

Reading Standards for Literature - Grade 9-10

Interdisciplinary Literacy Practices

Key Ideas and Details

| | |
|----------------------------------|---|
| <u>RL.9-10.1</u> | Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>RL.9-10.2</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. |
| <u>RL.9-10.3</u> | Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes. |

Craft and Structure

| | |
|----------------------------------|---|
| <u>RL.9-10.4</u> | 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. |
| <u>RL.9-10.5</u> | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise. |
| <u>RL.9-10.6</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. |

Integration of Knowledge and Ideas

| | |
|----------------------------------|---|
| <u>RL.9-10.7</u> | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
| <u>RL.9-10.8</u> | (Not applicable to literature) |
| <u>RL.9-10.9</u> | Analyze how an author draws on and transforms source material in a specific work. |

Range of Reading and Level of Text Complexity

| | |
|-----------------------------------|--|
| <u>RL.9-10.10</u> | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-----------------------------------|--|

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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


GUIDING PRINCIPLE FOR READING LITERATURE

-  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

| | RL.8.1 | RL.9-10.1 | RL.11.12.1 |
|--|--|---|---|
|  | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |


MULTIDIMENSIONALITY RL.9-10.1

-  *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.


Interdisciplinary Literacy Practices

- 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 transactional, interdisciplinary and transformational.
- 4 Utilize receptive and expressive language 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.


GUIDING PRINCIPLE FOR READING LITERATURE

-  2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

PROGRESSION


| | RL.8.2 | RL.9-10.2 | RL.11-12.2 |
|--|--|--|---|
|  | Determine themes of a text and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing. | 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. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. |

MULTIDIMENSIONALITY - RL.9-10.2


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

PROGRESSION

| | RL.8.3 | RL.9-10.3 | RL.11-12.3 |
|--|--|--|--|
|  | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes. | Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama. |

MULTIDIMENSIONALITY - RL.9-10.3

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Analyze how COMPLEX CHARACTERS develop over the course of a text, interact with other characters and advance the plot or develop themes.

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GUIDING PRINCIPLE FOR READING LITERATURE

 **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.

PROGRESSION

| | RL.8.4 | RL.9-10.4 | RL.11-12.4 |
|--|--|---|--|
|  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts. | 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. | 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 and on the text as a whole. |

MULTIDIMENSIONALITY - RL.9-10.4

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

GUIDING PRINCIPLE FOR READING LITERATURE



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



RL.8.5

Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

MULTIDIMENSIONALITY - RL.9-10.5



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

Analyze how an author's choices concerning *how to* STRUCTURE A TEXT, ORDER EVENTS *within it and* MANIPULATE TIME create such effects as mystery, tension or surprise.

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GUIDING PRINCIPLE FOR READING LITERATURE



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

PROGRESSION



RL.8.6

Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.

RL.9-10.6

Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.

RL.11-12.6

Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.


MULTIDIMENSIONALITY - RL.9-10.6




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

Analyze a particular author's PERSPECTIVE OR CULTURAL EXPERIENCE reflected in a work of literature by *drawing on a wide reading of world literature.*


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

| | RL.8.7 | RL.9-10.7 | RL.11-12.7 |
|--|---|---|--|
|  | Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors. | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. | Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text. |

MULTIDIMENSIONALITY - RL.9-10.7

| | |
|--|---|
|  | <p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Analyze the REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, including what is emphasized or absent in each treatment.</p> |
|--|---|

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GUIDING PRINCIPLE FOR READING LITERATURE

 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

| | RL.8.8 | RL.9-10.8 | RL.11-12.8 |
|--|--------------------------------|--------------------------------|--------------------------------|
|  | (Not applicable to literature) | (Not applicable to literature) | (Not applicable to literature) |

MULTIDIMENSIONALITY - RL.9-10.8

| | |
|--|---|
|  | <p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>(Not applicable to literature)</p> |
|--|---|

GUIDING PRINCIPLE FOR READING LITERATURE



9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

PROGRESSION

| | RL.8.9 | RL.9-10.9 | RL.11-12.9 |
|--|--|---|---|
| | Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new. | 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. |

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*.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR READING LITERATURE



10. Students will read, comprehend and analyze complex literary texts independently and proficiently.

PROGRESSION

| | 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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. |

MULTIDIMENSIONALITY - RL.9-10.10



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

By the end of the year, **flexibly use a variety of comprehension strategies** (*i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance*) **to read, comprehend, and analyze** **GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS** **independently and proficiently**.

Reading Standards for Informational Text - Grade 9-10

Interdisciplinary Literacy Practices

Key Ideas and Details

| | |
|----------------------------------|---|
| <u>RI.9-10.1</u> | Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>RI.9-10.2</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. |
| <u>RI.9-10.3</u> | 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. |

Craft and Structure

| | |
|----------------------------------|--|
| <u>RI.9-10.4</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. |
| <u>RI.9-10.5</u> | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text. |
| <u>RI.9-10.6</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. |

Integration of Knowledge and Ideas







| | |
|----------------------------------|--|
| <u>RI.9-10.7</u> | Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account. |
| <u>RI.9-10.8</u> | Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning. |
| <u>RI.9-10.9</u> | Analyze documents of historical and literary significance, including how they address related themes and concepts. |

Range of Reading and Level of Text Complexity

| | |
|-----------------------------------|---|
| <u>RI.9-10.10</u> | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-----------------------------------|---|

| | |
|-----------|---|
| 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 transactional, interdisciplinary and transformational. |
| 4 | Utilize receptive and expressive language 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

| GUIDING PRINCIPLE FOR INFORMATIONAL TEXT | | | | Interdisciplinary Literacy Practices | |
|--|---|--|---|---|---|
|  | 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 | | | | 1 | Recognize that text is anything that communicates a message. |
|  | RI.8.1 | RI.9-10.1 | RI.11-12.1 | 2 | Employ, develop and refine schema to understand and create text. |
| | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 3 | View literacy experiences as transactional, interdisciplinary and transformational. |
| MULTIDIMENSIONALITY - RI.9-10.1 | | | | 4 | Utilize receptive and expressive language arts to better understand self, others and the world. |
|  | Green (<i>italic</i>) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text. | | | 5 | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
| GUIDING PRINCIPLE FOR INFORMATIONAL TEXT | | | | 6 | Collaborate with others to create new meaning. |
|  | 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. | | | 7 | Utilize digital resources to learn and share with others. |
| PROGRESSION | | | | 8 | Engage in specialized, discipline-specific literacy practices. |
|  | RI.8.2 | RI.9-10.2 | RI.11-12.2 | 9 | Apply high level cognitive processes to think deeply and critically about text. |
| | Determine central ideas of a text and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing, or summarizing. | 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. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. | 10 | Develop a literacy identity that promotes lifelong learning. |
| MULTIDIMENSIONALITY - RI.9-10.2 | | | | HOME | |
|  | Green (<i>italic</i>) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine CENTRAL IDEAS of a text and analyze in detail their development <i>over the course of the text</i> , including how they emerge and are shaped and refined by specific details . | | | | |

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

RI.8.3

Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.

RI.9-10.3

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.

RI.11-12.3

Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.

MULTIDIMENSIONALITY - RI.9-10.3

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**.

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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



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.

PROGRESSION

RI.8.4

Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

MULTIDIMENSIONALITY - RI.9-10.4

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

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

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

| | RI.8.5 | RI.9-10.5 | RI.11-12.5 |
|--|---|---|--|
| | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text. | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument. |

MULTIDIMENSIONALITY - RI.9-10.5

| | | | |
|--|--|--|--|
| | <p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Analyze in detail how an author's IDEAS OR CLAIMS are developed and refined by <i>particular sentences, paragraphs or larger portions of a text.</i></p> | | |
|--|--|--|--|

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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

PROGRESSION

| | RI.8.6 | RI.9-10.6 | RI.11-12.6 |
|--|--|---|--|
| | Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | 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. | Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text. |

MULTIDIMENSIONALITY - RI.9-10.6

| | | | |
|--|--|--|--|
| | <p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>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.</p> | | |
|--|--|--|--|

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.

PROGRESSION

RI.8.7

Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.

RI.9-10.7

Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

MULTIDIMENSIONALITY - RI.9-10.7



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

Analyze various accounts of A SUBJECT PRESENTED IN DIFFERENT PRINT AND NON-PRINT FORMATS, *determining which details are emphasized in each account.*

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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.8.8

Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.9-10.8

Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.

RI.11-12.8

Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

MULTIDIMENSIONALITY - RI.9-10.8



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

Evaluate the ARGUMENT, specific CLAIMS and EVIDENCE in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and FALLACIOUS REASONING.

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

PROGRESSION

| | RI.8.9 | RI.9-10.9 | RI.11-12.9 |
|--|---|--|--|
| | Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation. | 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. |

MULTIDIMENSIONALITY - RI.9-10.9



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

Analyze DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE, including how they address related THEMES and concepts.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



10. Students will read, comprehend and analyze complex informational texts independently and proficiently.

PROGRESSION

| | RI.8.10 | RI.9-10.10 | RI.11-12.10 |
|--|---|---|---|
| | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |

MULTIDIMENSIONALITY - RI.9-10.10



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

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.

Composition – Grade 9-10

Interdisciplinary Literacy Practices

Text Types and Purposes

C.9-10.1

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

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- 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.
- 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.
- Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- Establish and maintain a task appropriate writing style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- 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.

C.9-10.2

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.

- Produce writing in which the development and organization are appropriate to task and purpose.
- 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.
- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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

Composition – Grade 9-10

Interdisciplinary Literacy Practices

Texts Type and Purposes

C.9-10.3

- 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.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
 - 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.
 - Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
 - Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
 - 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.

Production and Distribution of Writing

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 dynamically. Use a variety of formats to cite sources.

Research to Build and Present Knowledge

C.9-10.5

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

C.9-10.6

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.

Range of Writing

C.9-10.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

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Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION




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

PROGRESSION

| | 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 substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 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. | a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| | b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. | 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. | b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| | c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | 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. | c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases. |

Interdisciplinary Literacy Practices

| | |
|-------------|---|
| 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 transactional, interdisciplinary and transformational. |
| 4 | Utilize receptive and expressive language 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 | |

| PROGRESSION | | | | Interdisciplinary Literacy Practices | |
|--|--|---|--|--------------------------------------|---|
| | C.8.1 | C.9-10.1 | C.11-12.1 | | |
|  | d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. | d. Link the major sections of the text cohesively and clarify the relationships among claims(s), counter-claims, reasons and evidence. | d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims. | 1 | Recognize that text is anything that communicates a message. |
| | e. Establish and maintain a task appropriate writing style. | e. Establish and maintain a task appropriate writing style. | e. Establish and maintain a task appropriate writing style. | 2 | Employ, develop and refine schema to understand and create text. |
| | f. Provide a concluding statement or section that supports the argument presented. | f. Provide a concluding statement or section that follows from and supports the argument presented. | f. Provide a concluding statement or section that follows from and supports the argument presented. | 3 | View literacy experiences as transactional, interdisciplinary and transformational. |
| | g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. | 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. | 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. | 4 | Utilize receptive and expressive language 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 | |



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.

Interdisciplinary Literacy Practices

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Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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.

PROGRESSION

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

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Utilize receptive and expressive language arts to better understand self, others and the world.

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Develop a literacy identity that promotes lifelong learning.

HOME

C.8.2

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

a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

b. Introduce a topic clearly; organize ideas, concepts, and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

C.9-10.2

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.


C.11-12.2

Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.

c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

| PROGRESSION | | | | Interdisciplinary Literacy Practices | |
|--|--|--|--|--------------------------------------|---|
| | C.8.2 | C.9-10.2 | C.11-12.2 | | |
|  | d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | 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. | d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. | 1 | Recognize that text is anything that communicates a message. |
| | e. Use precise language and domain-specific vocabulary to inform about or explain the topic. | e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. | e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. | 2 | Employ, develop and refine schema to understand and create text. |
| | f. Establish and maintain a formal style. | 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. | f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | 3 | View literacy experiences as transactional, interdisciplinary and transformational. |
| | g. Provide a concluding statement or section that follows from and supports the information or explanation presented. | g. Provide a concluding statement or section that follows from and supports the information or explanation presented. | g. Provide a concluding statement or section that follows from and supports the information or explanation presented. | 4 | Utilize receptive and expressive language arts to better understand self, others and the world. |
| | h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. | 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. | 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. | 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 | |



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.**

Interdisciplinary Literacy Practices

| | |
|----|---|
| 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 transactional, interdisciplinary and transformational. |
| 4 | Utilize receptive and expressive language 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

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

C.8.3

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage the reader by setting up a problem, situation or observation, establishing a point 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 and reflection, to develop experiences, events and/or characters.

C.9-10.3

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.

C.11-12.3

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 issue 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 and its significance, 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.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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.

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Engage in specialized, discipline-specific literacy practices.


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Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

| PROGRESSION | | | | Interdisciplinary Literacy Practices | |
|--|--|--|--|--------------------------------------|---|
|  | C.8.3 | C.9-10.3 | C.11-12.3 | | |
| | d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. | d. 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 toward a particular tone and outcome. | 1 | Recognize that text is anything that communicates a message. |
| | e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. | e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. | e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. | 2 | Employ, develop and refine schema to understand and create text. |
| | f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. | f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. | f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. | 3 | View literacy experiences as transactional, interdisciplinary and transformational. |
| | g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. | 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. | 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. | 4 | Utilize receptive and expressive language 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 | |



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.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

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Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

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Collaborate with others to create new meaning.

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Utilize digital resources to learn and share with others.

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Engage in specialized, discipline-specific literacy practices.

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Apply high level cognitive processes to think deeply and critically about text.

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Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION



C.8.4

Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

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 dynamically. 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 dynamically. Use a variety of formats to cite sources.

MULTIDIMENSIONALITY - C.9-10.4



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

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.

GUIDING PRINCIPLE FOR COMPOSITION



5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION



C.8.5

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

C.9-10.5

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

C.11.12.5

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

MULTIDIMENSIONALITY - C.9-10.5



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

Conduct short as well as more sustained **RESEARCH** projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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

GUIDING PRINCIPLE FOR COMPOSITION



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 re-search while avoiding plagiarism.

PROGRESSION



C.8.6

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

C.9-10.6

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.

C.11-12.6

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

MULTIDIMENSIONALITY - C.9-10.6



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

GUIDING PRINCIPLE FOR COMPOSITION



7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION



C.8.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audience.

C.9-10.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

C.11-12.7

Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.

MULTIDIMENSIONALITY - C.9-10.7



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

Compose routinely over extended time frames and shorter time frames *for a variety of tasks, purposes and audiences.*

Interdisciplinary Literacy Practices

1

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HOME

Language – Grades 9-10

Conventions of Standard English

L.9-10.1

In both written and oral expression:

- Demonstrate appropriate use of parallel structure.
- Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2

When writing:

- Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
- Demonstrate appropriate use of a colon to introduce a list or quotation.
- Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

Knowledge of Language

L.9-10.3

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

- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- 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.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.9-10.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.
- Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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

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9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE



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

PROGRESSION

| | L.8.1 | L.9-10.1 | L.11-12.1 |
|--|--|--|---|
| | In both written and oral expression: | In both written and oral expression: | In both written and oral expression: |
| | a. Identify verbals correctly based on their intended function. | a. Demonstrate appropriate use of parallel structure. | a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. |
| | b. Demonstrate appropriate use of verbs in the active and passive voice. | b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | b. Resolve issues of complex or contested usage, consulting references as needed. |
| | c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts. | | |

MULTIDIMENSIONALITY - L.9-10.1

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



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, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, ADVERBIAL) to convey specific meanings and add variety and interest to writing or presentations.**

Interdisciplinary Literacy Practices

| | |
|----|---|
| 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 transactional, interdisciplinary and transformational. |
| 4 | Utilize receptive and expressive language 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

GUIDING PRINCIPLE FOR LANGUAGE



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

Interdisciplinary Literacy Practices

PROGRESSION

| | L.8.2 | L.9-10.2 | L.11-12.2 |
|--|--|--|---|
| | When writing: | When writing: | When writing: |
| | a. Demonstrate appropriate use of punctuation to indicate a pause or break. | a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. | a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling. |
| | b. Demonstrate appropriate use of an ellipsis to indicate an omission. | 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. | c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. | |

| | |
|----|---|
| 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 transactional, interdisciplinary and transformational. |
| 4 | Utilize receptive and expressive language 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. |
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| 9 | Apply high level cognitive processes to think deeply and critically about text. |
| 10 | Develop a literacy identity that promotes lifelong learning. |

MULTIDIMENSIONALITY - L.9-10.2

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



When writing:

- Demonstrate appropriate use* of a **SEMICOLON WITH AND WITHOUT A CONJUNCTIVE ADVERB TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES.**
- Demonstrate appropriate use* of a **COLON TO INTRODUCE A LIST OR QUOTATION.**
- Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.*

HOME

GUIDING PRINCIPLE FOR LANGUAGE



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

| L.8.3 | L.9-10.3 | L.11-12.3 |
|--|--|--|
| <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> | <p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> | <p>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.</p> <p>a. Apply an understanding of syntax to the study of complex texts when reading.</p> <p>b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.</p> |

MULTIDIMENSIONALITY - L.9-10.3

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

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.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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

GUIDING PRINCIPLE FOR LANGUAGE



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.

PROGRESSION

L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use Greek and Latin affixes and roots as clues to the meaning of a word.
- Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- 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.

L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- 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.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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

| PROGRESSION | | | | Interdisciplinary Literacy Practices | |
|--|--|--|--|---|---|
| | L.8.4 | L.9-10.4 | L.11-12.4 | | |
|  | d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening in order to be transition ready, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 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 transactional, interdisciplinary and transformational. |
| | | | | 4 | Utilize receptive and expressive language arts to better understand self, others and the world. |
| MULTIDIMENSIONALITY - L.9-10.4 | | | | 5 | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
| | <i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT | | | 6 | Collaborate with others to create new meaning. |
| | <i>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.</i> | | | 7 | Utilize digital resources to learn and share with others. |
|  | a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | | | 8 | Engage in specialized, discipline-specific literacy practices. |
| | b. <i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</i> | | | 9 | Apply high level cognitive processes to think deeply and critically about text. |
| | c. <i>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.</i> | | | 10 | Develop a literacy identity that promotes lifelong learning. |
| | d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | HOME | |

GUIDING PRINCIPLE FOR LANGUAGE



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

Interdisciplinary Literacy Practices

PROGRESSION

L.8.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Interpret figurative language, including but not limited to irony, in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with similar denotations.

L.9-10.5

Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

- Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.
- Analyze nuances in the meaning of words with similar denotations.

L.11-12.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their rhetorical function in the text.
- Analyze nuances in the meaning of words with similar denotations.

1

Recognize that text is anything that communicates a message.

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3

View literacy experiences as transactional, interdisciplinary and transformational.

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HOME

MULTIDIMENSIONALITY - L.9-10.5

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



Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

- Interpret** **FIGURES OF SPEECH in context**, including but not limited to **EUPHEMISM** and **OXYMORON**, and **analyze their rhetorical function** in the text.
- Analyze nuances in the meaning of words with similar denotations.**