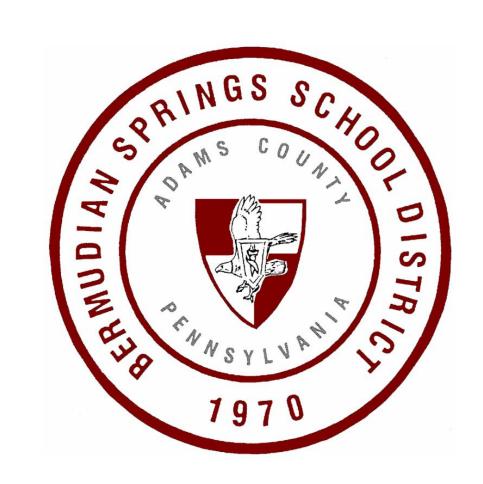# Bermudian Springs Pennsylvania Core Standards
English/Language Arts Framework
Grades 9-10

INTRODUCTION

Grade 9 - The Pennsylvania Core Standards challenge students in Grade 9 to investigate a wide range of literary genres as well as delve deeply into substantive, complex expository works of nonfiction such that they can "read like a detective" and uncover critical clues for building analyses of texts. Entering high school, students become increasingly aware of the choices authors make and how writers emphasize particular examples or details and stitch them together into a choherent whole. At this stage of their acadmic careers, students provide objective summaries that incorporate both inferences drawn from the text and citations extracted directly from what they have read. Students study the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature.

Grade 10 - The Pennsylvania Core Standards challenge students in Grade 10 to both examine a diverse set of literary genres and pursue their investigation of substantive, complex expository works of nonfiction such that they become adept investigators and can analyze the meaning of both literary and nonfiction works. By grade 10, students firmly grasp how authors craft their prose and how writers make their argument(s) cohere. Students are adept at comparing and contrasting how ideas, themes or concepts are presented in two different artistic mediums in which different details are emphasized. Students are asked to analyze the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature.

English/Language Arts - Long Term Transfer Goals

Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

1.2 – INFORMATIONAL TEXT - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Key Ideas and Details Main Idea*

STANDARD: CC.1.2.9-10.A 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.

Anchor Descriptor: L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
Eligible Content:

- **L.N.1.1.1 -** Identify and/or analyze the author's intended purpose of a text.

Anchor Descriptor: L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
Eligible Content:

- **L.N.1.3.2 -** Summarize the key details and events of a nonfictional text, in part or as a whole.

Anchor Descriptor: L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
Eligible Content:

- **L.N.2.3.3 -** Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of nonfiction:
  <u>Note</u>: Plot may also be called action.
a. elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
b. the relationship between elements of the plot and other components of a text
c. how the author structures plot to advance the action.

Key Concepts	Key Vocabulary
Determine central idea, analyze development of idea, analyze how idea emerges, analyze details, provide summary	Purpose, Objective Vs. Subjective, Key Details, Plot (Expositions, Conflict, Rising Action, Climax, Falling Action, Resolution)

Competencies   *Describe what students should be able to do (key skills) as a result of this instruction*

- Comprehend and evaluate complex texts to determine and analyze relationships between central ideas across a range of types and disciplines.
- Summarize other media to recognize, understand, and appreciate multiple perspectives and cultures in order to be a critical consumer of texts.
- Create portfolios that include a variety of texts, projects, and evaluations.

1.2 – INFORMATIONAL TEXT - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Key Ideas and Details Text Analysis*

STANDARD: CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Anchor Descriptor: L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
    Eligible Content:

- **L.N.1.1.2 -** Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

Anchor Descriptor: L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
    Eligible Content:

- **L.N.1.3.1 -** Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
    - o Note: Items may target specific paragraphs.

Anchor Descriptor: L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
    Eligible Content:

- **L.N.2.1.1 -** Make inferences and/or draw conclusions based on analysis of a text.
- **L.N.2.1.2 -** Cite evidence from a text to support generalizations.

Key Concepts	Key Vocabulary
Cite textual evidence, Support analysis of explicit and inferred information, Support conclusions based on author's assumptions and beliefs	Explicit Vs. Implicit, Inference, Assumption, Purpose, Supporting Details, Conclusions, Textual Evidence

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Classify explicit or inferential information using textual evidence across a range of types and disciplines
- Create conclusions based on author's implicit and explicit assumptions and beliefs.
- Illustrate understanding of text using citation of explicit and specific textual evidence.
- Create portfolios that include a variety of texts, projects, and evaluations.

1.2 – INFORMATIONAL TEXT -– Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Key Ideas and Details Text Analysis Analysis Development/Connections?*

STANDARD: 1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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.

Anchor Descriptor: L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
Eligible Content:

- **L.N.1.1.3 -** Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

Anchor Descriptor: L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
Eligible Content:

- **L.N.1.3.3 -** Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.

Anchor Descriptor: L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
Eligible Content:

- **L.N.2.3.3 -** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:
- Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- **L.N.2.3.5 -** Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
  - the relationship between the tone, style, and/or mood and other components of a text
  - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
  - how diction, syntax, figurative language, sentence variety, etc., determine the author's style

Anchor Descriptor: L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.

Eligible Content:

- **L.N.2.4.1 -** Identify, analyze, and evaluate the structure and format of complex informational texts.
- **L.N.2.4.2 -** Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- **L.N.2.4.3 -** Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

Key Concepts	Key Vocabulary
Apply appropriate strategies, Analyze structure, transitions, connections, Interpret structure, transitions, connections, Evaluate structure, transitions, connections	Points, Plot (Expositions, Conflict, Rising Action, Climax, Falling Action, Resolution), Tone, Style, Mood, Voice, Speaker, Structure And Format, Sequence Of Steps, Headings, Graphics, Charts

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Classify complex sets of ideas, sequences of events, or specific individuals across a range of types and disciplines.
- Analyze the interaction of various sets of information to create understanding of what the text is really about.
- Create portfolios that include a variety of texts, projects, and evaluations.

1.2 – INFORMATIONAL TEXT - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Craft and Structure: Point of View*

STANDARD: CC.1.2.9-10.D   Determine an author's particular point of view and analyze how rhetoric advances the point of view.

Anchor Descriptor: L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
        Eligible Content:

- **L.N.2.3.6 -** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
    - the point of view of the narrator as first person or third person point of view
    - the impact of point of view on the meaning of a text as a whole

Key Concepts	Key Vocabulary
Determine point of view, Analyze rhetorical devices	Point of View, First Person, Third Person, Rhetorical Devices

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify and describe author's point of view and purpose across a range of types and disciplines.
- Analyze author's point of view and purpose using various media to recognize, understand, and appreciate multiple perspectives and cultures in order to be a critical consumer of texts.
- Illustrate understanding of the content and style across a range of types and disciplines of a text.
- Create portfolios that include a variety of texts, projects, and evaluations.

1.2 – INFORMATIONAL TEXT -– Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Craft and Structure- Text Structure*

STANDARD: CC.1.2.9-10.E   Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Anchor Descriptor: L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
Eligible Content:

- **L.N.1.1.3 -** Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

Anchor Descriptor: L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
Eligible Content:

- **L.N.2.3.4 -** Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period

Anchor Descriptor: L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
Eligible Content:

- **L.N.2.4.1 -** Identify, analyze, and evaluate the structure and format of complex informational texts.
- **L.N.2.4.2 -** Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- **L.N.2.4.3 -** Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- **L.N.2.4.4 -** Make connections between a text and the content of graphics and charts.
- **L.N.2.4.5 -** Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

Key Concepts	Key Vocabulary
Analyze development of ideas and claims, Analyze sentences, paragraphs, larger text portions	Author's Ideas Or Claims, Theme, Contemporary Issues, Motifs, Universal Characters, Genres, Text Structure, Sequence Of Steps, Headings, Graphics, Charts

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Comprehend author's use of exposition, argument, and text structure across a range of types and disciplines.
- Evaluate author's use of exposition, argument, and text structure across a range of types and disciplines for effectiveness of purpose.
- Create portfolios that include a variety of texts, projects, and evaluations to include clear, convincing, and engaging exposition, argument, and structure.

1.2 – INFORMATIONAL TEXT - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Craft and Structure: Vocabulary*

STANDARD: CC.1.2.9-10.F   Analyze how words and phrases shape meaning and tone in texts.

Anchor Descriptor: L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
<u>Eligible Content:</u>

- **L.N.1.1.4 -** Explain how an author's use of key words or phrases in text informs and influences the reader.

Key Concepts	Key Vocabulary
Analyze words, phrases, tone	Tone, Key Words

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Define strategies and resources that help one's ability to figure out unknown vocabulary across a variety of texts.
- Create an expanded vocabulary that enhances one's ability to express ideas and information across a variety of texts.
- Understand and explain an author's use of words and phrases to create meaning and tone across a variety of texts.
- Create portfolios that include a variety of texts, projects, and evaluations.

1.2 – INFORMATIONAL TEXT -– Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Integration of Knowledge and Ideas Diverse Media*

STANDARD: CC.1.2.9-10.G 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.

Anchor Descriptor: L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
<u>Eligible Content:</u>

- **L.N.2.2.1 -** Analyze how literary form relates to and/or influences meaning of a text.
- **L.N.2.2.3 -** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

Anchor Descriptor: L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
<u>Eligible Content:</u>

- **L.N.2.4.4 -** Make connections between a text and the content of graphics and charts.

Key Concepts	Key Vocabulary
Analyze same story different mediums, Determine emphasis of each	Medium Of Presentation, Literary Form, Graphics , Charts

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Comprehend and evaluate complex texts to determine and analyze relationships between central ideas across a range of types and disciplines to create a clear, coherent message.
- Summarize other media to recognize, understand, and appreciate multiple perspectives and cultures in order to be a critical consumer of texts.
- Create portfolios that include a variety of texts, projects, and evaluations to address task, purpose, perspective, and intended audience.

1.2 – INFORMATIONAL TEXT - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Integration of Knowledge and Ideas Evaluating Arguments*

STANDARD: CC.1.2.9-10.H   Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

Anchor Descriptor: L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Eligible Content:

- **L.N.2.5.4 -** Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- **L.N.2.5.6 -** Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Key Concepts	Key Vocabulary
Delineate specific claims, Evaluate specific claims, Assess validity of argument, Assess relevance of argument	Argument, Specific Claims, Validity, Relevance, Bias, Propaganda, Author's Defense Of A Claim

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Summarize, comprehend and evaluate a work, event, moment, or figure that strongly influences information across a range of types and disciplines.
- Analyze a work, event, moment, or figure that strongly influences information across a range of types and disciplines for understanding of a text's reason, premise, purpose, and argument.
- Create portfolios that include a variety of texts, projects, and evaluations that gather evidence to create a clear and coherent message related to a seminal text.

1.2 – INFORMATIONAL TEXT - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Integration of Knowledge and Ideas Analysis Across Texts*

STANDARD: CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Anchor Descriptor: L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
 Eligible Content:
- **L.F.1.2.1-** Identify and/or apply a synonym or antonym of a word used in a text.
- **L.F.1.2.2-** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- **L.F.1.2.3** -Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- **L.F.1.2.4-** Draw conclusions about connotations of words.

Key Concepts	Key Vocabulary
Analyze seminal US documents, Analyze themes and concepts	Seminal, Themes, Concepts

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Examine foundational U.S. and world documents of historical, political, and literary significance.
- Identify and analyze foundational U.S. and world documents for theme, purpose, and rhetorical features.
- Create conclusions based on textual theme, purpose, and rhetoric across a variety of significant historical, political, and literary text.
- Create portfolios that include a variety of texts, projects, and evaluations that illustrate understanding of significant, foundational U.S. and world documents.

1.2 – INFORMATIONAL TEXT - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Vocabulary Acquisition and Use*

STANDARD: CC.1.2.9-10.J   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.

Anchor Descriptor: L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
    Eligible Content:
- **L.N.1.2.1 -** Identify and/or apply a synonym or antonym of a word used in a text.
- **L.N.1.2.2 -** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- **L.N.1.2.3 -** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- **L.N.1.2.4 -** Draw conclusions about connotations of words

Key Concepts	**Key Vocabulary**
Acquire college and career ready vocabulary, Use college and career ready vocabulary, Demonstrate independence in acquiring vocabulary	Synonym, Antonym, Affix, Context Clues, Multiple-Meaning Words Ambiguous Words, Connotations

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Define strategies and resources that help define academic and domain specific words and phrases across a variety of texts that are adequate for reading, writing, speaking, and listening at a college and career ready state.
- Independently create an expanded vocabulary that includes academic and domain specific words and phrases to express ideas and information across a variety of texts.
- Create portfolios that include a variety of texts, projects, and evaluations that demonstrate academic and domain specific words and phrases.

1.2 – INFORMATIONAL TEXT - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Standard Strand/Domain: *Vocabulary Acquisition and Use*

STANDARD: CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Anchor Descriptor: L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
  <u>Eligible Content:</u>
  - **L.N.1.2.1 -** Identify and/or apply a synonym or antonym of a word used in a text.
  - **L.N.1.2.2 -** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
  - **L.N.1.2.3 -** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
  - **L.N.1.2.4 -** Draw conclusions about connotations of words

Key Concepts	Key Vocabulary
Determine meaning of unknown and multiple meaning words and phrases, Clarify meaning of unknown and multiple meaning words and phrases, Choose from a range of strategies	Synonym, Antonym, Affix, Context Clues, Connotations

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Define strategies and resources that help one's ability to figure out unknown vocabulary across a variety of grade level appropriate texts.
- Create an expanded vocabulary that enhances one's ability to express ideas and information across a variety of grade level appropriate texts.
- Create portfolios that include a variety of texts, projects, and evaluations of grade level appropriate vocabulary through a range of tools and strategies.

1.2 – INFORMATIONAL TEXT - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

Domain: *Range of Reading*

STANDARD: CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Anchor Descriptor: L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
    <u>Eligible Content:</u>

- **L.N.2.2.2 -** Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

Key Concepts	Key Vocabulary
Read literary nonfiction and informational text, Comprehend literary nonfiction and informational text, Read independently and proficiently	Fiction, Literary Nonfiction

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Define strategies and resources that help comprehend and evaluate literary non-fiction and information text on grade level.
- Summarize independently read literary non-fiction and information texts on grade level across a variety of disciplines in order to construct meaning.
- Create portfolios that include a variety of independently read and analyzed texts, projects, and evaluations to demonstrate comprehension and proficiency of reading on grade level.

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

DOMAIN:: Key Ideas and Details- Theme

STANDARD: CC.1.3.9-10.A – 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.

Anchor Descriptor: L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
   Eligible Content:
   - **L.F.1.1.1 -**Identify and/or analyze the author's intended purpose of a text.
   - **L.F.1.1.2-**Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

Anchor Descriptor: L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
   Eligible Content:
   - **L.F.1.3.1-**Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
       - Note: Items may target specific paragraphs.
   - **L.F.1.3.2-**Summarize the key details and events of a fictional text, in part or as a whole.

Anchor Descriptor: L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
   Eligible Content:
   - **L.F.2.1.1** Make inferences and/or draw conclusions based on analysis of a text.
   - **L.F.2.1.2** Cite evidence from a text to support generalizations.

Anchor Descriptor: L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
   Eligible Content:
   - **L.F.2.3.1** Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. •• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text •• the relationship between characters and other components of a text •• the development of complex characters and their roles and functions within a text
   - **L.F.2.3.2** Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: •• the relationship between setting and other components of a text (character, plot, and other key literary elements)
   - **L.F.2.3.3** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. •• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) •• the relationship between elements of the plot and other components of a text •• how the author structures plot to advance the action

- **L.F.2.3.4** Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: •• the relationship between the theme and other components of a text •• comparing and contrasting how major themes are developed across genres •• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres •• the way in which a work of literature is related to the themes and issues of its historical period
- **L.F.2.3.5** Explain, interpret, compare, describe,analyze, and/or evaluate tone, style, and/ormood in a variety of fiction:•• the relationship between the tone, style,and/or mood and other components ofa text•• how voice and choice of speaker(narrator) affect the mood, tone, and/ormeaning of a text•• how diction, syntax, figurative language ,sentence variety, etc., determine the author's style
- **L.F.2.3.6** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: •• the point of view of the narrator as first person or third person point of view •• the impact of point of view on the meaning of a text as a whole

Key Concepts	Key Vocabulary
Determine the theme and central idea of a text, Analyze details and the development of text, Summarize the objective of a text	Theme, Central Idea , Specific Detail, Objective , Summary

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Comprehend and evaluate complex texts to determine and analyze relationships between central ideas across a range of types and disciplines.
- Summarize other media to recognize, understand, and appreciate multiple perspectives and cultures in order to be a critical consumer of texts.
- Create portfolios that include a variety of texts, projects, and evaluations.

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Key Ideas and Details Text Analysis*

STANDARD: CC. 1.3.9-10.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Anchor Descriptor: L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
> **Eligible Content***:*
- **L.F.1.1.1-**Identify and/or analyze the author's intended purpose of a text.
- **L.F.2.1.2-**Cite evidence from a text to support generalizations.
- **L.F.1.3.1-**Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
    Note: Items may target specific paragraphs.

Key Concepts	**Key Vocabulary**
Cite Textual Evidence, Support Analysis, Infer author's beliefs	Textual Evidence, Explicit, Inference, Assumption, Belief,

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*

- Classify explicit or inferential information using textual evidence across a range of types and disciplines.
- Create conclusions based on author's implicit and explicit assumptions and beliefs.
- Illustrate understanding of text using citation of explicit and specific textual evidence.
- Create portfolios that include a variety of texts, projects, and evaluations.

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Key Ideas and Details – Literary Elements*

STANDARD: CC.1.3.9-10.C - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme

Anchor Descriptor: L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
   Eligible Content:
- **L.F.1.1.3** - Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

Anchor Descriptor: L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
   Eligible Content:
- **L.F.1.3.1**- Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- **L.F.1.3.2-** Summarize the key details and events of a fictional text, in part or as a whole.

Anchor Descriptor: L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
   Eligible Content:
- **L.F.2.3.1** - Explain, interpret, compare, describe, analyze, and/or evaluate <u>character</u> in a variety of fiction: <u>Note</u>: Character may also be called narrator or speaker.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
  - the relationship between characters and other components of a text
  - the development of complex characters and their roles and functions within a text
- **L.F.2.3.4** - Explain, interpret, compare, describe, analyze, and/or evaluate <u>theme</u> in a variety of fiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period

Key Concepts	Key Vocabulary
Analyze complex character development, Analyze how characters interact with each others. Analyze how characters advance plot and develop theme	Complex Characters, Motive, Dialogue, Evaluate, Narrator, Speaker

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- Identify author choices about development of elements of texts across a range of disciplines.
- Explain the author's purpose in making specific choices relating to elements of a story or drama across a range of disciplines.
- Create portfolios that include a variety of texts, projects, and evaluations that illustrate an understanding of characterization and motive using author's choices.

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Craft and Structure – Point of View*

STANDARD: CC.1.3.9-10.D – Determine an author's particular point of view and analyze how rhetoric advances the point of view.

Anchor Descriptor: L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
  Eligible Content:
  - **L.F.2.3.6-** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
    • the point of view of the narrator as first person or third person point of view
    • the impact of point of view on the meaning of a text as a whole

Key Concepts	Key Vocabulary
Determine author's point of view, analyze rhetoric	Rhetoric, First Person, Third Person

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify and describe author's point of view and purpose across a range of types and disciplines.
- Analyze author's point of view and purpose using various media to recognize, understand, and appreciate multiple perspectives and cultures in order to be a critical consumer of texts.
- Illustrate understanding of the content and style across a range of types and disciplines of a text.
- Create portfolios that include a variety of texts, projects, and evaluations.

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Craft and Structure – Text Structure*

STANDARD: CC.1.3.9-10.E – Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

Anchor Descriptor: L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
Eligible Content:
- **L.F.1.1.3-** Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

Anchor Descriptor: L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
Eligible Content:
- **L.F.2.3.2-** Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- **L.F.2.3.3-** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:
  - o Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
  -

Anchor Descriptor: L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
Eligible Content:
- **L.F.2.5.1-** Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- **L.F.2.5.3-** Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

Key Concepts	Key Vocabulary
Analyze how text structure, event order, and time manipulation create an effect	Text Structure, Plot (Exposition, Conflict, Rising Action, Climax, Falling Action, Resolution), Flashback, Foreshadow

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Comprehend author's use of text structure across a range of types and disciplines.
- Evaluate author's use of text structure across a range of types and disciplines for effectiveness of purpose.
- Compare and contrast text structure across a variety of types and disciplines for effectiveness through sentence, paragraph, and larger structures
- Create portfolios that include a variety of texts, projects, and evaluations to include a clear understanding of text structure.

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Craft and Structure – Vocabulary*

STANDARD: CC.1.3.9-10.F – Analyze how words and phrases shape meaning and tone in texts

Anchor Descriptor: L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
Eligible Content:
- **L.F.2.3.5-** Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
  - the relationship between the tone, style, and/or mood and other components of a text
  - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
  - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
  -
Anchor Descriptor: L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
Eligible Content:
- **L.F.2.5.1-** Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

Key Concepts	Key Vocabulary
Analyze how words and phrases create meaning and tone.	Tone, Mood, Interpret, Personification, Simile, Metaphor, Hyperbole, Satire, Foreshadowing, Flashback, Imagery, Allegory, Symbolism, Dialect, Allusion, Irony

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Define strategies and resources that help one's ability to figure out unknown vocabulary across a variety of texts.
- Create an expanded vocabulary that enhances one's ability to express ideas and information across a variety of texts.
- Understand and explain an author's use of words and phrases to create meaning and tone across a variety of texts.
- Create portfolios that include a variety of texts, projects, and evaluations.

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Integration of Knowledge and Idea- Sources of Information*
STANDARD: CC.1.3.9-10.G – Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
Anchor Descriptor: L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.   **Eligible Content:**   • **L.F.2.2.1** Analyze how literary form relates to and/or influences meaning of a text.   • **L.F.2.2.3** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.   • **L.F.2.2.4** Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.   **Anchor Descriptor: L.F.2.5** Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.   **Eligible Content:**   • **L.F.2.5.2** Identify, explain, and analyze the structure of poems and sound devices.   • **L.F.2.5.3** Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

Key Concepts	Key Vocabulary
Compare and contrast a subject or scene in two different mediums.	Artistic Mediums, Tone, Characterization, Editing, Literary Devices

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Comprehend and evaluate complex texts to determine and analyze relationships between multiple interpretations of literature across a range of types and disciplines to create a clear, coherent message.
- Summarize other media to recognize, understand, and appreciate multiple perspectives and cultures in order to be a critical consumer of literary texts.
- Create portfolios that include a variety of texts, projects, and evaluations to address various interpretations

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Integration of Knowledge and Ideas – Text Analysis*

STANDARD: CC.1.3.9-10.H – Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Anchor Descriptor: L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms
    Eligible Content:
- **L.F.2.2.2-** Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

Anchor Descriptor: L.F.2.4 Use appropriate strategiesto interpret and analyze the universal significanc eof literary fiction.
    Eligible Content:
- **L.F.2.4.1-** Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

Key Concepts	*Key Vocabulary*
Analyze how an author draws on elements from source material	Theme, Topic, Character Types, Genres

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Summarize, comprehend and evaluate a foundational work of literature that strongly influences information across a range of types and disciplines.
- Analyze a work of literature across a range of types and disciplines for understanding of genres during specific periods of literature (i.e. Victorian, Renaissance).
- Compare and contrast the themes and topics surrounding different genres of literary texts during specific periods of literature.
- Create portfolios that include a variety of texts, projects, and evaluations that gather evidence to create a clear and coherent understanding of foundational works of literature.

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Vocabulary Acquisition and Use Strategies*

STANDARD: CC.1.3.9-10.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Anchor Descriptor: L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
    Eligible Content*:*
- **L.F.1.2.1-** Identify and/or apply a synonym or antonym of a word used in a text.
- **L.F.1.2.2-** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- **L.F.1.2.3-** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- **L.F.1.2.4-** Draw conclusions about connotations of words.

Key Concepts	Key Vocabulary
Determine and clarify vocabulary meaning based on context.	Synonym, Antonym, Affix, Ambiguous, Connotations

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Define strategies and resources that help one's ability to figure out unknown vocabulary across a variety of grade level appropriate texts.
- Create an expanded vocabulary that enhances one's ability to express ideas and information across a variety of grade level appropriate texts.
- Create portfolios that include a variety of texts, projects, and evaluations of grade level appropriate vocabulary through a range of tools and strategies.

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Vocabulary Acquisition and Use Strategies*

STANDARD: CC.1.3.9-10.J – Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

Anchor Descriptor: L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
Eligible Content:
- **L.F.1.2.1-** Identify and/or apply a synonym or antonym of a word used in a text.
- **L.F.1.2.2-** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- **L.F.1.2.3-** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- **L.F.1.2.4-** Draw conclusions about connotations of words.

Key Concepts	Key Vocabulary
Demonstrate understanding across content areas, figurative language, and shades of meaning	Figurative Language, Synonym, Antonym, Affix

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Define strategies and resources that help define academic and domain specific words and phrases across a variety of texts that are adequate for reading, writing, speaking, and listening at a college and career ready state.
- Independently create an expanded vocabulary that includes academic and domain specific words and phrases to express ideas and information across a variety of texts.
- Create portfolios that include a variety of texts, projects, and evaluations that demonstrate academic and domain specific words and phrases

1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Range of Reading*

STANDARD: **CC.1.3.9-10.K –** Read and comprehend literary fiction on grade level, reading independently and proficiently

Anchor Descriptor: L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
   Eligible Content:
   - **L.F.1.3.1**- Identify and/or explain stated or implied main ideas and relevant supporting detailsfrom a text. Note: Items may target specific paragraphs.
   - **L.F.1.3.2-** Summarize the key details and events of a fictional text, in part or as a whole.

Anchor Descriptor:
   Eligible Content:
   - **L.N.2.2.2-** Compare and evaluate the characteristics that distinguish fiction from literary nonfiction

Key Concepts	**Key Vocabulary**
Read and comprehend fiction independently	Figurative Language, Synonym , Antonym, Affix

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*

- Define strategies and resources that help comprehend and evaluate literary fiction on grade level.
- Summarize independently read literary fiction on grade level across a variety of disciplines in order to construct meaning.
- Create portfolios that include a variety of independently read and analyzed texts, projects, and evaluations to demonstrate comprehension and proficiency of reading on grade level.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Informative/Explanatory*

STANDARD: CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Eligible Content:
- **C.E.1.1.3 -**Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/ solution, process analysis).

Key Concepts	Key Vocabulary
Write (informative and explanatory) texts, Examine (complex) ideas, Convey concepts and information	Informative, Explanatory, Compare/Contrast, Cause/Effect, Problem/Solution, Process Analysis

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify complex ideas, concepts, and information to be used in an informative/explanatory piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Informative/Explanatory Focus*

STANDARD: 1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.

Anchor Descriptor: C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas.
    <u>Eligible Content:</u>
- **C.E.1.1.1 -** Write with a sharp controlling point and an awareness of the audience and expository task.

Key Concepts	Key Vocabulary
Write with a (sharp and distinct) focus, Identify topic, task and audience	Focus, Topic, Task, Audience, Controlling Point (Thesis)

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify a clear topic, task, and audience to be used in an informative/explanatory piece of writing.
- Create a final written work that displays a sharp, controlling point and awareness of audience and task.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Informative/Explanatory: Content*

STANDARD: 1.4.9-10.C - Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Anchor Descriptor: C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas.
    <u>Eligible Content:</u>
- **C.E.1.1.2 -** Demonstrate an understanding of the purpose with relevant information, content, and details.

Key Concepts	Key Vocabulary
Develop topic (with facts), Analyze definitions, (concrete) details, quotations, and text based evidence	Analyze, Quotations

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify significant and relevant facts, extended definitions, and concrete details to be used in an informative/explanatory piece of writing.
- Analyze and use graphics and multimedia to establish a clear and accurate informative/explanatory final product.
- Create a final written work that displays an understanding of relevant information, content, and details for purpose.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Informative/Explanatory: Organization*

STANDARD: 1.4.9-10.D - Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

Anchor Descriptor: C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas.
    Eligible Content:
- **C.E.1.1.3 -** Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/ solution, process analysis).

Key Concepts	Key Vocabulary
Organize ideas, concepts, and information, Make connections and distinctions, Use (appropriate and varied) transitions, Include formatting , Provide conclusion	Transitions, Formatting, Conclusion

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify the elements that build complex ideas, concepts, and information to be used in an informative/explanatory piece of writing.
- Analyze and use appropriate transitions and syntax to link ideas, concepts, and information to establish a clear and accurate informative/explanatory final product.
- Create a final written work that displays appropriate organizational strategies for expository writing.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear, accurate, properly formatted final informative/explanatory product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Informative/Explanatory: Style*

STANDARD: 1.4.9-10.E - Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Anchor Descriptor: C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas.
 Eligible Content:
- **C.E.1.1.4 -** Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.

Anchor Descriptor: C.E.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.
 Eligible Content:
- **C.E.2.1.1 -** Use a variety of sentence structures.
- **C.E.2.1.2 -** Use precise language to create clarity, voice, and tone.
- **C.E.2.1.3 -** Revise to eliminate wordiness and redundancy.
- **C.E.2.1.4 -** Revise to delete irrelevant details.
- **C.E.2.1.5 -** Use the correct form of commonly confused words; use logical transitions.
- **C.E.2.1.6 -** Combine sentences for cohesiveness and unity.
- **C.E.2.1.7 -** Revise sentences for clarity.

Key Concepts	Key Vocabulary
Be cognizant of stylistic aspects, precise language, (domain-specific) vocab, Establish and maintain formal style, objective tone, norms of discipline	Style, Domain-Specific, Tone, Objective, Norms, Techniques, Sentence Structure, Clarity, Voice, Redundancy, Cohesiveness

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify the elements of informative/expository style.
- Classify and use formal style and objective tone in an informative/explanatory piece of writing.
- Analyze and use appropriate sentence structure, text complexity, transitions and details to establish a clear and accurate

informative/explanatory final product.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear, accurate formal, properly formatted final informative/explanatory product

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

omain: *Informative/Explanatory: Conventions*

STANDARD: 1.4.9-10.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor Descriptor: C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas.
    Eligible Content:
- **C.E.1.1.5 -** Write with control of grammar, mechanics, spelling, usage, and sentence formation.

Anchor Descriptor: C.E.3.1 Use conventions of standard written language.
    Eligible Content:
- **C.E.3.1.1 -** Spell all words correctly.
- **C.E.3.1.2 -** Use capital letters correctly.
- **C.E.3.1.3 -** Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
- **C.E.3.1.4 -** Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
- **C.E.3.1.5 -** Demonstrate correct sentence formation

Key Concepts	Key Vocabulary
Demonstrate command (of conventions), grammar, capitalization, punctuation, and spelling	Conventions, Standard English, Grammar, Usage, Mechanics

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Classify and use grade appropriate commands of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Analyze and correct grade appropriate commands of standard English grammar, usage, capitalization, punctuation, and spelling.
- Create portfolios that include a variety of texts, projects, and evaluations that contain grade appropriate commands of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Opinion/Argumentative*

STANDARD: CC.1.4.9-10.G - Write arguments to support claims in an analysis of substantive topics.

Anchor Descriptor:
<u>Eligible Content:</u>
- **C.P.1.1.3 -** Organize the argument using effective strategies to develop a strong, well-supported position.

Key Concepts	Key Vocabulary
Write arguments and support claims	Arguments, Position

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify complex ideas, concepts, and information to be used to support argumentative claims.
- Create a final written work that displays effective organizational patterns, language, and writing techniques for a well-supported arguments.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate opinion/argumentative product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Opinion/Argumentative: Focus*

STANDARD: 1.4.9-10.H - Write with a sharp distinct focus identifying topic, task, and audience.
- Introduce the precise claim.

Anchor Descriptor: C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods
.Eligible Content:
- **C.P.1.1.1 -** Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.

Key Concepts	Key Vocabulary
Maintain (sharp and distinct) focus, Identify topic, task, and audience, Introduce (precise) claim	Focus, Task, Topic, Audience, Controlling Point (Thesis)

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify a clear topic, task, and audience to be used in an opinion/argumentative piece of writing.
- Create a final written work that displays a sharp, controlling point and awareness of audience and task.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate opinion/argumentative product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Opinion/Argumentative: Content*

STANDARD: 1.4.9-10.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.

Anchor Descriptor: C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods

    Eligible Content:

- **C.P.1.1.2 -** Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.

Key Concepts	Key Vocabulary
Distinguish claims/opposing claims, Develop fairly, Supply evidence, Identify strengths/weaknesses, Anticipate audience knowledge	Claims, Counterclaims, Argument, Persuasive

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify the claims and counter-claims of an opinion/argument.
- Supply strong evidence that strengthens the opinion/argument.
- Identify limitations of the evidence that may inhibit audience knowledge level, concerns, values, and biases.
- Analyze and use appropriate text complexity, transitions and details to establish a clear and accurate opinion/argumentative final product.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear, accurate formal, properly formatted final opinion/argumentative product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content..

Domain: *Opinion/Argumentative: Organization*

STANDARD: 1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.

Anchor Descriptor: C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods

Eligible Content:
- **C.P.1.1.3 -** Organize the argument using effective strategies to develop a strong, well-supported position.

Key Concepts	Key Vocabulary
Establish relationships between claims, reasons, and evidence, Link major sections of text, Create cohesion, Clarify relationships between evidence, reasons, claims, and counterclaims, Conclude	Organization, Counterclaims

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify the organizational sequences of claims and counter-claims of an opinion/argument paper.
- Supply varied words, phrases, and syntax to create a cohesive claim.
- Identify and clarify relationships between claims, reasons, evidence, and counterclaims.
- Analyze and use appropriate introduction and concluding statements to create a clear and accurate opinion/argumentative final product.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear, accurate formal, properly formatted final opinion/argumentative product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Informative/Explanatory: Style*

STANDARD: 1.4.9-10.K - Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Anchor Descriptor: C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods
> Eligible Content:
> - **C.E.1.1.4 -** Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.

Anchor Descriptor: C.P.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.
> Eligible Content:
> - **C.E.2.1.1 -** Use a variety of sentence structures.
> - **C.E.2.1.2 -** Use precise language to create clarity, voice, and tone.
> - **C.E.2.1.3 -** Revise to eliminate wordiness and redundancy.
> - **C.E.2.1.4 -** Revise to delete irrelevant details.
> - **C.E.2.1.5 -** Use the correct form of commonly confused words; use logical transitions.
> - **C.E.2.1.6 -** Combine sentences for cohesiveness and unity.
> - **C.E.2.1.7 -** Revise sentences for clarity.

Key Concepts	Key Vocabulary
Be cognizant of stylistic aspects, precise language, (domain-specific) vocab, Establish and maintain formal style, objective tone, norms of discipline	Style, Domain-Specific, Tone, Objective, Norms, Techniques, Sentence Structure, Clarity, Voice, Redundancy, Cohesiveness

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify the stylistic elements of informative/explanatory writing.
- Classify and use precise, domain-specific vocabulary and formal style and objective tone in an informative/explanatory piece of

writing.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear, accurate formal, properly formatted final informative/explanatory product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Informative/Explanatory: Conventions*

STANDARD: 1.4.9-10.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor Descriptor: C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods
> Eligible Content:
> - **C.E.1.1.5 -** Write with control of grammar, mechanics, spelling, usage, and sentence formation.

Anchor Descriptor: C.P.3.1 Use conventions of standard written language.
> Eligible Content:
> - **C.E.3.1.1 -** Spell all words correctly.
> - **C.E.3.1.2 -** Use capital letters correctly.
> - **C.E.3.1.3 -** Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
> - **C.E.3.1.4 -** Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
> - **C.E.3.1.5 -** Demonstrate correct sentence formation

Key Concepts	Key Vocabulary
Demonstrate command (of conventions), grammar, capitalization, punctuation, and spelling	Conventions, Standard English, Grammar, Usage, Mechanics

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Classify and use grade appropriate commands of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Analyze and correct grade appropriate commands of standard English grammar, usage, capitalization, punctuation, and spelling.
- Create portfolios that include a variety of texts, projects, and evaluations that contain grade appropriate commands of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Narrative*

STANDARD: CC.1.4.9-10.M – Write narratives to develop real or imagined experiences or events

Anchor Descriptor:
    <u>Eligible Content:</u>

Key Concepts	Key Vocabulary
Use narrative techniques to develop real or imagined experiences or events.	Motives, Dialogue, Emotions, Traits, Characters, Setting, Plot (Exposition, Conflict, Rising action, Climax, Falling action, Resolution), Structure,

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify ideas, concepts, and information to be used in narrative piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques appropriate for a narrative text.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate narrative product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Narrative-Focus*

STANDARD: CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Use narrative techniques to develop focus in a real or imaginary story.	Point of View, Situation, Observation, Narrator, Characters, Exposition

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify a problem, situation, or observation, point of view, and narrator or characters to be used in narrative piece of writing.
- Create a final written work that engages the reader in the situation, point of view, and characters for a narrative text.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate narrative product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Narrative-Content*

Standard: CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Use narrative techniques and precise language to convey a vivid picture for a real or imaginary story.	Characters, Personification, Simile, Metaphor, Hyperbole, Satire, Forshadowing, Flashback, Imagery, Allegory, Symbolism, Dialect, Allusion, Irony, Bias, Propaganda, Explicit, Implicit, Dialogue, Description, Reflection, Pacing, Sensory Language, Multiple Plot Lines.

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify techniques including dialog, description, reflection, multiple ploy lines, and pacing to be used in narrative piece of writing.
- Create a final written work that develops experiences, events, and characters through the use of precise vocabulary and language to convey a clear, accurate, and engaging narrative text.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear, accurate, and engaging narrative product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Narrative-Organization*

STANDARD: CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Using narrative techniques, use a logical progression of events to create a coherent whole; provide a logical conclusion stemming from these events.	Main Idea, Supporting Details, Sequence, Conclusion, Resolution

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify the progression of events/experience to be used in a coherent narrative piece of writing.
- Create a final written work that develops a smooth progression of events/experiences to create a coherent narrative text including a particular tone, outcome, and clear conclusion.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear, accurate, and engaging narrative product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Narrative-Style*

STANDARD: CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Using parallel structure and various types of phrases and clauses, write sentences which add variety and interest to a narrative piece.	Parallel Structure, Phrase, Clause, Style, Sentence Structures

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify the stylistic elements of writing, including parallel structure, precise language, and domain-specific vocabulary.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear, accurate formal, properly formatted final written product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Narrative-Conventions of Language*

STANDARD: CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Write a narrative with control of grammar, mechanics, spelling, usage, and sentence formation, demonstrate correct grammar and usage	Verb and Pronoun Form and Agreement, Modifiers, Transitions, Word Order and Syntax

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Classify and use grade appropriate commands of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Analyze and correct grade appropriate commands of standard English grammar, usage, capitalization, punctuation, and spelling.
- Create portfolios that include a variety of texts, projects, and evaluations that contain grade appropriate commands of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Response to Literature*

STANDARD: CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Respond to literature by citing evidence from text to support analysis, reflection, and research.	Analysis, Reflection, In-Text Citations, Introductory Phrases, Supporting Evidence

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify evidence from literary and/or informational texts for use in analytical writing.
- Create a final written work that analyzes grade appropriate literature and literary nonfiction to develop a well supported, reflective analysis of a particular work.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear, accurate, well-supported final written product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: - *Production and Distribution of Writing-Writing Process*

STANDARD: CC.1.4.11-12.T 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.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Focus on addressing significant details for a specific purpose and audience.	Develop, Planning , Revising, Editing, Rewriting, Strengthen, Focus, Purpose, Audience

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Create a fully written and revised written work that encompasses the essential needs for a clear purpose and audience.
- Plan, revise, edit, and rewrite a written work to ensure a complete, well-supported final written product.
- Create portfolios that include all stages of writing about a variety of texts, projects, and evaluations create a clear, accurate, well-supported final written product.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Domain: *Technology and Publication*	
STANDARD: CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information	
Anchor Descriptor: 　　Eligible Content:	
Key Concepts	**Key Vocabulary**
Using technology, take advantage of its capacity to link to other information, produce**,** publish, and update individual or shared writing	Internet, Publish, Update, Technology, Display
Competencies *Describe what students should be able to do (key skills) as a result of this instruction*	
- Create a fully revised written work that encompasses the essential needs for use in a technology-based venue. - Create portfolios that include all stages of writing about a variety of texts, projects, and evaluations create a clear, accurate, well-supported final product that can be used in a technology based venue.	

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Conducting Research*

STANDARD: CC.1.4.11-12.V 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

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Conduct research projects, refine the inquiry, synthesize sources, and demonstrate understanding of subject	Conduct , Synthesize, Demonstrate, Inquiry, Investigation, Research, Solve a problem

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Create a question that can be fully researched.
- Revise, broaden, or narrow the research question to synthesize the most clear and accurate final written product.
- Create portfolios that a variety of texts, projects, and evaluations that demonstrate an understanding of subject under investigation.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Credibility, Reliability, and Validity of Sources*

STANDARD: CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Gather relevant information from multiple authoritative print and digital sources , 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.	Gather, Assess, Integrate, Source, Authoritative, Print, Digital, Selective, Ideas, Plagiarism, Format, Citation

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Gather relevant information from a variety of credible sources in both print and digital form, including both databases and the internet.
- Assess the usefulness of each source in an attempt to answer a clear, relevant research question.
- Create a well researched written work that effectively and selectively uses source information for a clear, accurate final product.
- Analyze written work for proper paraphrasing and standard citations.
- Create portfolios that a variety of texts, projects, and evaluations that demonstrate an understanding of the subject under investigation.

1.4 – WRITING - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Domain: *Range of Writing*

STANDARD: CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Write routinely over extended or shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Purpose, Audience, Task, Discipline, Plan

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Compose written work over an extended period of time.
- Compose written work over short periods of time.
- Create a range of discipline-specific tasks, purposes and audiences.
- Create portfolios that a variety of texts, projects, and evaluations that demonstrate an understanding of the growth of a piece of written work.

1.5 – SPEAKING AND LISTENING - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Domain: *Comprehension and Collaboration – Collaborative Discussion*

STANDARD: CC.1.5.9-10.A – Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Anchor Descriptor: Eligible Content:

Key Concepts	**Key Vocabulary**
Initiate and participate in discussions while building on other's ideas, and expressing ideas clearly and persuasively.	Collaborative vs. Cooperative Grouping, Active Listening, Collaboration

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*

- Participate in collaborative classroom or online discussion forums in relationship to grade appropriate topics, texts, and issues.
- Create a well-organized opinion, expressing clear and persuasive ideas.

1.5 – SPEAKING AND LISTENING - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Domain: *Comprehension and Collaboration/ Evaluating Information*

STANDARD: CC.1.5.9-10.B – Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Integrate multiple sources of information while evaluating credibility and accuracy of each source.	Validity , Reliability Cross-Checking, Bias, Fact vs. Opinion, Objective, Subjective

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Participate in collaborative classroom or online discussion forums in relationship to grade appropriate topics, texts, and issues.
- Identify and incorporate credible source information from diverse formats into informed decisions and opinions.
- Create a well-organized opinion, expressing clear and persuasive ideas.

1.5 – SPEAKING AND LISTENING - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Domain: *Comprehension and Collaboration/ Critical Listening*

STANDARD: CC.1.5.9-10.C – Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Evaluate a speaker's perspective, reasoning, use of evidence, and rhetoric. Identify fallacious reasoning and exaggerated or distorted evidence.	Perspective, Rhetoric, Fallacious, Distortion

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Participate in collaborative classroom or online discussion forums in relationship to grade appropriate topics, texts, and issues.
- Evaluate a speaker's perspective, reasoning, and use of evidence for credibility and bias.
- Create a well-organized opinion, expressing clear and persuasive ideas.

1.5 – **SPEAKING AND LISTENING -** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Domain: *Presentation of Knowledge and Ideas: Purpose, Audience, and Task*

STANDARD: CC.1.5.9-10.D - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Anchor Descriptor: Eligible Content:

Key Concepts	**Key Vocabulary**
Present information, findings and supportive evidence clearly and concisely. Ensure presentation is appropriate to purpose, audience, and task.	Concise, Logic, Reasoning, Purpose, Audience, Task

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*

- Participate in collaborative classroom or online discussion forums in relationship to grade appropriate topics, texts, and issues.
- Present all relevant evidence to convey a clear, distinct perspective on a grade appropriate topic, text, and issue.
- Illustrate a clear use of organization, substance, and style for an appropriate audience to create a clear purpose and task.

1.5 – SPEAKING AND LISTENING - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
Domain: *Presentation of Knowledge and Ideas: Context*
STANDARD: **CC.1.5.9-10.E** - Adapt speech to a variety of contexts and tasks.
Anchor Descriptor: <u>Eligible Content:</u>

Key Concepts	Key Vocabulary
Adapt speech to a variety of contexts and texts.	Context

Competencies   *Describe what students should be able to do (key skills) as a result of this instruction*
•   Adapt speech to a variety of contexts and tasks.

1.5 – SPEAKING AND LISTENING - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Domain: *Integration of Knowledge and Ideas Multimedia*

STANDARD: CC.1.5.9-10.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Anchor Descriptor:
    Eligible Content:

Key Concepts	Key Vocabulary
Use media in presentations to add interest and enhance understanding.	Digital Media, Reasoning , Evidence

Competencies   *Describe what students should be able to do (key skills) as a result of this instruction*
- Use digital media and technology for effective presentations.   - Include digital media to create interest and enhance audience understanding of final presentation.

1.5 – **SPEAKING AND LISTENING -** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Domain: *Conventions of Standard English*	
STANDARD: CC.1.5.9-10.G - Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	
Anchor Descriptor: Eligible Content:	
Key Concepts	**Key Vocabulary**
Demonstrate command of the conventions of standard English when speaking.	Conventions, Standard English
Competencies *Describe what students should be able to do (key skills) as a result of this instruction*	
• Use proper standard English conventions when speaking.	