technique of multiple plot lines to develop experiences, events, and/or characters
<ul style="list-style-type: none"> ▪ Develop a concluding statement or section that follows from and supports the information or explanation presented 	<ul style="list-style-type: none"> ▪ Use description

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Production and Distribution of Writing

9-10.W.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 1-2)

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Analyze the reason for writing to determine task, purpose, and audience 	<ul style="list-style-type: none"> ▪ Analyze the reason for writing to determine task, purpose, and audience
<ul style="list-style-type: none"> ▪ Determine suitable idea development strategies, organization, and style 	<ul style="list-style-type: none"> ▪ Determine suitable idea development strategies, organization, and style

9-10.W.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 grade 9-10.)

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Recognize how and when to plan, revise, edit, rewrite, or try a new approach 	<ul style="list-style-type: none"> ▪ Recognize how and when to plan, revise, edit, rewrite, or try a new approach
<ul style="list-style-type: none"> ▪ Recognize significant information for the needs of audience and purpose 	<ul style="list-style-type: none"> ▪ Recognize significant information for the needs of audience and purpose
<ul style="list-style-type: none"> ▪ Develop and strengthen writing through conventions of writing 	<ul style="list-style-type: none"> ▪ Develop and strengthen writing through conventions of writing
<ul style="list-style-type: none"> ▪ Determine the focus through the consideration of purpose and audience 	<ul style="list-style-type: none"> ▪ Determine the focus through the consideration of purpose and audience

9-10.W.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Define flexible and dynamic display of information 	<ul style="list-style-type: none"> ▪ Evaluate products, individual or shared, for the purpose of updating and maintaining accuracy of information
<ul style="list-style-type: none"> ▪ Keep updated with current information 	<ul style="list-style-type: none"> ▪ Recognize technology’s capacity to link to information

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Research to Build and Present Knowledge

9-10.W.7 – 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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Conduct short research projects to answer a question 	<ul style="list-style-type: none"> ▪ Conduct sustained research projects to solve a problem
<ul style="list-style-type: none"> ▪ Narrow inquiry when appropriate 	<ul style="list-style-type: none"> ▪ Narrow or broaden inquiry when appropriate
<ul style="list-style-type: none"> ▪ Evaluate the credibility of sources 	<ul style="list-style-type: none"> ▪ Evaluate the credibility of sources
<ul style="list-style-type: none"> ▪ Use 2 or more resources 	<ul style="list-style-type: none"> ▪ Synthesize information from multiple sources

9-10.W.8 – Gather relevant information from multiple authoritative print and digital sources, using advance 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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify authoritative digital and print sources 	<ul style="list-style-type: none"> ▪ Assess the usefulness of each source in answering the research question
<ul style="list-style-type: none"> ▪ Use advance searches 	<ul style="list-style-type: none"> ▪ Use multiple advance searches
<ul style="list-style-type: none"> ▪ Evaluate source reliability 	<ul style="list-style-type: none"> ▪ Use information effectively
<ul style="list-style-type: none"> ▪ Define and identify plagiarism 	<ul style="list-style-type: none"> ▪ Recognize and avoid plagiarism

9-10.W.9 - Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Apply <i>grades 9-10 Reading standards to literature</i> (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, or how James Welch retells traditional Pikuni stories like “Star Boy” in his novel <i>Fools Crow</i>) 	<ul style="list-style-type: none"> ▪ Apply <i>grades 9-10 Reading standards to literature</i> (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, or how James Welch retells traditional Pikuni stories like “Star Boy” in his novel <i>Fools Crow</i>)
<ul style="list-style-type: none"> ▪ Apply <i>grade 9-10 Reading standards</i> 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”) 	<ul style="list-style-type: none"> ▪ Apply <i>grade 9-10 Reading standards</i> 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”)

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Range of Writing

9-10.W.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, purpose, and audiences).

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Write routinely over extended time frames (time for research, reflection, and revision) 	<ul style="list-style-type: none"> ▪ Write over shorter time frames (a single sitting or a day or two for a range of tasks, purpose, and audiences)

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

9-10.SL.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Conduct a thoughtful, well-reasoned exchange of ideas by coming to discussions prepared, having read and researched material under study; 	<ul style="list-style-type: none"> ▪ Maintain 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
<ul style="list-style-type: none"> ▪ Conduct a thoughtful, well-reasoned exchange of ideas by coming to discussions prepared to evidence from texts and other research on the topic 	<ul style="list-style-type: none"> ▪ Maintain conversations by actively incorporating others into the discussion
	<ul style="list-style-type: none"> ▪ Maintain conversations by clarifying, verifying, or challenging ideas and conclusions
	<ul style="list-style-type: none"> ▪ Respond thoughtfully to diverse perspectives by summarizing points of agreement and disagreement
	<ul style="list-style-type: none"> ▪ Respond thoughtfully to diverse perspectives by qualifying or justifying views and understanding and making new connections in light of the evidence and reasoning presented

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9-10.SL.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify information from multiple sources presented in diverse media 	<ul style="list-style-type: none"> ▪ Identify information from multiple sources presented in diverse media (visually)
<ul style="list-style-type: none"> ▪ Integrate multiple sources of information presented in diverse media formats 	<ul style="list-style-type: none"> ▪ Integrate multiple sources of information presented in diverse media formats
<ul style="list-style-type: none"> ▪ Evaluate the credibility and accuracy of sources 	<ul style="list-style-type: none"> ▪ Evaluate the credibility and accuracy of sources

9-10.SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Define and identify a speaker’s point of view 	<ul style="list-style-type: none"> ▪ Define and identify fallacious reasoning, as well as, exaggerated or distorted evidence in a speech
<ul style="list-style-type: none"> ▪ Define and identify a speaker’s reasoning 	<ul style="list-style-type: none"> ▪ Define and identify exaggerated or distorted evidence in a speech
<ul style="list-style-type: none"> ▪ Define and identify a speaker’s use of rhetoric and evidence 	

Presentation of Knowledge and Ideas

9-10.SL.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Present a clear, concise and logical presentation of information 	<ul style="list-style-type: none"> ▪ Present a clear, concise, and logical presentation of information and findings
<ul style="list-style-type: none"> ▪ Identify information, findings, and supporting evidence 	<ul style="list-style-type: none"> ▪ Present information using supporting evidence
	<ul style="list-style-type: none"> ▪ Present information using logical organization
	<ul style="list-style-type: none"> ▪ Present information using appropriate development

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9-10.SL.5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive element(s) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Recognize digital media and its uses 	<ul style="list-style-type: none"> ▪ Use digital media in presentations
<ul style="list-style-type: none"> ▪ Evaluate the usefulness of digital media in presentations to add interest 	<ul style="list-style-type: none"> ▪ Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence

9-10.SL.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 for specific expectations.)

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Describe audience, situation, and purpose 	<ul style="list-style-type: none"> ▪ Evaluate audience needs, including perceptions and misconceptions
<ul style="list-style-type: none"> ▪ Identify qualities of formal and informal speech 	<ul style="list-style-type: none"> ▪ Distinguish between formal and informal speech
<ul style="list-style-type: none"> ▪ Describe formal and informal setting 	<ul style="list-style-type: none"> ▪ Analyze the situation to determine if it requires formal or informal language

LANGUAGE STANDARDS

Conventions of Standard English

9-10.L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Use parallel structure for words and phrases in a list 	<ul style="list-style-type: none"> ▪ Use parallel structure for clauses in a list
<ul style="list-style-type: none"> ▪ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations 	<ul style="list-style-type: none"> ▪ Use various types of clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations

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9-10.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Use a semicolon to link two or more closely related independent clauses 	<ul style="list-style-type: none"> ▪ Use a semicolon and conjunctive adverb to link two or more closely related independent clauses
<ul style="list-style-type: none"> ▪ Use a colon to introduce a list 	<ul style="list-style-type: none"> ▪ Use a colon to introduce a quotation
<ul style="list-style-type: none"> ▪ Spell correctly 	<ul style="list-style-type: none"> ▪ Spell correctly
<ul style="list-style-type: none"> ▪ Use standard English capitalization 	<ul style="list-style-type: none"> ▪ Use standard English capitalization

Knowledge of Language

9-10.L.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Apply knowledge of language to understand how language functions in different contexts 	<ul style="list-style-type: none"> ▪ Apply knowledge of language to understand how language functions in different contexts
<ul style="list-style-type: none"> ▪ Apply knowledge of language to make effective choices for meaning or style 	<ul style="list-style-type: none"> ▪ Apply knowledge of language to make effective choices for meaning or style
<ul style="list-style-type: none"> ▪ Apply knowledge of language to comprehend more fully when reading or listening 	<ul style="list-style-type: none"> ▪ Apply knowledge of language to comprehend more fully when reading or listening
<ul style="list-style-type: none"> ▪ Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA</i>) appropriate for the discipline and writing type 	<ul style="list-style-type: none"> ▪ Recognize for variations in syntax
	<ul style="list-style-type: none"> ▪ Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA</i>) appropriate for the discipline and writing type

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Vocabulary Acquisition and Use

9-10.L.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 9-10 reading and content*, choosing flexibly from a range of strategies.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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>)
<ul style="list-style-type: none"> ▪ Consult general and specialize reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation of a word 	<ul style="list-style-type: none"> ▪ Use etymology to determine a word’s precise meaning and usage
<ul style="list-style-type: none"> ▪ Consult general and specialize reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to determine or clarify its precise meaning 	
<ul style="list-style-type: none"> ▪ Consult general and specialize reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to determine its part of speech 	

9-10.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify figures of speech 	<ul style="list-style-type: none"> ▪ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text
	<ul style="list-style-type: none"> ▪ Analyze nuances in the meaning of words with similar denotations

9-10.L.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.

Essential Skills and Knowledge	
Grade 9	Grade 10
<ul style="list-style-type: none"> ▪ Identify general academic and domain-specific words and phrase 	<ul style="list-style-type: none"> ▪ Make meaning of and use words and phrases important to the comprehension of academic and domain-specific words, accurately
<ul style="list-style-type: none"> ▪ Recognize and gather words and phrases important to comprehension or expression 	<ul style="list-style-type: none"> ▪ Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge
<ul style="list-style-type: none"> ▪ Identify appropriate resources to aid in gathering vocabulary knowledge 	<ul style="list-style-type: none"> ▪ Select appropriate resources to aid in gathering vocabulary knowledge

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