

# English/Language Arts

Grade 9-10

*Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. This document provides administrators, teachers, parents and other stakeholders with access to the standards, the progression of skills taught, and supporting information. These learning goals outline what a student should know and be able to do at the end of the current grade.*

*This document is best used in conjunction with the Boyd County Public School District's Writing Plan.*

Curriculum Framework Key: English/Language Arts

I=New Standard Introduced

O= Ongoing

M=Mastery

## SPEAKING AND LISTENING

*The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.*

Literacy Design Collaborative Resources that address multiple standards in this cluster						
<a href="#">TO BE OR NOT TO BE: The Evolution of Hamlet’s Personality</a> <a href="#">American Dream: Reality, Promise or Illusion? (The Great Gatsby)</a> <a href="#">Close Reading - First Read (Narrative Text)</a> <a href="#">Close Reading- Second Read (Asking Questions)</a> <a href="#">Close Reading - Third Read (Summarizing Narrative Text)</a> <a href="#">Hubris or a Search for Happiness: Comparing the portrayal of character in book and film versions of Into the Wild</a>			<a href="#">Final Word Protocol Note-Taking Sheets</a> <a href="#">Adversity Unit w/ Caged Bird</a> <a href="#">Cultural Conflict: Exploring Theme in Amy Tan's The Joy Luck Club</a> <a href="#">Whole Group Text Talk: Informational Texts</a> <a href="#">Deconstructed Teaching Task with "I Will ... " statements</a> <a href="#">Nazi Propaganda Techniques</a>			
Achieve the Core Resources that address multiple standards in this cluster						
<a href="#">“The Gettysburg Address” by Abraham Lincoln</a>			<a href="#">“Keep Memory Alive” – Elie Wiesel</a>			
Speaking and Listening Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
Comprehension and Collaboration						
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.	I	O	O	M	
SL.9-10.1.A	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	I	O	O	M	

	or issue to stimulate a thoughtful, well-reasoned exchange of ideas.					
SL.9-10.1.B	Work with peers to set rules for collegial discussions 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.	I	O	O	M	
SL.9-10.1.C	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.	I	O	O	M	
SL.9-10.1.D	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.	I	O	O	M	
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.	I	O	O	M	
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of	I	O	O	M	<a href="#">The Art of Persuasion: How Rhetorical Devices</a>

	evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.					<a href="#">Influence Audiences</a>
<b>Presentation of Knowledge and Ideas</b>						
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.	I	O	O	M	<a href="#">Index Card Shakespeare Graphics and Captions</a>
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.	I	O	O	M	
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 <a href="#">here</a> for specific expectations.)	I	O	O	M	

## READING – INFORMATIONAL

*The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.*

Literacy Design Collaborative Resources that address multiple standards in this cluster						
<a href="#">Citing Evidence for Claims</a> <a href="#">Predicting Social Behaviors of the Future (based on Fahrenheit 451)</a> <a href="#">Adversity Unit w/ Caged Bird</a> <a href="#">Rhetorical Analysis for Pre-AP English</a> <a href="#">Note-taking</a> <a href="#">Humor: How Does It Work?</a> <a href="#">Predicting Social Behaviors of the Future</a> <a href="#">You Can Run but You Can't Hide...</a>			<a href="#">Cultural Conflict: Exploring Theme in Amy Tan's The Joy Luck Club</a> <a href="#">The Odyssey: Which is more Important: the Journey or the Goal</a> <a href="#">Hero's Journey: Homer's Odyssey and Joseph Campbell</a> <a href="#">Timeline Notes</a> <a href="#">Using Textual Evidence to Analyze Literary Responses to Historical Events</a> <a href="#">Resilience in "The Children of Willesden Lane"</a>			
Achieve the Core Resources that address multiple standards in this cluster						
<a href="#">"The Gettysburg Address" by Abraham Lincoln</a>			<a href="#">"Keep Memory Alive" – Elie Wiesel</a>			
Reading Standards for Informational Text		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
Key Ideas and Details						
R.I.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.	I	O	O	M	<a href="#">Character Study Organizer</a> <a href="#">Final Word Protocol Note-Taking Sheets</a> <a href="#">What's in a Name?</a> <a href="#">Cornell Notes</a> <a href="#">Analyzing Writer's Craft: Text Features</a> <a href="#">Citing Evidence for Claims</a> <a href="#">List, Group, &amp; Label: Genre Study</a> <a href="#">Whole Group Text Talk: Informational Texts</a> <a href="#">Deconstructed Teaching Task with "I Will ... " statements</a>
R.I.9-10.2	Determine a central idea of a text and analyze its development over the	I	O	O	M	<a href="#">Active Reading Bookmark</a> <a href="#">Cornell Notes</a>

	course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.					<a href="#">"The Gettysburg Address" Close Reading Module</a>
R.I.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.	I	O	O	M	<a href="#">Character Study Organizer</a> <a href="#">TO BE OR NOT TO BE: The Evolution of Hamlet's Personality</a> <a href="#">SOAR Note-Taking &amp; Annotations</a> <a href="#">Into the Wild!</a>
<b>Craft and Structure</b>						
RI.9-10.4.4	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).	I	O	O	M	<a href="#">Possible Sentences</a> <a href="#">Nazi Propaganda Techniques</a> <a href="#">Elie Wiesel's Acceptance Speech Analysis</a> <a href="#">To read Shakespeare or not to read Shakespeare? That is the question</a>
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).	I	O	O	<u>M</u>	<a href="#">Cause and Effect Analysis</a> <a href="#">Analyzing Writer's Craft: Text Features</a> <a href="#">Into the Wild!</a>
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.	I	O	O	M	<a href="#">Letter to the Editor: Key Elements</a> <a href="#">What's in a Name?</a> <a href="#">Cause and Effect Analysis</a> <a href="#">Word Choice: Connotation and Denotation</a> <a href="#">Real-World Writing Purposes</a> <a href="#">"The Gettysburg Address" Close Reading Module</a> <a href="#">Elie Wiesel's Acceptance Speech Analysis</a>

<b>Integration of Knowledge and Ideas</b>						
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.	I	O	O	M	
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.	I	O	O	M	<a href="#">Text Selection Routine</a> <a href="#">The Art of Persuasion: How Rhetorical Devices Influence Audiences</a> <a href="#">SOAR Note-Taking &amp; Annotations</a> <a href="#">Citing Evidence for Claims</a> <a href="#">Text Selection Routine</a> <a href="#">Nazi Propaganda Techniques</a> <a href="#">To read Shakespeare or not to read Shakespeare? That is the question</a>
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.	I	O	O	M	
<b>Range of Reading and Level of Text Complexity:</b>						
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	I	O	O	M	<a href="#">Text Selection Routine</a> <a href="#">Active Reading Bookmark</a> <a href="#">List, Group, &amp; Label: Genre Study</a> <a href="#">Essential Vocabulary Worksheets</a> <a href="#">Text Selection Routine</a>

the high end of the grades 9-10 text complexity band independently and proficiently.					
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**READING: LITERATURE**

*The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.*

Literacy Design Collaborative Resources that address multiple standards in this cluster						
<a href="#">Existentialism and Kafka</a> <a href="#">American Dream: Reality, Promise or Illusion? (The Great Gatsby)</a> <a href="#">Close Reading - First Read (Narrative Text)</a> <a href="#">Close Reading- Second Read (Asking Questions)</a> <a href="#">Close Reading - Third Read (Summarizing Narrative Text)</a> <a href="#">Initial Annotations for Poetry</a> <a href="#">Note-taking</a> <a href="#">TPCASTT for Poetry Analysis</a> <a href="#">Hubris or a Search for Happiness: Comparing the portrayal of character in book and film versions of Into the Wild</a>			<a href="#">Words Matter: Diction and Orwell's "Shooting an Elephant"</a> <a href="#">Descriptive Language Analysis: The Odyssey</a> <a href="#">Examining "Coming of Age" Aspects through Bildungsroman Literature</a> <a href="#">Adversity Unit w/ Caged Bird</a> <a href="#">Beautiful Words and Powerful Meaning</a> <a href="#">Deconstructed Teaching Task with "I Will ... " statements</a> <a href="#">To Be Equal, or Not To Be Equal</a>			
Achieve the Core Resources that address multiple standards in this cluster						
Reading Literature Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
Key Ideas and Details						
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.		I	O	M	<a href="#">Character Casting</a> <a href="#">Evidence Analysis of Character Perspectives (Chart)</a> <a href="#">Small Group Rhetorical Analysis Work</a> <a href="#">Close Reading Notes for "On Turning Ten"</a> <a href="#">Selecting Evidence in Fiction to Answer Higher Order Questions</a> <a href="#">Quotation Selection</a> <a href="#">Analyzing Writer's Craft: Text Features</a> <a href="#">Citing Evidence for Claims</a>

						<a href="#">List, Group, &amp; Label: Genre Study</a>
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.		I	O	M	<a href="#">Close Reading Notes for "On Turning Ten"</a> <a href="#">Active Reading Bookmark</a>
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.		I	O	M	<a href="#">Character Casting</a> <a href="#">TO BE OR NOT TO BE: The Evolution of Hamlet's Personality</a> <a href="#">Tracking Character Development</a> <a href="#">SOAR Note-Taking &amp; Annotations</a> <a href="#">Shakespeare's Use of Conflict in Romeo and Juliet</a>
<b>Craft and Structure</b>						
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).		I	O	M	<a href="#">Small Group Rhetorical Analysis Work</a> <a href="#">Using Textual Evidence to Analyze Literary Responses to Historical Events</a> <a href="#">The Impact of Word Choice</a> <a href="#">How Word Choice and Tone Contribute to Meaning in Poetry</a>
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.		I	O	M	<a href="#">Active Reading: Creating Suspense</a> <a href="#">Cause and Effect Analysis</a> <a href="#">Analyzing Writer's Craft: Text Features</a>

.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.		I	O	M	<a href="#">Cause and Effect Analysis</a> <a href="#">What's in a Name?</a>
<b>Integration of Knowledge and Ideas</b>						
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).		I	O	M	<a href="#">Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners)</a>
RL.9-10.8	(RL.9-10.8 not applicable to literature)		I	O	M	
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).		I	O	M	<a href="#">Selecting Evidence in Fiction to Answer Higher Order Questions</a>
<b>Range of Reading and Level of Text Complexity:</b>						
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		I	O	M	<a href="#">Previewing Historical Fiction</a> <a href="#">Active Reading Bookmark</a> <a href="#">Index Card Shakespeare Graphics and Captions</a> <a href="#">List, Group, &amp; Label: Genre Study</a> <a href="#">Essential Vocabulary Worksheets</a> <a href="#">Text Selection Routine</a> <a href="#">The Impact of Word Choice</a>

proficiently.					
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**WRITING**

*The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.*

Literacy Design Collaborative Resources that address multiple standards in this cluster						
<a href="#">LDC Student Work Rubrics</a> <a href="#">Existentialism and Kafka</a> <a href="#">American Dream: Reality, Promise or Illusion? (The Great Gatsby)</a> <a href="#">Words Matter: Diction and Orwell's "Shooting an Elephant"</a> <a href="#">Examining "Coming of Age" Aspects through Bildungsroman Literature</a> <a href="#">Predicting Social Behaviors of the Future (based on Fahrenheit 451)</a> <a href="#">Humor: How Does It Work?</a> <a href="#">To Be Equal, or Not To Be Equal</a> <a href="#">Resilience in "The Children of Willesden Lane"</a>			<a href="#">Adversity Unit w/ Caged Bird</a> <a href="#">Beautiful Words and Powerful Meaning</a> <a href="#">Cultural Conflict: Exploring Theme in Amy Tan's The Joy Luck Club</a> <a href="#">The Odyssey: Which is more Important: the Journey or the Goal</a> <a href="#">Hero's Journey: Homer's Odyssey and Joseph Campbell</a> <a href="#">Using Textual Evidence to Analyze Literary Responses to Historical Events</a> <a href="#">Predicting Social Behaviors of the Future</a> <a href="#">You Can Run but You Can't Hide...</a>			
Achieve the Core Resources that address multiple standards in this cluster						
<a href="#">"The Gettysburg Address" by Abraham Lincoln</a>						
Writing Standards	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources	
Production and Distribution of Writing						
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.)	I	O	O	M	<a href="#">"Keep Memory Alive" – Elie Wiesel</a> <a href="#">Hubris or a Search for Happiness: Comparing the portrayal of character in book and film versions of Into the Wild</a>
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	I	O	O	M	<a href="#">Descriptive Language: Revision</a> <a href="#">Descriptive Writing Activity Using Sensory Details</a>

	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 <a href="#">here</a> .)					<a href="#">Small Group Rhetorical Analysis Work</a> <a href="#">Cornell Notes</a> <a href="#">Varied Sentence Beginnings - Verb Phrase</a> <a href="#">(Revision Skills for Young Writers)</a> <a href="#">The Impact of Word Choice</a>
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.	I	O	O	M	
<b>Research to Build and Present Knowledge</b>						
W.9-10.7	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.	I	O	O	M	
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	I	O	O	M	<a href="#">How to Cite Anything in MLA</a>

	ideas, avoiding plagiarism and following a standard format for citation.					
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I	O	O	M	<a href="#">Citing Evidence for Claims</a> <a href="#">Evidence Analysis of Character Perspectives (Chart)</a> <a href="#">Close Reading Notes for "On Turning Ten"</a> <a href="#">Quotation Selection</a> <a href="#">Index Card Shakespeare Graphics and Captions</a> <a href="#">Shakespeare's Use of Conflict in Romeo and Juliet</a> <a href="#">The Impact of Word Choice</a> <a href="#">How Word Choice and Tone Contribute to Meaning in Poetry</a>
W.9-10.9.A	Apply <i>grades 9-10 Reading standards</i> 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]").	I	O	O	M	
W.9-10.9.B	Apply <i>grades 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").	I	O	O	M	
<b>Range of Writing</b>						

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.	I	O	O	M	
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### LANGUAGE

Literacy Design Collaborative Resources that address multiple standards in this cluster						
<a href="#">American Dream: Reality, Promise or Illusion? (The Great Gatsby)</a> <a href="#">Close Reading - First Read (Narrative Text)</a> <a href="#">Close Reading- Second Read (Asking Questions)</a> <a href="#">Close Reading - Third Read (Summarizing Narrative Text)</a> <a href="#">Predicting Social Behaviors of the Future</a>			<a href="#">Predicting Social Behaviors of the Future (based on Fahrenheit 451)</a> <a href="#">Adversity Unit w/ Caged Bird</a> <a href="#">Cultural Conflict: Exploring Theme in Amy Tan's The Joy Luck Club</a> <a href="#">The Odyssey: Which is more Important: the Journey or the Goal</a>			
Achieve the Core Resources that address multiple standards in this cluster						
<a href="#">"The Gettysburg Address" by Abraham Lincoln</a>			<a href="#">"Keep Memory Alive" – Elie Wiesel</a>			
Language Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
Conventions of Standard English						
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	O	O	M	
L.9-10.1.A	Use parallel structure.*	I	O	O	M	
L.9-10.1.B	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.	I	O	O	M	
L.9-10.2	Demonstrate command of the	I	O	O	M	

	conventions of standard English capitalization, punctuation, and spelling when writing.					
L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	I	O	O	M	
L.9-10.2.B	Use a colon to introduce a list or quotation.	I	O	O	M	
L.9-10.2.C	Spell correctly.	I	O	O	M	
<b>Knowledge of Language</b>						
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.	I	O	O	M	<a href="#">Understanding Citation Systems</a>
L.9-10.3.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.	I	O	O	M	
<b>Vocabulary Acquisition and Use</b>						
L.9-10.4	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.	I	O	O	M	
L.9-10.4.A	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.	I	O	O	M	

L.9-10.4.B	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> ).	I	O	O	M	
L.9-10.4.C	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.	I	O	O	M	
L.9-10.4.D	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).	I	O	O	M	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	O	O	M	<a href="#">Varied Sentence Beginnings - Verb Phrase (Revision Skills for Young Writers)</a> <a href="#">The Impact of Word Choice</a>
L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	I	O	O	M	
L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.	I	O	O	M	
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.	I	O	O	M	

**WRITING: INFORMATIVE/EXPLANATORY**

**Writing Standard 2: Informative/Explanatory (W.9-10.2)**

*Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.*

Literacy Design Collaborative Resources that address multiple standards in this cluster						
<a href="#">LDC Student Work Rubric Informational/Explanatory Rhetorical Analysis for Pre-AP English</a> <a href="#">Existentialism and Kafka</a> <a href="#">TO BE OR NOT TO BE: The Evolution of Hamlet’s Personality</a> <a href="#">American Dream: Reality, Promise or Illusion? (The Great Gatsby)</a> <a href="#">The Art of Persuasion: How Rhetorical Devices Influence Audiences</a> <a href="#">Nazi Propaganda Techniques</a> <a href="#">Humor: How Does It Work?</a> <a href="#">"The Gettysburg Address" Close Reading Module</a> <a href="#">Resilience in "The Children of Willesden Lane"</a> <a href="#">You Can Run but You Can’t Hide...</a> <a href="#">The Impact of Word Choice</a>			<a href="#">Words Matter: Diction and Orwell's "Shooting an Elephant"</a> <a href="#">Examining "Coming of Age" Aspects through Bildungsroman Literature</a> <a href="#">Adversity Unit w/ Caged Bird</a> <a href="#">Beautiful Words and Powerful Meaning</a> <a href="#">Cultural Conflict: Exploring Theme in Amy Tan's The Joy Luck Club</a> <a href="#">Using Textual Evidence to Analyze Literary Responses to Historical Events</a> <a href="#">Shakespeare's Use of Conflict in Romeo and Juliet</a> <a href="#">To Be Equal, or Not To Be Equal</a> <a href="#">Hubris or a Search for Happiness: Comparing the portrayal of character in book and film versions of Into the Wild</a> <a href="#">Elie Wiesel's Acceptance Speech Analysis</a>			
Achieve the Core Resources that address multiple standards in this cluster						
<a href="#">"The Gettysburg Address" by Abraham Lincoln</a>						
Writing Informative/explanatory Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
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.	I	O	O	M	

W.9-10.2.A	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.	I	O	O	M	
W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	I	O	O	M	<a href="#">Into the Wild!</a>
W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	I	O	O	M	
W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	I	O	O	M	
W.9-10.2.E	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	I	O	O	M	
W.9-10.2.F	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).	I	O	O	M	

**WRITING: OPINION**

**Writing Standard 1: Opinion (W.9-10.1)**

*Write opinion pieces to support claims with clear reasons and relevant evidence.*

Literacy Design Collaborative Resources that address multiple standards in this cluster						
<a href="#">LDC Student Work Rubric Opinion</a> <a href="#">Predicting Social Behaviors of the Future (based on Fahrenheit 451)</a> <a href="#">Selecting Evidence in Fiction to Answer Higher Order Questions</a> <a href="#">To Be Equal, or Not To Be Equal</a> <a href="#">Predicting Social Behaviors of the Future</a>			<a href="#">Beautiful Words and Powerful Meaning</a> <a href="#">The Odyssey: Which is more Important: the Journey or the Goal</a> <a href="#">Quotation Selection</a> <a href="#">Ethos, Pathos, Logos</a> <a href="#">To read Shakespeare or not to read Shakespeare? That is the question</a>			
Achieve the Core Resources that address multiple standards in this cluster						
<a href="#">"Keep Memory Alive" – Elie Wiesel</a>						
Opinion Writing Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
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.		I	O	M	
W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.		I	O	M	
W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and		I	O	M	

	limitations of both in a manner that anticipates the audience's knowledge level and concerns.					
W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		I	O	M	
W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		I	O	M	
W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.		I	O	M	

**WRITING: NARRATIVE**

**Writing Standard 3: Informative/Explanatory (W.9-10.3)**

*Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*

Literacy Design Collaborative Resources that address multiple standards in this cluster					
<a href="#">Descriptive Language: Revision</a>			<a href="#">Hero's Journey: Homer's Odyssey and Joseph Campbell</a>		
Achieve the Core Resources that address multiple standards in this cluster					
<b>Writing Narrative Standards</b>	<b>1<sup>st</sup> 9 weeks</b>	<b>2<sup>nd</sup> 9 weeks</b>	<b>3<sup>rd</sup> 9 weeks</b>	<b>4<sup>th</sup> 9 weeks</b>	<b>Resources</b>
W.9-10.3	Write narratives to develop real or		I	M	<a href="#">Descriptive Writing Activity Using Sensory</a>

	imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					<a href="#">Details</a>
W.9-10.3.A	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.			I	M	
W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			I	M	
W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			I	M	
W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			I	M	<a href="#">Descriptive Writing Activity Using Sensory Details</a>
W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			I	M	