Grades Nine and Ten ELA / Reading: Literature

Anchor Standard

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

Strand	*Reading: Literature*	
Topic	*Key Ideas and Details*	**Pacing**

Standard Statement	Content Elaborations
1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* **Learning Targets:** • I can define and provide textual evidence for explicit content in the text. • I can define inference and provide textual evidence to support inferences. 2. *Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.* **Learning Targets:** • I can determine a theme or central idea of a text. • I can analyze how the theme/central idea develops. • I can provide an objective summary of the text. 3. *Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.* **Learning Targets:** • I can analyze how the development of complex characters contributes to the theme.	When analyzing Key Ideas and Details, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Critical reading includes understanding the ways authors influence readers with what the text states explicitly and implicitly. Effective authors use evidence and details purposely chosen to impart meaning. Literary analysis enables the reader to examine the way authors carefully position details which support the theme or main idea. They use the interactions, thoughts, and feelings of characters to explore ideas and themes. Readers should further examine the purpose of the author's piece and question the motivations as well as the motivations of the characters, which also shape the plot and, ultimately, the theme. In the next grade band, students are expected to continue to cite text and draw inferences, examine multiple themes, and analyze the impact of the author's choice as it relates to plot and character.
Content Vocabulary • complex character	**Academic Vocabulary** • analyze

• textual evidence • explicit • close reading • theme/central idea • summary • advance • motivation	• cite • inference • objective
Formative Assessments	**Summative Assessments**
Resources • Elements of Literature 9, 3rd Course • Elements of Literature 10, 4th Course (WKHS) • Elements of Literature 10, 5th Course (TWHS) • Required reads • Select novels	**Enrichment Strategies**
Integrations	**Intervention Strategies** • Odyssey • Achieve 3000

Grades Nine and Ten ELA / Reading: Literature

Anchor Standard
4. *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.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*
6. *Assess how point of view or purpose shapes the content and style of a text.*

Strand	*Reading: Literature*	
Topic	*Craft and Structure*	**Pacing**

Standard Statement	Content Elaborations
4. *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).* **Learning Targets:** • I can determine the meaning of words and phrases as they are used in a text. • I can analyze how specific words and phrases influence meaning and tone. (See Enrichment Section of Format) 5. *Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.* **Learning Targets:** • I can analyze how the author's structural choices create various effects. 6. *Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.* **Learning Targets:** • I can analyze how an author's perspective and cultural experiences from outside of the United States influence a work of literature.	Analyzing the Craft and Structure of literature requires the reader to examine the author's motivations closely. Effective authors make specific language choices (emotive, evocative, formal, impersonal) and use specific organizational strategies to position readers to accept representations of people, events, ideas, and information in particular ways. Competent readers reflect on the nuanced meanings of words and phrases in texts as a tool by which they discover the meaning, tone, and theme of a text. An author's perspective and global cultural experiences impact choices made about the text, such as what to include or not include as well as considering the point of view from which the narrative is told. Understanding of text occurs through meaningful and intentional opportunities to read, study, and discuss literature with a focus on the total effect of an author's craft. In the next grade band, students are expected to analyze the connotative and figurative meanings of words as they are used in the text, examine how the author's choice shapes the overall structure of the text, and continue to evaluate multiple points of view.

Content Vocabulary	Academic Vocabulary
- figurative - connotative - perspective - mood - tone - text structure	analyze
Formative Assessments	**Summative Assessments**
Resources	**Enrichment Strategies**
- Elements of Literature 9, 3rd Course - Elements of Literature 10, 4th Course (WKHS) - Elements of Literature 10, 5th Course (TWHS) - Required reads - Select novels	I can define and identify the five elements of voice (diction, detail, imagery, syntax, and tone).
Integrations	**Intervention Strategies**
	- Odyssey - Achieve 3000

Grades Nine and Ten ELA / Reading: Literature

Anchor Standard
7. *Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*
9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Strand	*Reading: Literature*	
Topic	*Integration of Knowledge and Ideas*	**Pacing**

Standard Statement	Content Elaborations
7. *Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).* **Learning Targets:** • I can compare how two different mediums represent a subject or scene. • I can determine what is emphasized or absent in order to analyze the artists' choices in each medium. 8. *Not applicable to literature* 9. *Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).* **Learning Targets:** • I can identify source material from one author found in the work of another. • I can analyze the effect of the source material in a specific work.	The Integration of Knowledge and Ideas is important when examining key scenes or specific works. Explore varying perspectives of the work such as historical accounts or any background knowledge that can assist in determining the author's overall purpose. Understanding the interplay between text and context can influence how an audience analyzes a text from multiple perspectives. Analysis of a topic or theme from varying perspectives and in a variety of mediums involves using comprehension strategies including, but not limited to, comparison and contrast, inference, and summary. In the next grade band, students are expected to analyze and evaluate multiple interpretations of a story, drama, or poem and demonstrate knowledge of the foundational works of American literature and its varying themes.

Content Vocabulary	Academic Vocabulary
• figurative • connotative • perspective • mood • tone	• analyze

• text structure	
Formative Assessments	**Summative Assessments**
Resources • Elements of Literature 9, 3rd Course • Elements of Literature 10, 4th Course (WKHS) • Elements of Literature 10, 5th Course (TWHS) • Required reads • Select novels	**Enrichment Strategies**
Integrations	**Intervention Strategies** • Odyssey • Achieve 3000

Grades Nine and Ten ELA / Reading: Literature

Anchor Standard
10. *Read and comprehend complex literary and informational texts independently and proficiently.*

Strand	*Reading: Literature*	

Topic	*Range of Reading and Level of Text Complexity*	**Pacing**

Standard Statement	Content Elaborations
10. ***By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.*** **Learning Targets:** • I can closely read grade level texts. • I can use reading strategies, such as rereading, asking questions, taking notes, making inferences, visualizing, annotating, summarizing, paraphrasing, and others to help me understand complex text.	

Content Vocabulary	Academic Vocabulary
• complex text • close reading	• paraphrasing • summarizing • rereading • inference • annotating

Formative Assessments	Summative Assessments

Resources	Enrichment Strategies

Integrations	Intervention Strategies

Grades Nine and Ten ELA / Reading: Informational Text

Anchor Standard
1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

Strand	*Informational Text*	
Topic	*Key Ideas and Details*	**Pacing**

Standard Statement	Content Elaborations
1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* **Learning Targets:** • I can use textual evidence to support analysis of the text. • I can distinguish between explicit and inferential citations. 2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.* **Learning Targets:** • I can provide an objective summary of the text. • I can analyze how a central idea is developed, shaped, and refined by specific details in the text. 3. *Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.* **Learning Targets:** • I can analyze how structure develops ideas. • I can analyze how the author develops and connects points.	When reading informational text, examining Key Ideas and Details is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Authors of informational and argumentative texts present information, advance opinions, justify positions, and make judgments in order to inform and/or persuade readers. Analysis of these texts requires understanding the central ideas or argument as well as the interactions between and among ideas/arguments. In the next grade band, students are expected to continue to cite text and draw inferences, examine multiple themes, and investigate how specific individuals, ideas, or events develop throughout the text.

Content Vocabulary	**Academic Vocabulary**
	• textual evidence • explicit citation

	• inferential citation • objective summary • author's structure
Formative Assessments	**Summative Assessments**
Resources	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Reading: Informational Text

Anchor Standard
4. *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.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*
6. *Assess how point of view or purpose shapes the content and style of a text.*

Strand	*Informational Text*	
Topic	*Craft and Structure*	**Pacing**

Standard Statement	Content Elaborations
4. *Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).* **Learning Targets:** • I can determine the meaning of words and phrases as they are used in a text, including technical words. • I can analyze how specific words and phrases influence meaning and tone. 5. *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., section or chapter).* **Learning Targets:** • I can analyze how the structure develops ideas. • I can analyze how the author develops and connects points. 6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.* **Learning Targets:** • I can identify an author's tone and point of view. • I can identify the rhetorical strategies and techniques an author uses to achieve his purpose.	Examining the author's technique is the essential focus when analyzing the Craft and Structure of informational text. Effective authors select specific language (emotive, evocative, formal, impersonal) and use specific organizational strategies and rhetorical content to convey meaning. Understanding the meanings (denotative as well as connotative) of words and phrases found within the text is a tool by which readers can discover the meaning, tone, and purpose of a text. In the next grade band, students are expected to continue to examine the various meanings of words and how an author refines their use within the text, evaluate the effectiveness of text structure in an argument, and analyze how style and content shapes the author's purpose.

Content Vocabulary	Academic Vocabulary
- figurative - connotative/loaded language - perspective - mood - tone - logical fallacies - point of view - purpose/intent - text structure - appeals to reason, emotion, and credibility - using imagery - allusion	- analyze - rhetoric
Formative Assessments	**Summative Assessments**
Resources	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Reading: Informational Text

Anchor Standard
7. *Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*
9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Strand	*Informational Text*

Topic	*Integration of Knowledge and Ideas*	**Pacing**

Standard Statement	Content Elaborations
7. *Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.* **Learning Targets:** • I can analyze various accounts of the same subjects and determine which details are emphasized in each account. • I can evaluate the advantages and disadvantages of a presentation of a subject in different media. 8. *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.* **Learning Targets:** • I can identify the argument an author presents in a text. • I can assess the credibility of an author (who wrote it, when it was written) and determine the purpose (why it was written). • I can identify claims that are supported by facts and those supported by opinions. • I can recognize when an author uses irrelevant or false evidence and/or logical fallacies. • I can analyze the evidence an author provides in order to determine if it is sufficient to support the claim. 9. *Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address,*	Integrating Knowledge and Ideas from informational text requires analysis and evaluation of critical themes and concepts from varying perspectives. It involves using comprehension strategies including compare and contrast, inference and summary. Critical reading of a wide variety of seminal texts, including those told from historical, literary, and scientific perspectives, mirrors and challenges thinking and enhances the understanding of content. In the next grade band, students are expected to integrate and evaluate multiple versions of a text; examine the reasoning in seminal U.S. text; and analyze the themes, purposes, and rhetorical significance of 17th-, 18th-, and 19th-century foundational U.S. documents.

Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Learning Targets:
- I can identify and analyze related themes and concepts found in seminal U.S. documents.
- I can determine how the time period and point of view of an author affects his/her perspective on a theme or concept.

Content Vocabulary	Academic Vocabulary
- logical fallacies - point of view - purpose/intent - text structure - appeals to reason, emotion, and credibility - using imagery - allusion - claim - credibility - evidence - argument - purpose - warrant	- either/or reasoning - circular reasoning - ad hominem - bandwagon - false testimony - deductive fallacy - seminal
Formative Assessments	**Summative Assessments**
Resources	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Reading: Informational Text

Anchor Standard
10. *Read and comprehend complex literary and informational texts independently and proficiently.*

Strand	*Informational Text*	
Topic	*Range of Reading and Level of Text Complexity*	**Pacing**

Standard Statement	Content Elaborations
10. **By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.** **Learning Targets:** • I can closely read grade level texts. • I can use reading strategies, such as rereading, asking questions, taking notes, making inferences, visualizing, annotating, summarizing, paraphrasing, and others to help me understand complex texts.	The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together: 1. Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2. Quantitative dimensions of text complexity (word length of frequency, sentence length, text cohesion – typically measured by computer software) 3. Reader and task considerations (motivation, knowledge, and experiences purpose and complexity of task assigned)

Content Vocabulary	**Academic Vocabulary**
Formative Assessments	**Summative Assessments**
Resources	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Writing

Anchor Standard
1. *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
2. *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*
3. *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

Strand	*Writing*	
Topic	*Text Types and Purposes*	Pacing

Standard Statement	Content Elaborations

1. *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
 	
  a. Introduce precise claims(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. 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. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  e. Provide a concluding statement or section that follows from and supports the argument presented.
 	
Learning Targets:
• I can write a claim that contains a clear subject and a clear position.
• I can gather evidence that supports my claim.
• I can identify and rebut counterclaims.
• I can organize claims, counterclaims, and evidence into a logical sequence.
• I can fully develop claims and counterclaims appropriate for my
	Understanding Text Types and Purposes is essential for writing. Effective and coherent text creation requires conscious choices about purposes for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action, or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form, and genre.
	
	In the next grade band, students are expected to produce informative and narrative writings that examine and convey complex ideas and have well-developed arguments with valid reasoning, relevant evidence, and well-chosen details.

audience.

- I can create cohesive arguments using appropriate transitions.
- I can write in a formal, objective voice appropriate for the purpose.
- I can write an effective conclusion that captures the paper's focus and leaves a lasting impression on the reader.

2. ***Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.***
   a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (see Standard W.9-10.1b).
   c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (see Standard W.9-10.1c).
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) (see Standard W.9-10.1f).

Learning Targets:
- I can plan and organize my ideas including appropriate formatting to convey my information.
- I can utilize content vocabulary appropriate for my topic and structure.
- I can write in a formal, objective voice appropriate for the purpose.

3. ***Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.***
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and

introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Learning Targets:
- I can identify the purpose of my narrative.
- I can engage the reader by introducing elements of exposition.
- I can use narrative techniques to develop my story.
- I can use transitional words or phrases to show relationships among events and experiences.
- I can use precise words and phrases, details, and sensory language to convey a vivid picture of my story.
- I can write a conclusion that fits the purpose of my narrative.

Content Vocabulary	Academic Vocabulary
- content area - exposition - transitions - narrative - voice - style	- claim - counterclaim - evidence - argument - informative - objective

Formative Assessments	Summative Assessments
- Prewrite - Drafts - Exit slips - Outlines - Peer editing	Final products

Resources	Enrichment Strategies
Write Source	

• Common Core State Standards • Online Writing Lab at Purdue • CCSS Align/Assess/Achieve Flipbook	
Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Writing

Anchor Standard
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.* 5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.* 6. *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

Strand	*Writing*	
Topic	*Production and Distribution of Writing*	Pacing

Standard Statement	Content Elaborations
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)* **Learning Targets:** • I can identify the writing style (e.g., argument, informative/explanatory, narrative) that fits my task, purpose, and audience. • I can compose a clear and logical piece of writing that demonstrates my understanding of specific writing style. 5. *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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 55.)* **Learning Targets:** • I can use prewriting strategies to develop my ideas. • I can apply multiple strategies to revise my writing. • I can proofread and edit my writing. 6. *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.* **Learning Targets:** • I can determine the most effective technology to produce and publish	The Production and Distribution of Writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually, and with the aid of technology. Effective writers make conscious, independent, and/or collaborative decisions about the type of writing they produce and its distribution. They also use technology to share information and to create individual and collaborative texts. In the next grade band, students are expected to continue to use technology to produce, publish, and update clear and coherent writing that is organized and developed in multiple stages with an additional focus on addressing a specific purpose and audience.

my writing.	
Content Vocabulary • proofread • edit • revise	**Academic Vocabulary** • task • purpose • audience
Formative Assessments • Prewrite • Drafts • Exit slips • Outlines • Peer editing	**Summative Assessments** • Final products
Resources • Write Source • Common Core State Standards • Online Writing Lab at Purdue • CCSS Align/Assess/Achieve Flipbook	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Writing

Anchor Standard
7. *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*
8. *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*
9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

Strand	*Writing*	
Topic	*Research to Build and Present Knowledge*	Pacing

Standard Statement	Content Elaborations
7. *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.* **Learning Targets:** • I can focus my research on a problem to be solved or on a central question that is provided or self-generated. • I can synthesize information from a variety of sources. • I can narrow or broaden my inquiry based on the information gathered. • I can create a product that demonstrates understanding of the subject. 8. *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.* **Learning Targets:** • I can evaluate the credibility, reliability, and validity of a source. • I can gather relevant information from multiple sources using advanced searches. • I can determine when to quote and how to integrate information into my text. • I can avoid plagiarism by using current MLA style to format my	Conducting Research to Build and Present Knowledge is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation. In the next grade band, students are expected to continue to investigate and evaluate relevant and credible information from multiple authoritative sources in order to conduct research projects that can be both short-term as well as more sustained.

parenthetical citations and my Works Cited page.

9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*
   a. Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
   b. Apply grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Learning Targets:
- I can identify textual evidence that supports my analysis, reflection, and/or research.
- I can compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.

Content Vocabulary	**Academic Vocabulary**
• advanced search • parenthetical citation • reflection	• synthesize • analysis • textual evidence • central question • inquiry • credibility • reliability • validity • plagiarism
Formative Assessments	**Summative Assessments**
• Prewrite • Drafts • Exit slips • Outlines • Peer editing	• Final products
Resources	**Enrichment Strategies**
• Write Source • Common Core State Standards	

• Online Writing Lab at Purdue • CCSS Align/Assess/Achieve Flipbook	
Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Writing

Anchor Standard
10. *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Strand	*Writing*	

Topic	*Range of Writing*	**Pacing**

Standard Statement	Content Elaborations
10. *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.* **Learning Targets:** • I can practice writing over different time frames appropriate to the task, purpose, and audience.	Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. In the next grade band, students are expected to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Content Vocabulary	Academic Vocabulary
• stamina	• task • purpose • audience

Formative Assessments	Summative Assessments
• Prewrite • Drafts • Exit slips • Outlines • Peer editing	• Final products

Resources	Enrichment Strategies
- Write Source - Common Core State Standards - Online Writing Lab at Purdue - CCSS Align/Assess/Achieve Flipbook	
Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Speaking and Listening

Anchor Standard
1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*
2. *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*
3. *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.*

Strand	*Speaking and Listening*	
Topic	*Comprehension and Collaboration*	**Pacing**

Standard Statement	Content Elaborations
1. ***Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*** a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Learning Targets:** • I can prepare questions and key points supported by textual evidence to contribute to a discussion. • I can collaborate with peers to establish expectations for discussions. • I can participate in a discussion by contributing relevant ideas to deepen	The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of better examining issues, evaluating opinions, arguing points, making judgments, building understandings, and persuading others by evidence and reasoning. In the next grade band, students are expected to initiate and participate effectively in a range of collaborative discussions; integrate multiple sources of information presented in diverse media; and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

understanding on a topic or issue.
- I can reflect on different points of view and make connections to my own.

2. *Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.*

   Learning Targets:
   - I can analyze information presented in diverse media and formats to deepen understanding of topics.
   - I can evaluate credibility and accuracy of sources.

3. *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*

   Learning Targets:
   - I can determine a speaker's point of view and explain his/her reasoning.
   - I can analyze how a speaker uses evidence and rhetoric to strengthen his/her point of view or purpose.

Content Vocabulary	**Academic Vocabulary**
- rhetoric - logical fallacy - point of view - distorted evidence	- credibility - accuracy - textual evidence
Formative Assessments	**Summative Assessments**
- Critique of peer performance - Discussion - Presentations	- Graded discussion/Socratic seminar - Formal presentations - Reflection
Resources	**Enrichment Strategies**
- Write Source - Common Core State Standards - Online Writing Lab at Purdue - CCSS Align/Assess/Achieve Flipbook	

Integrations	Intervention Strategies

Grades Nine and Ten ELA / Speaking and Listening

Anchor Standard
4. *Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.*
5. *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.*
6. *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

Strand	*Speaking and Listening*	
Topic	*Presentation of Knowledge and Ideas*	**Pacing**

Standard Statement	Content Elaborations
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.* **Learning Targets:** • I can deliver a clear, concise, and logical presentation. • I can prepare a presentation that is organized and developed appropriate to purpose, task, and audience. 5. *Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.* **Learning Targets:** • I can effectively use media to strengthen and enhance presentations. 6. *Adapt speech to a variety of contexts and texts, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 language standards 1 and 3 on page 54 for specific expectations.)* **Learning Targets:** • I can adapt speech to a variety of contexts. • I can compose and deliver a formal speech using appropriate language standards.	The Presentation of Knowledge and Ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual, and multimedia presentations and their effects increases the potential to inform, entertain, or persuade an audience. In the next grade band, students are expected to present information, findings, and supporting evidence that conveys a clear and distinct perspective, make strategic use of digital media in presentations, and adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Content Vocabulary • fallacy	**Academic Vocabulary** • purpose

• line of reasoning	• task • audience • credibility

Formative Assessments
  • Critique of peer performance
  • Discussion
  • Presentations
	Summative Assessments
	  • Graded discussion/Socratic seminar
	  • Formal presentations
	  • Reflection

Resources
  • Write Source
  • Common Core State Standards
  • Online Writing Lab at Purdue
  • CCSS Align/Assess/Achieve Flipbook
	Enrichment Strategies

Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Language

Anchor Standard
1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Strand	*Language*	

Topic	*Conventions of Standard English*	Pacing

Standard Statement	Content Elaborations
1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **Learning Targets:** • I can define and identify parallel structures and recognize when I have and have not used them correctly in my writing. • I can define and identify various types of phrases and clauses. • I can use appropriate phrases and clauses to convey specific meaning and add variety to my writing. **2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*** a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. **Learning Targets:** • I can capitalize correctly and appropriately. • I can use semicolons and colons correctly in my writing. • I can identify misspelled words and use resources to assist me in spelling correctly.	There are specific rules and Conventions of Standard English that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively, and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking, and listening. In the next grade band, students are expected to continue to demonstrate a command of the conventions of standard English usage and grammar, capitalization, punctuation, and spelling when speaking and/or writing.

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Content Vocabulary	Academic Vocabulary
• colon • semicolon • parallel structure • phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) • clauses (independent, dependent, noun, relative, adverbial) • conjunctive adverb • usage	
Formative Assessments	**Summative Assessments**
Resources • Grammar.quickanddirtytips.com (Grammar Girl) • OWL at Purdue • Oxford English Dictionary (online) • *Elements of Style* (Strunk & White) • *Woe Is I* (Patricia T. O'Conner) • *Eat, Shoots and Leaves* (Lynne Truss)	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Language

Anchor Standard	
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.*	

Strand	*Language*	
Topic	*Knowledge of Language*	**Pacing**

Standard Statement	**Content Elaborations**
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.* a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. **Learning Targets:** • I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. • I can apply the guidelines in a style manual to write and edit work.	Knowledge of Language allows for informed choices in the context of communication. Writers and speakers use their knowledge of language to make meaning, develop style, and appropriately edit for clarity, interest, and precision. Knowledge of language also is used to comprehend the nuances of communication. Experienced writers and speakers use appropriate references to assist them in producing effective communication. In the next grade band, students are expected to 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.

Content Vocabulary	**Academic Vocabulary**
• syntax • diction • style manual • context	

Formative Assessments	**Summative Assessments**

Resources	**Enrichment Strategies**

Integrations	**Intervention Strategies**

Grades Nine and Ten ELA / Language

Anchor Standard
4. *Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*
5. *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*
6. *Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

Strand	*Language*	
Topic	*Vocabulary Acquisition and Use*	**Pacing**

Standard Statement	Content Elaborations
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 a range of strategies.*** 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **Learning Targets:** • I can determine the meaning of a word using context clues. • I can break down unfamiliar words into units of meaning, including affixes and roots, to infer contextual meaning. • I can use a variety of reference materials to determine meaning, pronunciation, part of speech, and etymology. • I can check the dictionary or use context to verify the meaning of a	Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely. In the next grade band, students are expected to continue to determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 11-12 reading and content; demonstrate understanding of figurative language, word relationships, and nuances in word meanings; and acquire and accurately use grade-appropriate words or phrases.

word.

5. ***Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.***
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

   Learning Targets:
   - I can identify and define various types of figurative language.
   - I can interpret figurative language.
   - I can analyze the role of figurative language in text.
   - I can recognize the differences between denotative and connotative meanings.

6. ***Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.***

   Learning Targets:
   - I can choose the most appropriate words or phrases to express the intended meaning.
   - I can independently acquire vocabulary knowledge to understand (in reading and listening) and to express meaning (in speaking and writing).

Content Vocabulary	Academic Vocabulary
- simile - metaphor - hyperbole - personification - alliteration - onomatopoeia - nuances - denotation - connotation - contextual - figurative language	- analyze - interpret - domain-specific - context clues

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- affixes
- etymology
- euphemism
- oxymoron
- expression

Formative Assessments	Summative Assessments
Resources • www.quizlet.com • Write Source • www.memrise.com • Vocabulary A-Z • wordinfo.info • www.uefap.com • Visual Thesaurus • www.vocabulary.com/lists/ • Building Background Knowledge (Marzano)	**Enrichment Strategies**
Integrations	**Intervention Strategies**