	Reading Standards for Literature - Grade 9-10		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.9-</u> <u>10.1</u>	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.9-</u> <u>10.2</u>	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.	2	Employ, develop and refine schema to understand and create text.
<u>RL.9-</u> <u>10.3</u>	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.9-</u> 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	4	guage arts to better understand self, others and the world.
<u>RL.9-</u> <u>10.5</u>	Analyze how an author's choices concerning how to structure a text, order events within it and ma- nipulate time create such effects as mystery, tension or surprise.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.9-</u> <u>10.6</u>	Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.9-</u> 10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	7	share with others.
<u>RL.9-</u> <u>10.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.9-</u> <u>10.9</u>	Analyze how an author draws on and transforms source material in a specific work.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RL.9-</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde-	10	Develop a literacy identity that pro- motes lifelong learning.
<u>10.10</u>	pendently and proficiently.		HOME

	GUIDIN		Interdisciplinary		
9	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.8.1	RL.9-10.1	RL.11.12.1	-	communicates a message.
	Cite relevant textual evidence to support analysis of what the text says explicitly as well	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic-	Cite relevant and thorough textual evi- dence to support analysis of what the text says explicitly as well as inferences	2	Employ, develop and refine schema to understand and create text.
	as inferences drawn from the text.	itly as well as inferences drawn from the text.	drawn from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	MULTIDIMENSIONALITY RL.9-10.1				mational.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDIN	NG PRINCIPLE FOR READING LITI	ERATURE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			alyze their development; cite specific tions to support conclusions drawn from	6	Collaborate with others to create new meaning.
		PROGRESSION			
	RL.8.2	RL.9-10.2	RL.11-12.2	7	Utilize digital resources to learn and share with others.
	Determine themes of a text and analyze how they are de- veloped through relationships of characters, setting and plot,	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including	Determine two or more themes or cen- tral ideas of a text and analyze their development over the course of the text, including how they interact and	8	Engage in specialized, discipline- specific literacy practices.
	citing textual evidence, para- phrasing or summarizing.	how it emerges and is shaped and refined by specific details.	build on one another to produce a complex account.	9	Apply high level cognitive processes to think deeply and critically about text.
7	Green (italic) = Com	AULTIDIMENSIONALITY - RL.9-10 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
_	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.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Interdis	ciplinary
Literacy	Practices

HOME

	PROGRESSION				Recognize that text is anything that
	RL.8.3	RL.9-10.3	RL.11-12.3	1	communicates a message.
	Analyze how particular lines of dialogue or incidents in a story or drama propel the ac-	Analyze how complex charac- ters develop over the course of a text, interact with other char-	Analyze the impact of the author's choices over the course of a text re- garding how to develop and relate	2	Employ, develop and refine schema to understand and create text.
	tion, reveal aspects of a char- acter, or provoke a decision.	acters and advance the plot or develop themes.	elements of a story or drama.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		ULTIDIMENSIONALITY - RL.9-10			
]	Green (italic) = Comp Analyze how COMPLEX CHARAC advance the plot or develop the	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
		ivance the plot of develop themes.			
				5	Apply strategic practices, with scaffolding and then independently,
	GUIDIN	_	to approach new literacy tasks.		
	4. Students will interpret word connotative and figurative mean	6	Collaborate with others to create new meaning.		
		PROGRESSION			
	RL.8.4	RL.9-10.4	RL.11-12.4	7	Utilize digital resources to learn and
	Determine the meaning of	Determine the meaning of	Determine the meaning of words and		share with others.
	used in a text, including fig- urative and connotative meanings; analyze the impact	and connotative urative and connotative mean- meanings; analyze the cumulative im-		8	Engage in specialized, discipline- specific literacy practices.
	of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	impact of specific word choices on meaning and tone.	ing and tone and on the text as a whole.	9	Apply high level cognitive processes to think deeply and critically about text.
	N	ULTIDIMENSIONALITY - RL.9-10).4		Develop a literacy identity that pro-
	Green (italic) = Comp	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific WORD CHOICES on meaning and TONE.

	GUIDIN	RATURE		Interdisciplinary	
5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger por-				Literacy Practices	
	tions of the text relate to each o				
		PROGRESSION		1	Recognize that text is anything that
	RL.8.5	RL.9-10.5	RL.11-12.5	-	communicates a message.
	Compare/contrast the struc- ture of two or more texts, and analyze how the differing	Analyze how an author's choic- es concerning how to structure a text, order events within it	Analyze how an author's choices con- cerning how to structure specific parts of a text contribute to its overall struc-	2	Employ, develop and refine schema to understand and create text.
	structure of each text contrib- utes to its meaning and style.	and manipulate time create such effects as mystery, tension or surprise.	ture and meaning as well as its aes- thetic impact.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RL.9-10.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
ŋ	Analyze how an author's choices concerning how to STRUCTURE A TEXT, ORDER EVENTS within it and MA- NIPULATE TIME create such effects as mystery, tension or surprise.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2	GUIDING PRINCIPLE FOR READING LITERATURE 6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.				Collaborate with others to create new meaning.
1-		PROGRESSION		7	Utilize digital resources to learn and
	RL.8.6	RL.9-10.6	RL.11-12.6		share with others.
	Analyze characters' and read- ers' perspectives and how the differences create effects,	Analyze a particular author's perspective or cultural experi- ence reflected in a work of liter-	Analyze how point of view and per- spective are used to manipulate the reader for a specific purpose or effect,	8	Engage in specialized, discipline- specific literacy practices.
	including but not limited to suspense, humor and empa- thy.	ature by drawing on a wide reading of world literature.	including but not limited to satire, sar- casm, irony and understatement.	9	Apply high level cognitive processes to think deeply and critically about text.
	N	ULTIDIMENSIONALITY - RL.9-10	0.6		
-		orehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	Analyze a particular author's PERSPECTIVE OR CULTURAL EXPERIENCE reflected in a work of literature by drawing on a wide reading of world literature.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

	PROGRESSION		1	Recognize that text is anything that	
RL.8.7	RL.8.7	RL.9-10.7	RL.11-12.7	-	communicates a message.
	Analyze the extent to which a filmed/live production of a story or drama stays faithful	Analyze the representation of a subject or a key scene in two different artistic mediums, in-	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the	2	Employ, develop and refine schematic to understand and create text.
	to or departs from the text or script, evaluating choices made by the director or ac-	cluding what is emphasized or absent in each treatment.	source text.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
		IULTIDIMENSIONALITY - RL.9-1(prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lar guage arts to better understand se others and the world.
		OF A SUBJECT OR A KEY SCENE IN T	WO DIFFERENT ARTISTIC MEDIUMS, in-	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE	6	Collaborate with others to create new meaning.
9	8. Students will delineate and e validity, reasoning, relevance ar		ns and evidence in a text, assessing the	7	Utilize digital resources to learn an share with others.
		PROGRESSION			
_	RL.8.8 (Not applicable to literature)	RL.9-10.8 (Not applicable to literature)	RL.11-12.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processe to think deeply and critically about text.
	Ν	ULTIDIMENSIONALITY - RL.9-1	0.8		Develop a literacy identity that pro
· · · · · ·	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
	(Not applicable to literature)				

	PRINCIPLE FOR READING LITERA or more texts address similar themes roaches the authors take.			Interdisciplinary Literacy Practices
	PROGRESSION			
RL.8.9	RL.9-10.9	RL.11-12.9	1	Recognize that text is anything that communicates a message.
Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional	Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.	2	Employ, develop and refine schema to understand and create text.
stories or religious works, includ- ing describing how the material is rendered new.			3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
Green (italic) = Compre	MULTIDIMENSIONALITY - RL.9-10.9 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how an author DRAWS ON AND TRANSFORMS SOURCE MATERIAL in a specific work.			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently. PROGRESSION			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
10. Students will read, comprehen				Collaborate with others to create new meaning.
RL.8.10	RL.9-10.10	RL.11-12.10		
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon-	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-	7	Utilize digital resources to learn and share with others.
itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre-	visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,	izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend, and analyze grade-level ap-	8	Engage in specialized, discipline- specific literacy practices.
hend, and analyze grade-level appropriate, complex literary texts independently and profi- ciently.	and analyze grade-level appropri- ate, complex literary texts inde- pendently and proficiently.	propriate, complex literary texts inde- pendently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.9-10.10			
By the end of the year, flexibly use	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e.</i> , questioning, monitoring, vis- ualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read , comprehend, and analyze GRADE-LEVEL APPROPRIATE , COMPLEX LITERARY TEXTS independently and pro- ficiently.			Develop a literacy identity that pro- motes lifelong learning.
comprehend, and analyze GRADE-				HOME

	Reading Standards for Informational Text - Grade 9-10		Interdisciplinary Literacy Practices
	Key Ideas and Details		·
<u>RI.9-</u> <u>10.1</u>	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.9-</u> <u>10.2</u>	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.	2	Employ, develop and refine schema to understand and create text.
<u>RI.9-</u> <u>10.3</u>	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, in- cluding the order in which the points are made, how they are introduced and developed and the con- nections that are drawn between them.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.9-</u> 10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the cumulative impact of specific word choices on meaning and	4	guage arts to better understand self, others and the world.
<u>RI.9-</u> <u>10.5</u>	tone. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.9-</u> <u>10.6</u>	Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize disitel recourses to leave and
<u>RI.9-</u> 10.7	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	7	Utilize digital resources to learn and share with others.
<u>RI.9-</u> <u>10.8</u>	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele- vancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.9-</u> <u>10.9</u>	Analyze documents of historical and literary significance, including how they address related themes and concepts.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RI.9-</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex informational texts in-	10	Develop a literacy identity that pro- motes lifelong learning.
<u>10.10</u>	dependently and proficiently.		HOME

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

	PROGRESSION				Recognize that text is anything that
	RI.8.1	RI.9-10.1	RI.11-12.1		communicates a message.
	Cite relevant textual evidence to support analysis of what the text says explicitly as well Sis of what the text says explic- the text says explicitly as well as inferences		2	Employ, develop and refine schema to understand and create text.	
	as inferences drawn from the text.	itly as well as inferences drawn from the text.	drawn from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Γ	MULTIDIMENSIONALITY - RI.9-10).1		Utilize receptive and expressive lan-
		prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT malysis of what the text says explicitly as	4	guage arts to better understand self, others and the world.
	well as inferences drawn from t	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDIN				
P	2. Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.				Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RI.8.2	RI.9-10.2	RI.11-12.2		share with others.
	Determine central ideas of a text and analyze how they are developed through relation-	Determine central ideas of a text and analyze in detail their development over the course of	Determine two or more central ideas of a text and analyze their develop- ment over the course of the text, in-	8	Engage in specialized, discipline- specific literacy practices.
	ships of key details, citing tex- tual evidence, paraphrasing, or summarizing.	a text, including how they emerge and are shaped and refined by specific details.	cluding how they interact and build on one another to produce a complex ac- count.	9	Apply high level cognitive processes to think deeply and critically about text.
	٢		Douglas a literacy identity that are		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine CENTRAL IDEAS of a text and analyze in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details.				Develop a literacy identity that pro- motes lifelong learning.
					HOME

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

3. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

PROGRESSION 1 RI.8.3 RI.9-10.3 RI.11-12.3 Analyze how an author uses Analyze how the author unfolds Analyze a complex set of ideas or sean analysis or series of ideas or guence of events, and explain how specomparisons, analogies or categories to make connections events over the course of a text, cific individuals, ideas or events interact among and distinctions beincluding the order in which the and develop over the course of the text. tween ideas over the course of points are made, how they are a text. introduced and developed and 3 the connections that are drawn between them. **MULTIDIMENSIONALITY - RI.9-10.3** 4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how the author unfolds AN ANALYSIS OR SERIES OF IDEAS OR EVENTS over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them. **GUIDING PRINCIPLE FOR INFORMATIONAL TEXT** 6 4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

		_	Utilize digital resources to learn and		
	PROGRESSION				share with others.
	RI.8.4	RI.9-10.4	RI.11-12.4		
	Determine the meaning of words and phrases as they are	Determine the meaning of words and phrases as they are used in a text including figurative conne	Determine the meaning of words and phrases as they are used in a text, in- cluding figurative, connotative and tech-	8	Engage in specialized, discipline- specific literacy practices.
	tive, connotative and technical meanings; analyze the impacttative and technical meanings; analyze the cumulative impact ofnical meanings; uses and refines	nical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.9-10.4				Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		10	motes lifelong learning.	
Determine the meaning of words and phil and technical meanings; analyze the cun					HOME

Interdisciplinary **Literacy Practices**

communicates a message.

2

5

Recognize that text is anything that

Employ, develop and refine schema

View literacy experiences as transac-

tional, interdisciplinary and transfor-

Utilize receptive and expressive lan-

guage arts to better understand self,

scaffolding and then independently,

Apply strategic practices, with

to approach new literacy tasks.

Collaborate with others to create

to understand and create text.

mational.

others and the world.

new meaning.

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT	



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

	PROGRESSION			1	Recognize that text is anything that
	RI.8.5	RI.9-10.5	RI.11-12.5	-	communicates a message.
	Analyze in detail the structure of a specific paragraph in a text, including the role of par-	Analyze in detail how an au- thor's ideas or claims are devel- oped and refined by particular	Analyze and evaluate the effective- ness of the structure an author uses in his or her exposition or argument.	2	Employ, develop and refine schema to understand and create text.
•	ticular sentences in develop- ing and refining a key con- cept.	sentences, paragraphs or larger portions of a text.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	N Green (italic) = Comp	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
Ľ	Analyze in detail how an author paragraphs or larger portions of	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT				Collaborate with others to create
	6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.				new meaning.
		7	Utilize digital resources to learn and		
	RI.8.6	RI.9-10.6	RI.11-12.6		share with others.
	Determine an author's per- spective and purpose in aDetermine an author's point of view, perspective and purposetext, and analyze how the au-in a text, and analyze how an	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effec-	8	Engage in specialized, discipline- specific literacy practices.	
	thor acknowledges and re- sponds to conflicting evidence or viewpoints.	author uses rhetoric to advance that point of view or purpose.	tive, analyzing how style and content contribute to the effectiveness of the text.	9	Apply high level cognitive processes to think deeply and critically about text.
		IULTIDIMENSIONALITY - RI.9-10			Develop a literacy identity that pro-
		Purple (bold) = Analysis OF VIEW, PERSPECTIVE and PUF	MAROON (CAPS) = CONTENT RPOSE in a text, and analyze how an	10	motes lifelong learning.
	author uses RHETORIC to adv	vance that point of view or purp	ose.		HOME

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

		1	Recognize that text is anything that communicates a message.		
	RI.8.7	RI.9-10.7	RI.11-12.7		communicates a message.
	Evaluate the advantages and disadvantages of using print and non-print formats for pre-	lisadvantages of using print subject presented in different sources of information presented in		2	Employ, develop and refine schema to understand and create text.
	senting particular topics or ideas.	determining which details are emphasized in each account.	in order to address a question or solve a problem.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Ν	/IULTIDIMENSIONALITY - RI.9-10).7		Utilize receptive and expressive lan-
		orehension Purple (bold) = Analysis UBJECT PRESENTED IN DIFFERENT F	MAROON (CAPS) = CONTENT PRINT AND NON-PRINT FORMATS, <i>deter</i> -	4	guage arts to better understand self, others and the world.
	mining which details are empha		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUIDIN				
R	8. Students will delineate and ev validity, reasoning, relevance an	is and evidence in a text, assessing the	6	Collaborate with others to create new meaning.	
		PROGRESSION		7	Utilize digital resources to learn and
	RI.8.8	RI.9-10.8	RI.11-12.8		share with others.
	Identify and evaluate the ar- gument and specific claims in a text, assessing whether the reasoning is sound and the		Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and suffi- ciency; analyze false statements and	8	Engage in specialized, discipline- specific literacy practices.
	evidence is relevant and suffi- cient; recognize when irrele- vant evidence is introduced.	the evidence; identify false statements and fallacious rea- soning.	y false fallacious reasoning.		Apply high level cognitive processes to think deeply and critically about text.
	N	/ULTIDIMENSIONALITY - RI.9-10			Develop a literacy identity that pro-
	Green (italic) = Com	MAROON (CAPS) = CONTENT	10	motes lifelong learning.	
	Evaluate the ARGUMENT, speci- vancy and sufficiency of the evi		HOME		

	GUIDING		Interdisciplinary		
P	9. Students will analyze how two knowledge or to compare the approximation of the structure of the structu		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RI.8.9	RI.9-10.9	RI.11-12.9	1	communicates a message.
	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or in-	Analyze documents of historical and literary significance, including how they address related themes and concepts.	Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	2	Employ, develop and refine schema to understand and create text.
	terpretation.			-	View literacy experiences as transac-
		ULTIDIMENSIONALITY - RI.9-10.9 rehension Purple (bold) = Analysis MAR	ROON(CAPS) = CONTENT	3	tional, interdisciplinary and transfor- mational.
7	Analyze DOCUMENTS OF HISTOR THEMES and concepts.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
9	GUIDING 10. Students will read, comprehe ly.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	PROGRESSION				Collaborate with others to create
	RI.8.10	RI.9-10.10	RI.11-12.10	6	new meaning.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visu- alizing, inferencing, summarizing,		By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, using prior knowledge, deter-	7	Utilize digital resources to learn and share with others.
	termining importance) to read, comprehend and analyze grade- comprehend and analyze grade- level appropriate, complex infor	determining importance) to read, comprehend and analyze grade- level appropriate, complex informa- tional texts independently and pro-	mining importance) to read, com- prehend and analyze grade-level appropriate, complex information-	8	Engage in specialized, discipline- specific literacy practices.
	level appropriate, complex in- formational texts independently and proficiently.	ficiently.	ciently.		Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.9-10.10 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				
	Green (italic) = Compr	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, vis- ualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read,			
-	By the end of the year, flexibly us <i>ualizing, inferencing, summarizing</i>	e a variety of comprehension strategie	s (i.e., questioning, monitoring, vis- determining importance) to read,	10	Develop a literacy identity that pro- motes lifelong learning.

Composition – Grade 9-10

Text Types and Purposes

<u>C.9-</u>

10.2

<u>C.9-</u>

10.1

Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning	1	communicates a message.
 and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 	2	Employ, develop and refine schema to understand and create text.
 b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter-claims, reasons and evidence.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that follows from and supports the argument presented. g. 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. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and infor- mation clearly and accurately through the effective selection, organization and analysis of content.	6	Collaborate with others to create new meaning.
a. Produce writing in which the development and organization are appropriate to task and purpose.b. Introduce a topic; organize complex ideas, concepts, and information to make important connections	7	Utilize digital resources to learn and share with others.
 and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. 	8	Engage in specialized, discipline- specific literacy practices.
 d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions 	9	Apply high level cognitive processes to think deeply and critically about text.
of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explana- tion presented.	10	Develop a literacy identity that pro- motes lifelong learning.
h. 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.		HOME

Interdisciplinary **Literacy Practices**

Recognize that text is anything that

Composition – Grade 9-10

	Texts Type and Purposes		Recognize that text is anything that
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea	1	communicates a message.
	 and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose. 	2	Employ, develop and refine schema to understand and create text.
	 b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>C.9-</u> <u>10.3</u>	 Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. 		Utilize receptive and expressive lan-
	d. Use a variety of techniques to sequence events so that they build on one another to create a coher- ent whole.	4	guage arts to better understand self, others and the world.
	e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	5	Apply strategic practices, with scaffolding and then independently,
	f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.		to approach new literacy tasks.
	g. 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.	6	Collaborate with others to create new meaning.
	Production and Distribution of Writing		
<u>C.9-</u> 10.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	7	Utilize digital resources to learn and share with others.
	Research to Build and Present Knowledge	8	Engage in specialized, discipline-
6.9	Conduct short as well as more sustained research projects to answer a question (including a self-	0	specific literacy practices.
<u>C.9-</u> <u>10.5</u>	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.		Apply high level cognitive processes
<u>C.9-</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate infor-	9	to think deeply and critically about text.
<u>10.6</u>	mation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a stand- ard format for citation.	10	Develop a literacy identity that pro-
	Range of Writing		motes lifelong learning.
<u>C.9-</u> <u>10.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.		HOME



1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

valid reasoning and relevant and s		Recognize that text is anything that		
	PROGRESSION		1	communicates a message.
C.8.1	C.9-10.1	C.11-12.1		
Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims in an analysis of substan- tive topics or texts, using valid	Compose arguments to support claims in an analysis of substan- tive topics or texts, using valid rea-	2	Employ, develop and refine schema to understand and create text.
	reasoning and relevant and suffi- cient evidence.	soning and relevant and sufficient evidence.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	 Produce clear and coherent writing in which the devel- opment, organization and style are appropriate to task, 	 Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
pose and audience.b. Introduce claim(s),	 purpose and audience. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, rgan- b. Introduce precise, knowledge able claim(s), establish the significance of the claim(s), distinguish the claim(s) from 		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
acknowledge and distinguish opposing claim(s) and coun- ter/refute them, and organ- ize the reasons and evidence		6	Collaborate with others to create new meaning.	
logically.	tionships among claim(s), counterclaims, reasons and evidence.	and create an organization that logically sequences claim (s), counterclaims, reasons,	7	Utilize digital resources to learn and share with others.
c. Support claim(s) with logical	c. Develop claim(s) and coun-	and evidence. Develop claim(s) and opposing	8	Engage in specialized, discipline- specific literacy practices.
reasoning and relevant evi- dence, using accurate, credi- ble sources and demon- strating an understanding of	terclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the	claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a man-	9	Apply high level cognitive processes to think deeply and critically about text.
the topic or text.	audience's knowledge level and concerns.	ner that anticipates the audi- ence's knowledge level, con- cerns, values and possible bi-	10	Develop a literacy identity that pro- motes lifelong learning.
		ases.		HOME

Interdisciplinary **Literacy Practices**

PROGRESSION								Interdisciplinary
		C.8.1		C.9-10.1		C.11-12.1		Literacy Practices
	cohesio relatio (s), cou	nsitions to create on and clarify the nships among claim nterclaims, reasons	d.	Link the major sections of the text cohesively and clarify the relationships among claims(s), counter-claims,	d.	es as well as varied syntax to link the major sections of the text, create cohesion and clarify	1	Recognize that text is anything that communicates a message.
	and ev	dence.		reasons and evidence.		the relationships between claim (s) and reasons, between rea- sons and evidence and between claim(s) and opposing claims.	2	Employ, develop and refine schema to understand and create text.
		sh and maintain a	e.	Establish and maintain a task	e.	Establish and maintain a task	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	style.	propriate writing a concluding state-	f.	appropriate writing style. Provide a concluding state-	f.	appropriate writing style. Provide a concluding statement	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ment c	r section that sup- ne argument pre-		ment or section that follows from and supports the argu- ment presented.		or section that follows from and supports the argument present- ed.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	velop a	ome guidance, de- nd strengthen	g.	Develop and strengthen writing as needed by plan-	g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a	6	Collaborate with others to create new meaning.
	ning, re writing	writing as needed by plan- ning, revising, editing, re- writing or trying a new ap- proach, focusing on how well purpose and audience have been addressed.		ning, revising, editing, re- writing, or trying a new ap- proach, focusing on address- ing what is most significant	nev dre	new approach, focusing on ad- dressing what is most signifi- cant for a specific purpose and	7	Utilize digital resources to learn and share with others.
			for a specific purpose and audience.	audience.	8	Engage in specialized, discipline- specific literacy practices.		
							9	Apply high level cognitive processes to think deeply and critically about text.
							10	Develop a literacy identity that pro- motes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.9-10.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*
- b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- *d.* Link the major sections of the text cohesively and clarify the relationships among claims(s), counterclaims, reasons and evidence.
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- **g.** 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.

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10 Develop a literacy identity that promotes lifelong learning.						
	HOME					

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

P

and accurately through the check	4	Recognize that text is anything that		
	PROGRESSION		1	communicates a message.
C.8.2	C.9-10.2	C.11-12.2		
Compose informative and/or explanatory texts to examine a topic and convey ideas, con-	Compose informative and/or ex- planatory texts to examine and convey complex ideas, concepts	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and infor-	2	Employ, develop and refine schema to understand and create text.
cepts, and information through the selection, organization, and analysis of relevant content.	and information clearly and accurately through the effective se- lection, organization and analysis of content.	mation clearly and accurately through the effective selection, organization and analysis of con- tent.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 a. Produce clear and coherent writing in which the devel- 	 a. Produce writing in which the development and organiza- 	a. Produce clear and coherent writing in which the develop-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
opment, organization and style are appropriate to task, purpose and audience.	tion are appropriate to task and purpose.	ment, organization, and style are appropriate to task, pur- pose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 b. Introduce a topic clearly; organize ideas, concepts, 	 Introduce a topic; organize complex ideas, concepts and 	 b. Introduce a topic; organize complex ideas, concepts and information so that each new 	6	Collaborate with others to create new meaning.
and information into broad- er categories; include for- matting, graphics and multi- media when useful to aiding	element builds on that which portant connections and dis- tinctions; include formatting, graphics and multimedia element builds on that which precedes it to create a unified whole; include formatting,	element builds on that which precedes it to create a unified	7	Utilize digital resources to learn and share with others.
comprehension.			8	Engage in specialized, discipline- specific literacy practices.
 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other infor- 	 Develop the topic with well- chosen, relevant, and suffi- cient facts, extended defini- tions, concrete details, quo- 	 Develop the topic thoroughly by selecting the most signifi- cant and relevant facts, ex- tended definitions, concrete 	9	Apply high level cognitive processes to think deeply and critically about text.
nation and examples.	bles. tations or other information and examples appropriate to the audience's knowledge of	details, quotations or other information and examples ap- propriate to the audience's knowledge of the topic.	10	Develop a literacy identity that pro- motes lifelong learning.
	the topic.	knowledge of the topic.		HOME

Interdisciplinary

Literacy Practices

PROGRESSION							Interdisciplinary
	C.8.2		C.9-10.2		C.11-12.2		Literacy Practices
d.	Use appropriate and varied transitions to create cohe- sion and clarify the relation- ships among ideas and con-	d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the rela-	d.	 Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the 		Recognize that text is anything that communicates a message.
	cepts.		tionships among complex ideas and concepts.	relationships among complex ideas and concepts.		2	Employ, develop and refine schema to understand and create text.
e.	Use precise language and domain-specific vocabulary to inform about or explain	e.	Use precise language and do- main-specific vocabulary to manage the complexity of the	e.	Use precise language, domain- specific vocabulary and tech- niques such as metaphor, simile and analogy to manage the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	the topic.		topic.		complexity of the topic.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
f.	Establish and maintain a for- mal style.	f.	Establish and maintain a for- mal style and objective tone while attending to the norms and conventions of the disci-	f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			pline in which they are com- which they are writing. posing.	which they are writing.	6	Collaborate with others to create new meaning.	
g.	Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation pre-	llows ment or section that follows or section that follows infor- from and supports the infor- supports the inform	Provide a concluding statement or section that follows from and supports the information or	7	Utilize digital resources to learn and share with others.		
	sented.			explanation presented.	8	Engage in specialized, discipline- specific literacy practices.	
h.	With some guidance, devel- op and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on	nd strengthen writing as writing as needed by planning, ed by planning, revising, editing, rewriting or trying a new approach, focus- approach, focusing on ing on addressing what is most well purpose and audi-	h.	 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on ad- dressing what is most signifi- 	9	Apply high level cognitive processes to think deeply and critically about text.	
	how well purpose and audi- ence have been addressed.		significant for a specific pur-		cant for a specific purpose and audience.	10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.9-10.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

- a. Produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- *c.* **Develop the topic with well-chosen, relevant, and sufficient** *facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.*
- *d.* Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. **Establish and maintain a formal style and objective tone** while attending to the norms and conventions of the discipline in which they are composing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **h.** 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.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
HOME					

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

P

	1	Recognize that text is anything that communicates a message.		
C.8.3	C.9-10.3	C.11-12.3		
Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen	Use narratives strategically in oth- er modes of writing utilizing effec- tive technique, well-chosen details	2	Employ, develop and refine schema to understand and create text.
details and well-structured se- quences for an intended pur- pose.	details and well-structured se- quences for an intended purpose, including but not limited to intro- ducing an idea and/or supporting	and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 a. Produce clear and coherent writing in which the devel- 	 a claim. a. Produce clear and coherent writing in which the develop- 	 a. Produce clear and coherent writing in which the develop- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
opment, organization and style are appropriate to task, purpose and audience.	ment, organization and style are appropriate to task, pur- pose and audience.	ment, organization and style are appropriate to task, pur- pose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
b. Engage the reader by setting up a problem, situa-	 Engage and orient the reader by setting up a problem, situ- ation or observation, estab- 	 Engage and orient the reader by setting up a problem, situa- tion or observation and its 	6	Collaborate with others to create new meaning.
tion or observation, estab- lishing a point of view and introducing a narrator and/ or characters; create a	lishing one or multiple point (s) of view and introducing a narrator and/or characters;	significance, establishing one or multiple point(s) of view and introducing a narrator	7	Utilize digital resources to learn and share with others.
smooth progression of ex- periences or events.	create a smooth progression of experiences or events.	and/or characters; create a smooth progression of experi- ences or events.	8	Engage in specialized, discipline- specific literacy practices.
 c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, 	 c. Use narrative techniques, such as dialogue, pacing, de- scription, reflection and mul- tiple plot lines, to develop 	 c. Use narrative techniques, such as dialogue, pacing, descrip- tion, reflection and multiple plot lines, to develop experi- 	9	Apply high level cognitive processes to think deeply and critically about text.
events and/or characters.	experiences, events and/or characters.	ences, events, and/or charac- ters.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

PROGRESSION						Interdisciplinary
	C.8.3	C.9-10.3		C.11-12.3		Literacy Practices
	d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and	 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build	1	Recognize that text is anything that communicates a message.
	show the relationships among experiences and events.			toward a particular tone and outcome.	2	Employ, develop and refine schema to understand and create text.
	e. Use precise words and phrases, relevant descriptive details and sensory language	e. Use precise words and phrases, telling details and sensory language to convey a	e.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experienc-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	to capture the action and convey experiences and events.	vivid picture of the experi- ences, events, setting and/or characters.		es, events, setting and/or characters.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	f. Provide a conclusion that connects the narrative's rel- evance to the intended pur-	f. Provide a conclusion that explicitly connects the narra- tive's relevance to the in-	f.	Provide a conclusion that ex- plicitly connects the narra- tive's relevance to the intend- ed purpose of the writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	pose of the writing.	tended purpose of the writing.		ed pulpose of the writing.	6	Collaborate with others to create new meaning.
	g. With guidance, develop and strengthen writing as need- ed by planning, revising, ed-	g. Develop and strengthen writing as needed by plan- ning, revising editing, re- uniting on taxing on pays	g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focus-	7	Utilize digital resources to learn and share with others.
	iting, rewriting or trying a new approach.	writing, or trying a new ap- proach, focusing on address- ing what is most significant for a specific purpose and		ing on addressing what is most significant for a specific pur- pose and audience.	8	Engage in specialized, discipline- specific literacy practices.
		audience.			9	Apply high level cognitive processes to think deeply and critically about text.
					10	Develop a literacy identity that pro- motes lifelong learning.
						HOME

MULTIDIMENSIONALITY - C.9-10.3

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT



Use NARRATIVES strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.

- a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*
- **b.** Engage and orient the reader by setting up a problem, situation or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters.
- *d.* Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- **g.** 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.

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	Develop a literacy identity that pro- motes lifelong learning.					
	HOME					

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

and inter ers; form		C.9-10.4 Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynami- cally. Use a variety of formats to cite sources.	C.11-12.4 Use digital resources to create, publish and update individual or shared products, taking advantage of technology capacity to link to other information and to display information flexibly and dynamical-	1 2	Recognize that text is anything that communicates a message. Employ, develop and refine schema to understand and create text.
and inter ers; form	d publish products as well as to eract and collaborate with oth- s; cite sources using MLA or APA mat.	publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynami- cally. Use a variety of formats to	publish and update individual or shared products, taking advantage of technology capacity to link to other information and to display information flexibly and dynamical-	2	to understand and create text.
Use tech	ML	information flexibly and dynami- cally. Use a variety of formats to	information flexibly and dynamical-		
tech			ly. Use a variety of formats to cite sources.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
tech	Green (italic) - Compr	JLTIDIMENSIONALITY - C.9-10.4			Utilize receptive and expressive lan-
	e DIGITAL RESOURCES to create,	ehension Purple (bold) = Analysis MA , publish, and update individual or sha	ared products, taking advantage of	4	guage arts to better understand self, others and the world.
	chnology's capacity to link to oth riety of formats to cite sources.	er information and to display informati	ion flexibly and dynamically. Use a	5	Apply strategic practices, with scaffolding and then independently,
	GUIDING PRINCIPLE FOR COMPOSITION				to approach new literacy tasks.
	Students will conduct short as v monstrating understanding of t	vell as more sustained research project here subject under investigation.	cts based on focused questions,	6	Collaborate with others to create new meaning.
	PROGRESSION				Utilize digital resources to learn and
Con	C.8.5 nduct short research projects	C.9-10.5 Conduct short as well as more sus-	C.11.12.5 Conduct short as well as more sus-	7	share with others.
to an a sel drav	answer a question (including elf-generated question), awing on several sources and	tained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appro-	tained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the	8	Engage in specialized, discipline- specific literacy practices.
•	ąuiry.	priate; synthesize multiple sources on the subject, demonstrating un- derstanding of the subject under investigation.	inquiry when appropriate; synthe- size multiple sources on the subject, demonstrating understanding of the subject under investigation.	9	Apply high level cognitive processes to think deeply and critically about text.
	ML	JLTIDIMENSIONALITY - C.9-10.5			Develop a literacy identity that pro-
Con	Green (italic) = Compr	ehension Purple (bold) = Analysis MA	AROON (CAPS) = CONTENT	10	
gene tiple	nduct short as well as more sus	tained RESEARCH projects to answer a	a question (including a self-		motes lifelong learning.



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

C.8.6 C.9-10.6 C.11-12.6 communicates a message. Gather relevant information from multiple print and digits sources, using search terms effectively; assess the credibil- ity and accuracy of each source: and, in order to reflect, analyze or complete short research pro- mation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Gather relevant information from multiple authoritative print and digits sources, using advanced searches es effectively; assess the strengths and limitations of each source in terms of the task, purpose and audie new integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. View literacy experiences as transac- terms of the task, purpose and audie new integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for cita- tion. Utilize receptive and expressive lan- guage arts to better understand self, guage arts to better understand self, diolowing a standard format for cita- tion. S Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6 Collaborate with others to create new meaning. Image: stratistic Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and and audiences. 7 Utilize digital resources to learn and share with others. Image: stratistic Centor relevant information form undigita sources, using advanced searches	PROGRESSION				1	Recognize that text is anything that
from multiple print and digital sources, using advanced search terms effectively; assess the credibility and accuracy of each source in answering the research question, integrate information into the taxt selectively to maintain the flow of ideas, avoiding plagiarism and correlations of others, while avoiding plagiarism and following a standard format for citation. Q Vew literacy experiences as transactional, interdisciplinary and transformation into the taxt selectively to maintain the flow of ideas, avoiding plagiarism and correlation formation into the taxt selectively to maintain the flow of ideas, avoiding plagiarism and format for citation. Q Vew literacy experiences as transactional, interdisciplinary and transformation into the taxt selectively to maintain the flow of ideas, avoiding plagiarism and format for citation. VILITIOIMENSIONALITY - C.9-10.0 Q Utilize receptive and expressive language arts to better understand self, others and the world. Creen (Itakic) = Comprehension Purple (bold) = Analysis MARCON (CAPS) = CONTENT S Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. G Collaborate with others to create new meaning. T S S.UIDING PRINCIPLE FOR COMPOSITION G Collaborate with others. S Regrage in specialized, discipline-specific literacy practices. No S Compose routinely over extended and shorter time frames for a variety of tasks, purpose and audiences. S Regrage in specialized, discipline-specific literacy ractices. No		C.8.6	C.9-10.6	C.11-12.6	-	communicates a message.
ity and accuracy of each source; and, in order to reflect, analyze; and in the flow of ideas, avoiding plagiarism and following a standard format for citation. and limitations of each source in terms of the task, purpose and audience; integrate linformation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 3 View literacy experiences as transactional, interdisciplinary and transformation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 3 Wiew literacy experiences as transactional, interdisciplinary and transformation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 3 Wiew literacy experiences as transactional, interdisciplinary and transformation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 3 Wiew literacy experiences as transactional, interdisciplinary and transformation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 4 Wiew literacy tasks. 5 S S S S S S <t< td=""><td></td><td>from multiple print and digital sources, using search terms</td><td>multiple authoritative print and digi- tal sources, using advanced searches</td><td>multiple authoritative print and dig- ital sources, using advanced search-</td><td>2</td><td></td></t<>		from multiple print and digital sources, using search terms	multiple authoritative print and digi- tal sources, using advanced searches	multiple authoritative print and dig- ital sources, using advanced search-	2	
data and conclusions of others, while avoiding plagiarism and following a standard format for citation. of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 4 guage arts to better understand self, others and the world. verreliance on any one source and following a standard format for citation. format for citation. 6 guage arts to better understand self, others and the world. verreliance on any one source and following a standard format for citation. format for citation. 5 Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 6 Collaborate with others to create new meaning. it is and audiences. 7 Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. 7 Utilize digital resources to learn and share with others. Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audience. Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audience. 8 Engage in specialized, discipline-specific ilteracy practices. 9 Apply high level cognitive	~	ity and accuracy of each source; and, in order to reflect, analyze or complete short research pro-	each source in answering the re- search question; integrate infor- mation into the text selectively to	and limitations of each source in terms of the task, purpose and audi- ence; integrate information into the	3	tional, interdisciplinary and transfor-
MULTIDIMENSIONALITY - C.9-10.6 Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT G Collaborate with others to create new meaning. Collaborate with others of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess and audiences. G Collaborate with others to create new meaning. VILTIDINE SUDNALITY - C.9-10.7 C.11-12.7 Compose routinely over extended time frames and shorter time frames and shorter time frames and shorter time frames for a variety of task, purposes and audience. Apply high level cognitive processes to think deeply and critically about text.		data and conclusions of others, while avoiding plagiarism by providing in-text and biblio-	plagiarism and following a standard	of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for cita-	4	guage arts to better understand self,
Green (italic) = comprehension Purple (boid) = Analysis MARADON (CAPS) = CONTENT Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selec- tively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 6 Collaborate with others to create new meaning. CUIDING PRINCIPLE FOR COMPOSITION 7 Utilize digital resources to learn and share with others. NOGRESSION ROGRESSION C.8.7 C.9-10.7 C.11-12.7 Compose routinely over ex- tended time frames and shorter time frames for a variety of tasks, purposes and audiences. 8 Engage in specialized, discipline- specific literacy practices. MULTIDIMENSIONALITY - C.9-10.7 C.11-12.7 9 Apply high level cognitive processes to think deeply and critically about text. milety of tasks, purposes and audience. MULTIDIMENSIONALITY - C.9-10.7 10 Develop a literacy identity that pro- motes lifelong learning. MULTIDIMENSIONALITY - C.9-10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. 10 Develop a literacy identity that pro- motes lifelong learning.			//ULTIDIMENSIONALITY - C.9-10.6			
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X. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. A Instruction terms of the second sec	D			-	6	
Image: Normal and addiences. PROGRESSION B Engage in specialized, discipline-specific literacy practices. Image: Normal addiences. Image: Normal addiences. N					7	
PROGRESSION 8 specific literacy practices. C.8.7 C.9-10.7 C.11-12.7 specific literacy practices. Compose routinely over extended time frames and shorter time frames and shorter time frames for a variety of tasks, purposes and audience extended time frames and shorter time frames and shorter time frames for a variety of tasks, purposes and audience extended time frames for a variety of tasks, purposes and audience extended time frames and shorter time frames for a variety of tasks, purposes and audience extended time frames and shorter time frames for a variety of tasks, purpose extended time frames for a variety of tasks, purpose extended time frames and shorter time frames for a variety of tasks, purposes and audiences. 9 Apply high level cognitive processes to think deeply and critically about text. UTIDIMENSIONALITY - C.9-10.7 Develop a literacy identity that promotes and audience and 	P		ely over extended and shorter time frar	nes for a variety of tasks, purposes		
Compose routinely over extended time frames and shorter time frames and shorter time frames for a variety of tasks, purposes and audience. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. P Apply high level cognitive processes to think deeply and critically about text. V					8	
tended time frames and shorter time frames for a variety of tasks, purposes and audience. frames and shorter time frames for a variety of task, purposes and audience. 9 to think deeply and critically about text. udience. NULTIDIMENSIONALITY - C.9-10.7 10 Develop a literacy identity that promotes lifelong learning. Image: Stream (italic) = comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 10 Develop a literacy identity that promotes lifelong learning.						
MULTIDIMENSIONALITY - C.9-10.7 IO Develop a literacy identity that promotes lifelong learning. Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT IO Develop a literacy identity that promotes lifelong learning. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and IO Develop a literacy identity that promotes lifelong learning.		tended time frames and shorter time frames for a va-	frames and shorter time frames for a variety of tasks, purposes and audienc-	time frames and shorter time frames for a variety of task, purpos-	9	to think deeply and critically about
Image: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and Image: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and						Develop a literacy identity that pro-
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and				AROON (CAPS) = CONTENT	10	motes lifelong learning.
		Compose routinely over extende		HOME		

	Language – Grades 9-10		Interdisciplinary Literacy Practices		
	Conventions of Standard English				
<u>L.9-</u> <u>10.1</u>	In both written and oral expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial,		Recognize that text is anything that communicates a message.		
<u>10.1</u>	prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey spe- cific meanings and add variety and interest to writing or presentations.	2	Employ, develop and refine schema to understand and create text.		
<u>L.9-</u>	 When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. 		View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
<u>10.2</u>	 b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	Knowledge of Language		Apply strategic practices, with		
<u>L.9-</u> <u>10.3</u>	 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. 		scaffolding and then independently, to approach new literacy tasks.		
			Collaborate with others to create		
	Vocabulary Acquisition and Use	6	new meaning.		
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9- 10 reading and content, choosing flexibly from an array of strategies.	7	Utilize digital resources to learn and		
	 Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 		share with others.		
<u>L.9-</u>	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	8	Engage in specialized, discipline-		
<u>10.4</u>	 Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 		specific literacy practices.		
	 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for read- ing, writing, speaking and listening in order to be transition ready; demonstrate independence in gather- ing vocabulary knowledge when considering a word or phrase important to comprehension or expres- sion. 	9	Apply high level cognitive processes to think deeply and critically about text.		
<u>L.9-</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and ana-	10	Develop a literacy identity that pro- motes lifelong learning.		
<u>10.5</u>	lyze their rhetorical function in the text.b. Analyze nuances in the meaning of words with similar denotations.		HOME		

P

1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

PROGRESSION			1	Recognize that text is anything that
L.8.1	L.9-10.1	L.11-12.1	_	communicates a message.
In both written and oral expres- sion:	In both written and oral expres- sion:	In both written and oral expression: a. Demonstrate the understanding	2	Employ, develop and refine schema to understand and create text.
 a. Identify verbals correctly based on their intended func- tion. 	 Demonstrate appropriate use of parallel structure. 	that usage is a matter of conven- tion, can change over time and may be contested.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 Demonstrate appropriate use of verbs in the active and pas- sive voice. 	 Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adver- bial, participial, prepositional, 	 Resolve issues of complex or con- tested usage, consulting refer- ences as needed. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 Demonstrate appropriate use of verbs in the indicative, im- perative, interrogative, condi- tional and subjunctive mood, 	absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
while recognizing and cor- recting inappropriate shifts.	add variety and interest to writing or presentations.		6	Collaborate with others to create new meaning.
MULTIDIMENSIONALITY - L.9-10.1				Utilize digital resources to learn and share with others.
In both written and oral expression	ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
a. <i>Demonstrate appropriate use of</i> PARALLEL STRUCTURE. b. <i>Demonstrate appropriate use of various types of</i> PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PAR- TICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, AD-			9	Apply high level cognitive processes to think deeply and critically about text.
VERBIAL) to convey specific mean	ings and add variety and interest to	writing or presentations.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

2

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

		PROGRESSION			Recognize that text is anything that
	L.8.2	L.9-10.2	L.11-12.2	1	communicates a message.
	When writing:a. Demonstrate appropriate use of punctuation to indicate a	When writing:a. Demonstrate appropriate use of a semicolon with and with-	When writing:a. Demonstrate command of the conventions of standard English	2	Employ, develop and refine schema to understand and create text.
	pause or break.	out a conjunctive adverb to link two or more closely relat- ed independent clauses.	capitalization, punctuation and spelling.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 Demonstrate appropriate use of an ellipsis to indicate an omission. 	 Demonstrate appropriate use of a colon to introduce a list or quotation. 		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	c. Demonstrate appropriate use of strategies and resources (print and electronic) to iden-	 Demonstrate appropriate use of strategies and resources (print and electronic) to iden- tify and correct spelling er- 		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	tify and correct spelling er- rors.	rors.		6	Collaborate with others to create new meaning.
		LTIDIMENSIONALITY - L.9-10.2 Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
-	When writing: a. Demonstrate appropriate use of	of a SEMICOLON WITH AND WITHOU	JT A CONJUNCTIVE ADVERB TO LINK	8	Engage in specialized, discipline- specific literacy practices.
P•	TWO OR MORE CLOSELY RELAT				Apply high level cognitive processes
		of a COLON TO INTRODUCE A LIST O		9	to think deeply and critically about
	c. Demonstrate appropriate use o spelling errors.	of strategies and resources (print and	d electronic) to identify and correct		text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

	PROGRESSION			Recognize that text is anything that
L.8.3	L.9-10.3	L.11-12.3	1	communicates a message.
Use knowledge of language and its conventions when writing, speaking, reading or listening.	Apply knowledge of language to understand how language func- tions in different contexts, to make effective choices for mean-	Apply knowledge of language to understand how language functions in different contexts, to make effec- tive choices for meaning or style and	2	Employ, develop and refine schema to understand and create text.
 Use verbs in the active and passive voice and in the con- ditional and subjunctive 	ing or style and to comprehend more fully when reading or listen- ing.	to comprehend more fully when reading or listening.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
mood to achieve particular effects (e.g., emphasizing the actor or the action; express-	 a. Write and edit work so that it conforms to the guidelines in a style manual appropriate 	 Apply an understanding of syn- tax to the study of complex texts when reading. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
ing uncertainty or describing a state contrary to fact).	for the discipline and writing type.	 b. Vary syntax for effect in writing and speaking, consulting refer- ences for guidance as needed. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		ences for guidance as needed.	6	Collaborate with others to create new meaning.
	JLTIDIMENSIONALITY - L.9-10.3 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	derstand how language functions in d		8	Engage in specialized, discipline- specific literacy practices.
	onforms to the guidelines in a style mo	-	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME



4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

		rds and phrases sufficient for reading	g, writing, speaking and listening in		Recognize that text is anything that
	order to be transition ready.			1	communicates a message.
_		PROGRESSION			
	L.8.4	L.9-10.4	L.11-12.4	2	Employ, develop and refine schema
	Determine or clarify the meaning of unknown and multiple-	Determine or clarify the meaning	Determine or clarify the meaning of	2	to understand and create text.
	meaning words and phrases	of unknown and multiple-meaning words and phrases based on	unknown and multiple-meaning words and phrases based on grades		View literacy experiences as transac-
	based on grade 8 reading and	grades 9-10 reading and content,	11-12 reading and content, choosing	3	tional, interdisciplinary and transfor-
	content, choosing flexibly from an	choosing flexibly from an array of	flexibly from an array of strategies.		mational.
	array of strategies.	strategies.			Utilize receptive and expressive lan-
				4	guage arts to better understand self,
	a. Use context (e.g., the overall	a. Use context (e.g., the overall	 a. Use context (e.g., the overall meaning of a sentence, para- 		others and the world.
	meaning of a sentence or paragraph; a word's position	meaning of a sentence, para- graph or text; a word's posi-	graph, or text; a word's position		Apply strategic practices, with
	or function in a sentence) as a	tion or function in a sentence)	or function in a sentence) as a	5	scaffolding and then independently,
	clue to the meaning of a word	as a clue to the meaning of a	clue to the meaning of a word or	6	to approach new literacy tasks.
l	or phrase.	word or phrase.	phrase.		Collaborate with others to create
					new meaning.
	b. Use Greek and Latin affixes	b. Identify and correctly use	b. Identify and correctly use		
	and roots as clues to the	patterns of word changes that	patterns of word changes that	7	Utilize digital resources to learn and
	meaning of a word.	indicate different meanings or	indicate different meanings or		share with others.
		parts of speech.	parts of speech.		Engage in specialized, discipline-
				8	specific literacy practices.
	c. Consult print and digital ref-	 Consult general and special- ized reference materials to 	 Consult general and specialized reference materials to find the 		
	erence materials to find the pronunciation and determine	find the pronunciation of a	pronunciation of a word or de-		Apply high level cognitive processes
	or clarity the precise meaning	word or determine or clarify	termine or clarify its precise	9	to think deeply and critically about
	of key words and phrases.	its precise meaning or its part	meaning or its part of speech.		text.
		of speech.			Develop a literacy identity that pro-
				10	motes lifelong learning.
					HOME

		PROGRESSION			Interdisciplinary
	L.8.4	L.9-10.4	L.11-12.4		
	 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 	 Acquire and use accurately general academic and domain -specific words and phrases, sufficient for reading, writing, 	 Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, 	1	Literacy Practices Recognize that text is anything that communicates a message.
	vocabulary knowledge when considering a word or phrase important to comprehension	speaking, and listening in or- der to be transition ready, demonstrate independence in	speaking, and listening in order to be transition ready; demon- strate independence in gather-	2	Employ, develop and refine schema to understand and create text.
	or expression.	gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ing vocabulary knowledge when considering a word or phrase important to comprehension or expression.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	D.41	LTIDIMENSIONALITY - L.9-10.4		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		chension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	10 reading and content, choosing	of unknown and multiple-meaning wo flexibly from an array of strategies. meaning of a sentence, paragraph or		6	Collaborate with others to create new meaning.
_	in a sentence) as a clue to the			7	Utilize digital resources to learn and share with others.
	c. Consult general and specialized clarify its precise meaning or it	d reference materials to find the pron is part of speech.	nunciation of a word or determine or	8	Engage in specialized, discipline- specific literacy practices.
	reading, writing, speaking and	neral academic and domain-specific l listening in order to be transition re ledge when considering a word or p	eady; demonstrate independence	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

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	PROGRESSION				Recognize that text is anything that
	L.8.5	L.9-10.5	L.11-12.5	1	communicates a message.
	Demonstrate understanding of figurative language, word rela- tionships and nuances in word	Demonstrate understanding of, figurative language, word relation- ships and nuances in word mean-	Demonstrate understanding of fig- urative language, word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
	meanings. a. Interpret figurative language, including but not limited to	ings. a. Interpret figures of speech in context, including but not lim-	 a. Interpret figures of speech in context, including but not lim- 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	irony, in context.	ited to euphemism and oxy- moron, and analyze their rhe- torical function in the text.	ited to hyperbole and paradox, and analyze their rhetorical func- tion in the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 b. Use the relationship between particular words to better understand each of the 	 Analyze nuances in the mean- ing of words with similar de- notations. 	 Analyze nuances in the meaning of words with similar denota- tions. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	words.	notations.		6	Collaborate with others to create new meaning.
	 Distinguish among the conno- tations of words with similar denotations. 			7	Utilize digital resources to learn and share with others.
		JLTIDIMENSIONALITY - L.9-10.5 ehension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
J		gurative language, word relationshi		9	Apply high level cognitive processes to think deeply and critically about text.
	and analyze their rhetorical fur b. Analyze nuances in the meani	nction in the text. ng of words with similar denotation	IS.	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME