



# JC Schools Pre-AP English II Yearly Standards

Unit	Priority Standards	Supporting Standards
<b>Unit 1</b>  Moves in Argument “Appreciating Writers' Choices”  10 Weeks	<p><b>9-10.RI.1.A:</b> Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1A:</b> Analyze a wide range of texts for multiple meanings.</li> <li>• <b>LO 2.3C:</b> Select and incorporate relevant and compelling evidence to support a thesis.</li> </ul> <p><b>9-10.RI.1.B:</b> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.2B:</b> Explain how the rhetorical features of an argument contribute to its effect and meaning.</li> <li>• <b>LO 3.1A:</b> Use context clues to infer the meaning of multiple-meaning or unfamiliar words.</li> </ul> <p><b>9-10.RI.1.D:</b> Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1A:</b> Analyze a wide range of texts for multiple meanings.</li> <li>• <b>LO 1.2A:</b> Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.</li> </ul> <p><b>9-10.RI.2.B:</b> Analyze how an author uses rhetoric to advance point of view or purpose.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1A</b> Analyze a wide range of texts for multiple meanings.</li> <li>• <b>LO 1.2B</b> Explain how the rhetorical features of an argument</li> </ul>	<p><b>9-10.RI.1.C:</b> Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p> <p><b>9-10.RI.2.A:</b> Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1B</b> Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.</li> <li>• <b>LO 1.2B</b> Explain how the rhetorical features of an argument contribute to its effect and meaning.</li> </ul> <p><b>9-10.RI.3.A:</b> Analyze how similar ideas or topics are portrayed in different media formats.</p> <ul style="list-style-type: none"> <li>• <b>LO 4.1B</b> Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.</li> </ul>

contribute to its effect and meaning.

**9-10.RI.2.C:** Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

- **LO 1.2B** Explain how the rhetorical features of an argument contribute to its effect and meaning.
- **LO 3.1A** Use context clues to infer the meaning of multiple-meaning or unfamiliar words.

**9-10.RI.2.D:** Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- **LO 1.2A** Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.

**9-10.RI.3.B** Evaluate how effectively two or more texts develop similar ideas/topics.

**9-10.W.1.A:** Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

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

- **LO 4.1A** Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.
- **LO 4.1B** Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.
- **LO 4.1C** Determine the credibility, reliability, and relevancy of selected sources.
- **LO 4.2A** Make an independent claim that addresses the research question or problem and is supported by the findings.

**9-10.RI.3.C:** Analyze how multiple texts reflect the historical and/or cultural contexts.

**9-10.RI.3.D:** Read and comprehend informational text independently and proficiently.

- **LO 1.1A** Analyze a wide range of texts for multiple meanings.
- **LO 1.1C** Use a repertoire of active reading strategies appropriate to the text and task.

**9-10.W.3.A:** Review, revise, and edit writing with consideration for the task, purpose, and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- **LO 4.2B** Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.

**9-10.SL.2.A:** Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

- **LO 4.2B** Communicate findings and

- **LO 4.2B** Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.
- **LO 4.2C** Summarize, paraphrase, or directly quote others' words appropriately and effectively.
- **LO 4.2D** Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.

**9-10.W.2.A:** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

- **LO 2.1A** Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- **LO 2.1C** Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- **LO 2.1B** Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.
- **LO 2.1D** Reflect on the writing process and how it shapes one's ongoing development as a writer.
- **LO 2.3A** Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** Use an appropriate style and carefully selected language to strengthen an analysis.

**9-10.W.3.A:** Review, revise, and edit writing with consideration for the task, purpose, and audience.

a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.

- **LO 5.2A** Determine the purpose for communication and select an appropriate format.
- **LO 5.2C** Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.
- **LO 5.2D** Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.

**9-10.SL.2.C:** Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- **LO 4.2B** Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.
- **LO 5.2A** Determine the purpose for communication and select an appropriate format.
- **LO 5.2C** Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.
- **LO 5.2D** Communicate clearly and effectively, using appropriate verbal

Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

- **LO 2.1A** Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- **LO 2.1C** Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- **LO 2.3A** Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** Use an appropriate style and carefully selected language to strengthen an analysis.
- **LO 3.2B** Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.
- **LO 3.3A** Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.
- **LO 3.3B** Compose or revise language to ensure proper agreement and appropriate verb tense.

**9-10.SL.1.B:** Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and

and nonverbal techniques.

	<p>conclusions.</p> <ul style="list-style-type: none"> <li>• <b>LO 5.1B</b> Cite relevant evidence and evaluate the evidence presented by others.</li> <li>• <b>LO 5.1A</b></li> <li>• Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.</li> </ul> <p><b>9-10.SL.1.C:</b> Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.</p> <ul style="list-style-type: none"> <li>• <b>LO 5.1B</b> Cite relevant evidence and evaluate the evidence presented by others.</li> <li>• <b>LO 5.1A</b> Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.</li> <li>• <b>LO 4.2B</b> Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.</li> <li>• <b>LO 5.2B</b> Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.</li> </ul>	
<p><b>Unit 2</b></p> <p>Persuasion in Literature “Reading fiction Through an Alternative Lens”</p> <p>8 Weeks</p>	<p><b>9-10.RL.1.A:</b> Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1A</b> Analyze a wide range of texts for multiple meanings.</li> <li>• <b>LO 2.3C</b> Select and incorporate relevant and compelling evidence to support a thesis.</li> </ul> <p><b>9-10.RL.1.B:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.3B</b> Analyze how the writer’s use of stylistic elements contributes to a work of literature’s effects and meaning.</li> <li>• <b>LO 3.1A</b> Use context clues to infer the meaning of multiple-meaning or unfamiliar words.</li> </ul> <p><b>9-10.RL.1.D:</b> Using appropriate text, determine two or more themes in a</p>	<p><b>9-10.RL.1.C:</b> Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p><b>9-10.RL.2.A:</b> Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1B</b> Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.</li> <li>• <b>LO 1.3B</b> Analyze how the writer’s use of stylistic elements contributes</li> </ul>

text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

- **LO 1.1A** Analyze a wide range of texts for multiple meanings.
- **LO 1.3A** Analyze how literary elements interact to develop the central ideas of a work of literature.

**9-10.RL.2.B:** Analyze how a point of view is reflected in the characters, setting, and plot.

- **LO 1.1A** Analyze a wide range of texts for multiple meanings.
- **LO 1.4A** Explain the relationship between a text and its historical or cultural context.

**9-10.RL.2.C:** Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

- **LO 1.3B** Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.
- **LO 3.1A** Use context clues to infer the meaning of multiple-meaning or unfamiliar words.

**9-10.RL.2.D:** Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

- **LO 1.3A** Analyze how literary elements interact to develop the central ideas of a work of literature.

**9-10.W.2.A:** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

- **LO 2.1A** Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- **LO 2.1C** Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- **LO 2.1B** Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.
- **LO 2.1D** Reflect on the writing process and how it shapes one's

to a work of literature's effects and meaning.

ongoing development as a writer.

- **LO 2.3A** Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** Use an appropriate style and carefully selected language to strengthen an analysis.

**9-10.W.3.A:** Review, revise, and edit writing with consideration for the task, purpose, and audience.

a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

- **LO 2.1A** Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- **LO 2.1C** Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- **LO 2.3A** Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** Use an appropriate style and carefully selected language to strengthen an analysis.

	<ul style="list-style-type: none"> <li>• <b>LO 3.2B</b> Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.</li> <li>• <b>LO 3.3A</b> Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.</li> <li>• <b>LO 3.3B</b> Compose or revise language to ensure proper agreement and appropriate verb tense.</li> </ul> <p><b>9-10.SL.1.C:</b> Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.</p> <ul style="list-style-type: none"> <li>• <b>LO 5.1B</b> Cite relevant evidence and evaluate the evidence presented by others.</li> <li>• <b>LO 5.1A</b> Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.</li> <li>• <b>LO 4.2B</b> Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.</li> <li>• <b>LO 5.2B</b> Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.</li> </ul>	
<p><b>Unit 3</b></p> <p>Voice in Synthesis “Entering a Conversation among Works of Nonfiction”</p> <p>11 Weeks</p>	<p><b>9-10.RI.1.A:</b> Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1A:</b> Analyze a wide range of texts for multiple meanings.</li> <li>• <b>LO 2.3C:</b> Select and incorporate relevant and compelling evidence to support a thesis.</li> </ul> <p><b>9-10.RI.1.B:</b> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.2B:</b> Explain how the rhetorical features of an argument contribute to its effect and meaning.</li> <li>• <b>LO 3.1A:</b> Use context clues to infer the meaning of multiple-meaning or unfamiliar words.</li> </ul>	<p><b>9-10.RI.1.C:</b> Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p> <p><b>9-10.RI.2.A:</b> Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1B</b> Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts)</li> </ul>



**9-10.RI.1.D:** Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

- **LO 1.1A:** Analyze a wide range of texts for multiple meanings.
- **LO 1.2A:** Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.

**9-10.RI.2.B:** Analyze how an author uses rhetoric to advance point of view or purpose.

- **LO 1.1A** Analyze a wide range of texts for multiple meanings.
- **LO 1.2B** Explain how the rhetorical features of an argument contribute to its effect and meaning.

**9-10.RI.2.C:** Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

- **LO 1.2B** Explain how the rhetorical features of an argument contribute to its effect and meaning.
- **LO 3.1A** Use context clues to infer the meaning of multiple-meaning or unfamiliar words.

**9-10.RI.2.D:** Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- **LO 1.2A** Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.

**9-10.RI.3.B:** Evaluate how effectively two or more texts develop similar ideas/topics.

**9-10.W.1.A:** Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of

contribute to its meaning.

- **LO 1.2B** Explain how the rhetorical features of an argument contribute to its effect and meaning.

**9-10.RI.3.A:** Analyze how similar ideas or topics are portrayed in different media formats.

- **LO 4.1B** Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.

**9-10.RI.3.C:** Analyze how multiple texts reflect the historical and/or cultural contexts.

**9-10.RI.3.D:** Read and comprehend informational text independently and proficiently.

- **LO 1.1A** Analyze a wide range of texts for multiple meanings.
- **LO 1.1C** Use a repertoire of active reading strategies appropriate to the text and task.

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**

- **LO 4.1A** Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.
- **LO 4.1B** Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.
- **LO 4.1C** Determine the credibility, reliability, and relevancy of selected sources.
- **LO 4.2A** Make an independent claim that addresses the research question or problem and is supported by the findings.
- **LO 4.2B** Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.
- **LO 4.2C** Summarize, paraphrase, or directly quote others' words appropriately and effectively.
- **LO 4.2D** Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.

**9-10.W.2.A:** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

- **LO 2.1A** Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- **LO 2.1C** Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- **LO 2.1B** Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.
- **LO 2.1D** Reflect on the writing process and how it shapes one's ongoing development as a writer.

- **LO 2.3A** Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** Use an appropriate style and carefully selected language to strengthen an analysis.

**9-10.W.3.A:** Review, revise, and edit writing with consideration for the task, purpose, and audience.

a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

- **LO 2.1A** Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- **LO 2.1C** Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- **LO 2.3A** Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** Use an appropriate style and carefully selected language to strengthen an analysis.
- **LO 3.2B** Compose or revise language to ensure that word choice

	<p>and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.</p> <ul style="list-style-type: none"> <li>• <b>LO 3.3A</b> Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.</li> <li>• <b>LO 3.3B</b> Compose or revise language to ensure proper agreement and appropriate verb tense.</li> </ul> <p><b>9-10.RI.2.C:</b> Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.2B</b> Explain how the rhetorical features of an argument contribute to its effect and meaning.</li> <li>• <b>LO 3.1A</b> Use context clues to infer the meaning of multiple-meaning or unfamiliar words.</li> </ul> <p><b>9-10.RI.2.D:</b> Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.2A</b> Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.</li> </ul> <p><b>9-10.SL.1.C:</b> Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.</p> <ul style="list-style-type: none"> <li>• <b>LO 5.1B</b> Cite relevant evidence and evaluate the evidence presented by others.</li> <li>• <b>LO 5.1A</b> Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.</li> <li>• <b>LO 4.2B</b> Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.</li> <li>• <b>LO 5.2B</b> Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.</li> </ul>	
<b>Unit 4</b>	<b>9-10.RL.1.A:</b> Draw conclusions, infer and analyze by citing relevant and	<b>9-10.RL.1.C:</b> Interpret visual elements of a

<p>Purpose in Poetry and Prose “Analyzing Works that Praise, Mourn, or Mock”</p> <p>7 Weeks</p>	<p>thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1A</b> Analyze a wide range of texts for multiple meanings.</li> <li>• <b>LO 2.3C</b> Select and incorporate relevant and compelling evidence to support a thesis.</li> </ul> <p><b>9-10.RL.1.B:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.3B</b> Analyze how the writer’s use of stylistic elements contributes to a work of literature’s effects and meaning.</li> <li>• <b>LO 3.1A</b> Use context clues to infer the meaning of multiple-meaning or unfamiliar words.</li> </ul> <p><b>9-10.RL.1.D:</b> Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1A</b> Analyze a wide range of texts for multiple meanings.</li> <li>• <b>LO 1.3A</b> Analyze how literary elements interact to develop the central ideas of a work of literature.</li> </ul> <p><b>9-10.RL.2.B:</b> Analyze how a point of view is reflected in the characters, setting, and plot.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1A</b> Analyze a wide range of texts for multiple meanings.</li> <li>• <b>LO 1.4A</b> Explain the relationship between a text and its historical or cultural context.</li> </ul> <p><b>9-10.RL.2.C:</b> Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.3B</b> Analyze how the writer’s use of stylistic elements contributes to a work of literature’s effects and meaning.</li> <li>• <b>LO 3.1A</b> Use context clues to infer the meaning of multiple-meaning or unfamiliar words.</li> </ul> <p><b>9-10.RL.2.D:</b> Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.3A</b> Analyze how literary elements interact to develop the central ideas of a work of literature.</li> </ul>	<p>text and draw conclusions from them (when applicable).</p> <p><b>9-10.RL.2.A:</b> Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.1B</b> Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.</li> <li>• <b>LO 1.3B</b> Analyze how the writer’s use of stylistic elements contributes to a work of literature’s effects and meaning.</li> </ul> <p><b>9-10.RL.3.A:</b> Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.</p> <p><b>9-10.RL.3.B:</b> Explain how and why an author alludes to or transforms source material within his or her text.</p> <ul style="list-style-type: none"> <li>• <b>LO 1.4B</b> Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.</li> </ul> <p><b>9-10.RL.3.C:</b> Analyze how multiple texts reflect historical and/or cultural contexts.</p> <p><b>9-10.RL.3.D:</b> Read and comprehend literature, including stories, dramas and poems, independently and proficiently.</p>
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**9-10.W.2.A:** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

- **LO 2.1A** Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- **LO 2.1C** Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- **LO 2.1B** Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.
- **LO 2.1D** Reflect on the writing process and how it shapes one's ongoing development as a writer.
- **LO 2.3A** Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** Use an appropriate style and carefully selected language to strengthen an analysis.

**9-10.W.3.A:** Review, revise, and edit writing with consideration for the task, purpose, and audience.

- a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
- d. Use a variety of appropriate transitions to clarify relationships and

- **LO 1.1A** Analyze a wide range of texts for multiple meanings.
- **LO 1.1C** Use a repertoire of active reading strategies appropriate to the text and task.

connect ideas, claims and signal time shifts.

- **LO 2.1A** Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- **LO 2.1C** Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- **LO 2.3A** Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** Use an appropriate style and carefully selected language to strengthen an analysis.
- **LO 3.2B** Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.
- **LO 3.3A** Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.
- **LO 3.3B** Compose or revise language to ensure proper agreement and appropriate verb tense.

**9-10.RI.2.C:** Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

- **LO 1.2B** Explain how the rhetorical features of an argument contribute to its effect and meaning.
- **LO 3.1A** Use context clues to infer the meaning of multiple-meaning or unfamiliar words.

**9-10.RI.2.D:** Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- **LO 1.2A** Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.

	<p><b>9-10.SL.1.C:</b> Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.</p> <ul style="list-style-type: none"><li>• <b>LO 5.1B</b> Cite relevant evidence and evaluate the evidence presented by others.</li><li>• <b>LO 5.1A</b> Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.</li><li>• <b>LO 4.2B</b> Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.</li><li>• <b>LO 5.2B</b> Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.</li></ul>	
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