

Troup County School System
9th/10th Grade ELA Curriculum Map

This document provides standard guidance. It contains all of the ELA standards for a grade level, as well as what the students should know and be able to do. Additionally, it contains suggested instructional approaches for each standard. Click on the standard number for specific guidance on that standard.

Reading Literature	Reading Informational	Writing	Language	Speaking and Listening
<u>ELAGSE9-10RL1</u>	<u>ELAGSE9-10RI1</u>	<u>ELAGSE9-10W1</u>	<u>ELAGSE9-10L1</u>	<u>ELAGSE9-10SL1</u>
<u>ELAGSE9-10RL2</u>	<u>ELAGSE9-10RI2</u>	<u>ELAGSE9-10W2</u>	<u>ELAGSE9-10L2</u>	<u>ELAGSE9-10SL2</u>
<u>ELAGSE9-10RL3</u>	<u>ELAGSE9-10RI3</u>	<u>ELAGSE9-10W3</u>	<u>ELAGSE9-10L3</u>	<u>ELAGSE9-10SL3</u>
<u>ELAGSE9-10RL4</u>	<u>ELAGSE9-10RI4</u>	<u>ELAGSE9-10W4</u>	<u>ELAGSE9-10L4</u>	<u>ELAGSE9-10SL4</u>
<u>ELAGSE9-10RL5</u>	<u>ELAGSE9-10RI5</u>	<u>ELAGSE9-10W5</u>	<u>ELAGSE9-10L5</u>	<u>ELAGSE9-10SL5</u>
<u>ELAGSE9-10RL6</u>	<u>ELAGSE9-10RI6</u>	<u>ELAGSE9-10W6</u>	<u>ELAGSE9-10L6</u>	<u>ELAGSE9-10SL6</u>
<u>ELAGSE9-10RL7</u>	<u>ELAGSE9-10RI7</u>	<u>ELAGSE9-10W7</u>		
	<u>ELAGSE9-10RI8</u>	<u>ELAGSE9-10W8</u>		
<u>ELAGSE9-10RL9</u>	<u>ELAGSE9-10RI9</u>	<u>ELAGSE9-10W9</u>		
<u>ELAGSE9-10RL10</u>	<u>ELAGSE9-10RI10</u>	<u>ELAGSE9-10W10</u>		

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Grade	Grade-Specific Standard	Approach to Instruction of Standard Content and Skill
Grades 9-10 HP	<p>ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Know:</p> <ul style="list-style-type: none"> • textual evidence is a quote, summary, or paraphrase from a text that supports a specific argument or claim that is being made • that the strongest evidence includes reasons and facts that justify their answer or interpretation of a text • that thorough evidence is sufficient evidence that support their explanation or interpretation • difference between explicit information and inference, supportive and non-supportive evidence, and adequacy of evidence for claim made • conventions of how to cite evidence <p>Do:</p> <ul style="list-style-type: none"> • draw inferences from literary text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence gathered from reading • support their conclusions with explicit and implicit textual evidence • synthesize evidence collected from the text to best support their conclusions • correctly use citations to support reasoning <p>Prerequisites:</p> <ul style="list-style-type: none"> • draw inferences from literary text to make and support an analysis • support their conclusions with explicit and implicit textual evidence • determine the textual evidence that best supports their conclusions • explain the relationship between their conclusions and the evidence for their conclusions 	<ul style="list-style-type: none"> • Lead students in examining what constitutes the strongest evidence from the evidence presented • Identify weak evidence for a text-based claim (for example if the student claims that the author frequently uses alliteration to mimic the sound of the whispering wind, but can only produce only one weak example of such a sound in the text) • Engage students in justifying their answers based on the strongest evidence • Engage students in analyzing when evidence used to support their answer or position is adequate to justify the full meaning of their explanation or interpretation • Implement note-taking using a system such as Cornell notes • Teach and require annotation of text • Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion
Grades 9-10 HP	<p>ELAGSE9-10RL2: Determine a theme or central idea of text and closely 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.</p> <p>Know:</p> <ul style="list-style-type: none"> • theme or central idea of a text is the message or lesson that the author develops and refines through details • universal themes appear across genre and culture • author's use of motif [recurrent presence of certain character types, objects/symbols, settings, or situations] can sometimes help illuminate the theme of a particular text <p>Do:</p> <ul style="list-style-type: none"> • analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, character motivation, and themes in text • analyze how a theme or central idea develops over the course of the text, 	<ul style="list-style-type: none"> • Provide examples of theme(s) in well-known texts and illustrate their development from introduction to end while pointing out how central idea/theme is shaped by character interaction, plot evolution, events in plot, and details • Model how specific details from the text refine or create subtle distinctions that shape the theme • Have students learn and practice précis writing as a method of objective summary • Review the elements of plot structure and characterization, emphasizing the ways in which plot and character shape theme • Discuss and practice identifying the difference between main idea and theme (for example, the main idea in Romeo and Juliet may be the love affair between the protagonists, but the theme will be larger than the individuals, addressing fate, chance, wisdom of youth vs. age, etc.)

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	<p>including evidence from the text as support</p> <ul style="list-style-type: none"> explain how specific details from the text refine or create subtle distinctions that shape the theme use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme) provide an objective summary <p>Prerequisites:</p> <ul style="list-style-type: none"> infer the theme or central idea of a text, based on the text's setting, plot, and characters analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text explain how the characters, setting, and/or plot support the development of a theme determine the main idea(s) in a text and use them in an objective summary 	
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10RL3: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> that revealing aspects of characters is uncovering their traits or background information about them <p>Do:</p> <ul style="list-style-type: none"> analyze characters (e.g., flat, round, static, dynamic, stock, archetype, antihero, etc.) and their traits differentiate character motivation and analyze how those motivations influence theme or story recognize how complex characters develop and change over the course of a text analyze how character interactions can advance the plot and theme of a text <p>Prerequisites:</p> <ul style="list-style-type: none"> recognize changes in the pace of the story or drama determine the catalyst for any changes in the pace of the story or drama explain how the dialogue or incident propels the action analyze events or dialogue for new information about a character analyze text to determine why a decision was made 	<ul style="list-style-type: none"> Allow students to compare and discuss well-known characters from popular culture, fiction, and film to establish basic concepts of characterization Analyze a character that has conflicting motivations or demonstrates conflicting emotions to show how the character develops over the course of a text and how he/she interacts with other characters and events within the plot Have students explain how a character's actions advance the plot Discuss personal traits and characteristics of real people, classmates, and themselves in understanding characterization Use note-taking and annotation to collect details contributing to characterization Use mock social-networking profiles to describe characters and establish whether they are static, dynamic, flat, or round
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10RL4: 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).</p> <p>Know:</p> <ul style="list-style-type: none"> identify figurative language in text words have connotations (associations or secondary meanings) as well 	<ul style="list-style-type: none"> Engage students in analyzing text for word choice as it impacts meaning and tone Explain meaning of figurative and connotative words within a text Analyze how an author may choose words that create a sense of time and place or set a tone Guide students in identifying various types of figurative language;

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	<p>as denotations (the dictionary definition of a word) (e.g., stingy, scrimping, economical, unwasteful, thrifty)</p> <ul style="list-style-type: none"> • tone is the author's attitude toward the topic • every text has a tone, and that an author's choice of words and phrases controls the tone of the text • tone can be formal or informal • language evokes a sense of time and place <p>Do:</p> <ul style="list-style-type: none"> • analyze text for word choice as it impacts meaning and tone of text • analyze how specific word choice sets the tone of a text (e.g., formal vs. informal) • analyze how word choice creates a sense of time and/or place • analyze and evaluate the overall patterns of diction in the whole text and its impact on meaning and tone • analyze the cumulative impact of figurative language (e.g., metaphor, simile, metonymy, overstatement, oxymoron, understatement) and its impact on meaning and tone <p>Prerequisites:</p> <ul style="list-style-type: none"> • determine how the author's use of words and phrases controls the meaning/tone of the text • explain how the author's use of figurative language further illustrates/expands the tone and meaning of the text • explain how the author's use of connotative meanings conveys the author's stance/tone within a text • explain how analogies expand an author's ideas and attitude about the topic • explain allusions within a text, and how allusions add background knowledge and depth to a text 	<p>provide contextual examples</p> <ul style="list-style-type: none"> • Choose texts rich in figurative and connotative language • Require students to translate figurative expressions into concrete language and vice versa • Practice exploring connotations of common vocabulary as well as newer vocabulary
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10RL5: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> • know sequence of events, structure, and time are used to create and manipulate effects in literature (e.g., mystery, tension, or surprise) • texts can have multiple plots • sequence of events does not always follow chronological order <p>Do:</p> <ul style="list-style-type: none"> • identify multiple or parallel plots within a text and how they impact the meaning of text • analyze how the author manipulates time in the text and how it creates effects such as mystery, tension, or surprise • classify and evaluate the sequence of events in a text • examine how the structure of the text creates an emotional response from the reader 	<ul style="list-style-type: none"> • Discuss manipulations of time and how the experience of a story would change if, for example, a novel were told in linear time instead of through flashback • Make purposeful text choices to demonstrate concepts such as flashback, foreshadowing, and parallel plot • Engage students in identifying multiple or parallel plots within a text and how they impact the meaning of text • Analyze how the author manipulates time in the text and how it creates effects such as mystery, tension, or surprise • Examine how the structure of the text creates an emotional response from the reader • Analyze an author's choices about structure and organization of a story or drama (e.g. multiple points of view, flashback) and specify the effect of these choices on the story or drama itself and/or the audience • Provide narrative writing opportunities that require the construction of

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	<ul style="list-style-type: none"> analyze an author's choices about structure and organization of a story or drama (e.g. multiple points of view, flashback) analyze the effect of an author's choices on the story or drama itself and/or the audience <p>Prerequisites:</p> <ul style="list-style-type: none"> describe the structure of two or more texts describe the style of two or more texts identify the meanings of two or more texts explain how the structure of a text contributes to its meaning and style identify similarities and differences in structure and style between two or more texts evaluate the effect of one structure over another with regard to a work's meaning and style 	<p>specific plot structures</p> <ul style="list-style-type: none"> Provide opportunities for comparison and contrast of texts that are suspenseful, comic, or otherwise create an emotional/tonal response; direct students in identifying a variety of structural approaches to achieve a similar result
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10RL6: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> how to identify point of view that individuals from different cultures have varying perspectives based on their worldview cultural experience influence the point of view in text <p>Do:</p> <ul style="list-style-type: none"> determine which details in a particular work of literature relate to a cultural experience or support the author's or character's point of view compare and contrast the author's or character's point of view or cultural experience from a wide variety of texts analyze how a particular cultural belief affects the point of view of a topic analyze how cultural experiences differ in literary works of similar topics evaluate the influence of cultural experiences and their effects on the author's or character's point of view within a text <p>Prerequisites:</p> <ul style="list-style-type: none"> determine the points of view represented in the text identify disparities in the information readers and characters receive explain how a character's knowledge or lack of knowledge influences his or her perspective on situations and events in a text contrast the different points of view between the audience and a character contrast the different points of view among characters recognize irony in a text and explain how it renders the text humorous or suspenseful recognize dramatic irony in a text and explain how it renders the text humorous or suspenseful explain how the author used point of view to create humor and/or suspense in the text 	<ul style="list-style-type: none"> Place a world map and world timeline on the walls of the classroom for easy contextual reference Engage students in a discussion of their own cultural heritages Use sample of texts where cultural experience influences the plot and characters (Amy Tan novels) to demonstrate point of view that reflects culture Make guest speakers, foods, international celebrations, and cultural artifacts a part of the classroom experience Make connections to commonalities among cultures and their foundational mythologies
<p>Grades 9-10</p>	<p>ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in</p>	

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	<p>two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting <i>Landscape with the Fall of Icarus</i>), including what is emphasized or absent in each treatment.</p> <p>Know:</p> <ul style="list-style-type: none"> the subject or key scene in an artistic medium (e.g., poetry, paintings, music) <p>Do:</p> <ul style="list-style-type: none"> analyze and interpret subjects and key scenes in each representation compare and contrast key ideas or artistic treatments in both representations analyze what is emphasized or absent in each representation of a subject or key scene <p>Prerequisites:</p> <ul style="list-style-type: none"> compare the story/drama to the film/live production contrast the story/drama to the film/live production evaluate a film or live production for directors’ and actors’ interpretation analyze a story or drama and a filmed or live production of the same story or drama 	<ul style="list-style-type: none"> Provide multiple opportunities for discussion and analysis of visual and written texts Choose appropriate examples for comparison and contrast that have easily identifiable aesthetic elements in common or in opposition Choose examples from a variety of artistic mediums, including tapestry, sculpture, oil painting, photography, even performance art Use technology to enhance visual, tactile, and aural integration of aesthetic elements
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10RL9: 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).</p> <p>Know:</p> <ul style="list-style-type: none"> allusions in literature attributes of literary archetypes <p>Do:</p> <ul style="list-style-type: none"> analyze how and why an author transforms source material in a specific work analyze the purpose an allusion serves in a text <p>Prerequisites:</p> <ul style="list-style-type: none"> compare modern works of fiction to myths, traditional stories, or religious works such as the Bible compare patterns of events in modern works of fiction to those aspects of myths, traditional stories, or religious works such as the Bible compare character types in modern works of fiction to similar character types in myths, traditional stories, or religious works such as the Bible evaluate the importance of the traditional source in rendering a modern work of fiction 	<ul style="list-style-type: none"> Place a world map and world timeline on the walls of the classroom for easy contextual reference Provide examples of well-known literary treatments (West Side Story from Romeo and Juliet, or Oh Brother, Where Art Thou from The Odyssey) as a springboard for understanding earlier treatments (such as Shakespeare) from ancient texts (such as the Bible) Provide examples of allusion to foundational texts (such as “you’ve really opened a Pandora’s box) as a mini-example of a larger literary transformation Allow students to view popular treatments of classic literature in modern film and write analyses of how and why the director transformed the text (the movie “O” from Othello for example)
<p>Grades 9-10 Support Standard</p>	<p>ELAGSE9-10RL10: 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.</p> <p>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</p>	

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	independently and proficiently.	
Grades 9-10 HP	<p>ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Know:</p> <ul style="list-style-type: none"> • difference between explicit information and inference, supportive and non-supportive evidence, and adequacy of evidence for claim made • conventions of how to cite evidence <p>Do:</p> <ul style="list-style-type: none"> • analyze the evidence that strongly supports explicit information or is the basis for inference made • distinguish among evidence and cite adequate evidence to thoroughly support claim • cite strong and adequate evidence using correct conventions <p>Pre-requisite:</p> <ul style="list-style-type: none"> • select textual evidence that most strongly supports a claim 	<ul style="list-style-type: none"> • Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion • Model distinguishing among evidence that supports <u>and evidence that most strongly supports</u> claims for explicit analysis and inferences • Model distinguishing among evidence to cite <u>adequate evidence</u> that thoroughly supports a claim • Require students to take notes on textual content, modeling appropriate procedures and content (e.g., Cornell Notes, outline) • Scaffold reading of informational texts as needed (which may require more reader stamina than narrative text)
Grade 9-10 HP	<p>ELAGSE9-10RI2: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> • attributes of a central idea and how it is developed • how specific details are used to shape the central idea • how to summarize several ideas • difference between objective and subjective <p>Do:</p> <ul style="list-style-type: none"> • analyze/trace the progression of a central idea using supporting ideas across the whole text and understand how it is shaped and refined by specific details • summarize the central idea using the most supportive ideas <p>Pre-requisite:</p> <ul style="list-style-type: none"> • determine a central idea and supporting details • summarize the text without using personal opinions or judgments 	<ul style="list-style-type: none"> • Provide informational texts with clear central ideas logically developed as exemplars • Engage students in tracing the line of development of a central idea and identifying how specific details are used purposively to shape and refine the idea • Provide opportunities for students to write objective summaries of texts • Require students to reverse-engineer outlines of provided texts as well as outlining texts they will write
Grades 9-10 HP	<p>ELAGSE9-10RI3: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> • how an author presents and develops his or her points • how an author develops points from introduction, to ordering, and to making connections across the text <p>Do:</p>	<ul style="list-style-type: none"> • Engage students in examining author’s technique for presenting a series of events or an analysis of a topic • Examine how author orders points or events and how these are developed from beginning to end • Illustrate connections made between points or events and how these connections impact the total message

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	<ul style="list-style-type: none"> analyze how an author presents, develops, and draws connections among ideas and events in a text <p>Pre-requisite:</p> <ul style="list-style-type: none"> analyze interactions between individuals, events, or ideas 	
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Know:</p> <ul style="list-style-type: none"> general meanings of word as well as uses for effect: figurative, connotative, technical an author's choice of words and phrases controls the tone how specific word choices are used for a purpose e.g., to relate an event, to formulate a law or decision, to show bias <p>Do:</p> <ul style="list-style-type: none"> use context clues to determine meanings of words analyze use of words for author's purpose determine how the author's use of words and phrases suits the purpose and impacts meaning and tone analyze the cumulative impact of specific word choices on meaning and tone <p>Pre-requisite:</p> <ul style="list-style-type: none"> determine the meaning of words and phrases in a text and analyze the impact of specific diction, analogies, and/or allusions on meaning and tone 	<ul style="list-style-type: none"> Provide examples of word choice that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each Trace the development of tone and mood through word choice in exemplary texts (for example a sense of outrage or anger in an editorial, or urgency in a report from the frontlines of war) Build vocabulary using a variety of strategies (resource materials, context, roots) especially academic vocabulary Engage students in using reference tools and text features to understand technical words
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10RI5: 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., a section or chapter).</p> <p>Know:</p> <ul style="list-style-type: none"> how authors use the structure of text (sentences, paragraphs, sections) to convey their message or purpose how to evaluate the link between structure and purpose of the text how to analyze how ideas and claims are presented and refined through specific sentences paragraphs or sections of text <p>Do:</p> <ul style="list-style-type: none"> analyze how text structures (particular sentences, paragraphs, or larger portions of a text) were used by an author to develop and refine ideas and claims describe specific sections of text used to refine an idea or claim <p>Pre-requisites:</p> <ul style="list-style-type: none"> explain how a specific paragraph or sentence in a paragraph contributes to the development and refinement of a concept 	<ul style="list-style-type: none"> Engage students in analyzing techniques authors use to develop an idea or claim while illustrating use of specific text structures: particular sentences, paragraphs, or larger portions of a text (chapters) Explain and illustrate how these structures within a text are used for the purpose of developing and refining concepts Have students identify an idea or claim and select the structure within the text that mostly contributes to the development and refinement of the idea or claim Identify and discuss texts that may contain sections that do not necessarily contribute to the development of main ideas, illustrating how documents can wander off topic without proper planning and how digressions can detract from meaning and clarity
<p>Grades 9-10</p>	<p>ELAGSE9-10RI6: Determine an author's point of view or purpose in a text</p>	<ul style="list-style-type: none"> Discuss the attributes of rhetorical language (to influence thinking for a

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<p>HP</p>	<p>and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Know:</p> <ul style="list-style-type: none"> • the objectivity of a text can be influenced by an author’s purpose or personal bias • authors may acknowledge other positions or viewpoints to reinforce or contrast their own • authors may use rhetoric (words to influence and persuade, ideas that may be supported) to advance their point of view or purpose • authors may assert themselves as experts or trustworthy sources but that does not mean it is true • <p>Do:</p> <ul style="list-style-type: none"> • analyze the author’s point of view and purpose while analyzing his/her relationship to the topic or central idea • describe author’s use of rhetoric or bias in presentation of information • analyze rhetoric in terms of impact on purpose and how it is used to present a specific point of view • assess the author’s reliability as a source of information <p>Pre-requisite:</p> <ul style="list-style-type: none"> • determine and explain author’s point of view or purpose, and analyze how he responds to conflicting evidence or viewpoints 	<p>purpose) and how it can be used and misused</p> <ul style="list-style-type: none"> • Provide students with examples of propaganda, advertising, political speeches, etc, that employ extreme and effective rhetorical strategies • Provide students with examples of text where the author attempts (or pretends to attempt) to maintain objectivity and assess whether an opinion or point of view can be ascertained in some of these cases • Allow students to write an article on a topic about which they have an extremely strong opinion without expressing any editorial bias whatsoever to illustrate how difficult this can be
<p>Grades 9-10</p>	<p>ELAGSE9-10RI7: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> • information is presented in various forms including print or digital text, multimedia, video, and audio • audio, visual, and multimedia versions may include presenter’s perceptions • different details may be emphasized depending on the medium used <p>Do:</p> <ul style="list-style-type: none"> • evaluate the advantages and disadvantages of using different mediums • analyze each mediums’ portrayal of an account • determine which details are emphasized in each account • understand the impact words, audio, and visuals have on the meaning of the text <p>Pre-requisite:</p> <ul style="list-style-type: none"> • evaluate advantages and disadvantages of using different mediums 	<ul style="list-style-type: none"> • Provide quality examples of texts that have been made into films to allow students an accessible starting place to explore the concept (e.g., informational texts that have been made into movies include An Inconvenient Truth, and Fast Food Nation) • Provide text copies of screenplays along with the original text (Anne Frank: The Diary of a Young Girl has both texts available, as do many other memoirs; scripts are often available online) for student comparison and attentive reading • Explore the archives of NPR’s “Fresh Air” or other radio interview programs to select archived interviews with people who have also been profiled in magazines or newspapers or both
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10RI8: 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.</p> <p>Know:</p>	<ul style="list-style-type: none"> • Trace the line of an argument in a text and identify specific claims and reasons or evidence presented for each • Review meaning of evidence that is sound, relevant, and sufficient

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	<ul style="list-style-type: none"> • reasoning is valid if there is evidence based on fact or can be verified rationally • evidence is relevant if it is particular to the argument made • evidence if sufficient is it completely supports all claims made in the total argument • know the differences in reasoning (e.g., deductive, inductive) <p>Do:</p> <ul style="list-style-type: none"> • determine false statements in an argument • identify fallacious reasoning in an argument • delineate and evaluate specific claims in a text • analyze whether the reasoning used in an argument is valid • analyze whether the evidence cited in an argument is relevant and sufficient • evaluate the effectiveness and credibility of argument(s) presented in a text • evaluate the effectiveness of rhetorical fallacies in advancing an argument • know how to determine the validity of an argument <p>Pre-requisite:</p> <ul style="list-style-type: none"> • delineate an argument • identify specific claims in a text • assess if claims are supported by sound reasoning • assess if claims are supported by relevant evidence • assess if claims are supported by sufficient evidence • student must evaluate whether all evidence is relevant to the argument • evaluate whether the argument is valid based on evidence and reasoning presented 	<ul style="list-style-type: none"> • Illustrate when evidence is valid using examples • Illustrate reasoning that is false and used to persuade, evade the truth, or deceive • Engage students analyzing arguments and evaluating the reasons and evidence presented for each claim and the argument as a whole and ask: <ul style="list-style-type: none"> ○ Are the reasons credible and valid for the claims made in the argument? ○ Are the reasons and evidence relevant to the key points of the argument? ○ Are the reasons and evidence true to fact or can be verified as factual? ○ Are the reasons and evidence adequate to support all claims for the argument made? • Provide students with examples of propaganda, advertising, political speeches, etc, that employ extreme and effective rhetorical strategies • Illustrate the various purposes of rhetoric, both positive and negative (for example propaganda and misinformation as well as inspiration) • Study commercials, public service announcements, famous speeches, and other strongly persuasive or argumentative texts to illustrate artful use of rhetorical strategies including fallacies • Require students to explore and understand the basic and most-frequently-used types of fallacy, identifying them in debates, ads, and other texts and practicing constructing them as well • Have students engage in formal and informal debate • Require students to produce valid evidence for claims in all texts and discussion, both formal and informal (see RI 1)
<p>Grades 9-10</p>	<p>ELAGSE9-10RI9: Analyze seminal US documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail,” Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.</p> <p>Know:</p> <ul style="list-style-type: none"> • the context of historical and literary documents • how tone, syntax, and mood affect meaning in seminal US documents • that an effective argument relies on ethos, logos and pathos to establish a relationship and credibility with the reader and to advance a point of view <p>Do:</p> <ul style="list-style-type: none"> • analyze seminal US documents for key themes and concepts • discern the purpose(s) of seminal US documents by analyzing author’s purpose and concepts presented 	<ul style="list-style-type: none"> • Place a maps of colonial/frontier/modern United States in the classroom for reference • Place a timeline of United States history in the classroom for reference • Use seminal US historical documents as examples in teaching informational text and rhetoric when possible • Compare and contrast the rhetoric of a variety of figures from US history on the same subjects • Engage students in analyzing the content and effect of related US seminal documents

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	<ul style="list-style-type: none"> • analyze rhetorical features and literary elements of seminal US documents and evaluate their impact on meaning and purpose • analyze multiple seminal US documents for related themes and concepts <p>Pre-requisite:</p> <ul style="list-style-type: none"> • identify facts in informational text • identify interpretation of facts in informational text • recognize the points of disagreement between the two texts • explain why two texts provide conflicting information • analyze how the authors used facts and interpretations in presenting information on a topic 	
<p>Grades 9-10</p>	<p>ELAGSE9-10RI10: 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.</p>	
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p> <p>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.</p> <p>d. Establish and maintain an appropriate style and objective tone.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Know:</p> <ul style="list-style-type: none"> • an argument is a logical way of demonstrating that a position, belief, or conclusion is based on reasoning and evidence gained from analysis of a topic or text or analysis of an aspect of a topic or characteristic of a text • a claim is the writer’s specific position on a particular topic or text based on analysis of a topic or text • the effectiveness of an argument is grounded in valid reasoning (e.g., deductive, inductive) and appropriate evidence gained from analysis of a topic or text <p>Do:</p> <ul style="list-style-type: none"> • establish a claim that demonstrates a thorough understanding of a topic or text 	<ul style="list-style-type: none"> • Provide engaging, stimulating, and relevant text-based topics for argumentation • Model and engage students in writing arguments that address the Know and Do of this standard • Vary writing assignments to include both short and sustained projects, researched argumentation, group projects, and multi-modal writing • Require formal manuscript styles on some assignments, including formal works cited pages and appropriately formatted citations • Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion • Point out persuasive strategies in everyday discourse (for instance when students argue against weekend homework) • Include the study of and writing of literary criticism as a type of argumentative writing

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	<ul style="list-style-type: none"> • structure arguments to support claims using reasons and evidence • interpret and apply evidence that supports claims • anticipate the knowledge and concerns of the audience • clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims • maintain a formal style and objective tone <p>Pre-requisite:</p> <ul style="list-style-type: none"> • determine the relevant reasons and evidence to use for a specific audience • determine which rhetorical devices to use to best support claims in an argument • demonstrate the proper use of rhetorical devices within an argument 	
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10W2: 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain an appropriate style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the topic).</p> <p>Know:</p> <ul style="list-style-type: none"> • informative/explanatory texts examine and convey complex ideas clearly and accurately about specific content • clarity and accuracy of informative/explanatory text is determined through effective selection, organization, and analysis of content in support of the writer's purpose <p>Do:</p> <ul style="list-style-type: none"> • select an informative/explanatory topic that can be reasonably explained or clarified within the text • effectively organize complex ideas that communicate the author's purpose • develop the topic by selecting and synthesizing relevant facts, 	<ul style="list-style-type: none"> • Model and engage students in writing informative/explanatory texts to examine a topic and convey ideas and concepts that address the specific strategies described in the Know and Do of this standard • Explore a variety of professional essays with students that illustrate the difference between reporting facts and expressing an opinion, paying special attention to types of text whose purpose may be unclear (biased news reporting, for instance) • Construct newspapers and journalistic articles based on both literary and informational text • Provide opportunities for both short and extended informative essay writing • Use real world examples (for example political debate) for whole-class discussions on the distinctions between fact and opinion, and the importance of critical analysis of information presented in various formats as fact, but without supporting evidence

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	<p>definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic</p> <ul style="list-style-type: none"> • use appropriate transitions to create cohesion and clarify relationship among ideas • use precise language for the purpose • provide a concluding statement or section that supports the information or explanation <p>Pre-requisite:</p> <ul style="list-style-type: none"> • demonstrate the proper organization for a classification essay • demonstrate the proper organization for a process analysis essay • determine the purpose for their expository essay 	
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. <p>Know:</p> <ul style="list-style-type: none"> • effective narrative techniques such as how to engage the reader and how to use pacing of events, description, reflection, and multiple plot lines to develop experiences, events, and/or characters • well-chosen details and well-structured events add clarity, suspense, and/or conflict to the narrative <p>Do:</p> <ul style="list-style-type: none"> • formulate a real or imagined experience • engage and orient the reader by clearly setting out a problem or situation • develop experiences, events, and/or characters by using effective narrative techniques • incorporate well-chosen details into an original narrative. • structure narratives with appropriate sequencing to create a coherent whole 	<ul style="list-style-type: none"> • Always tie narrative writing opportunities to a text under consideration • Because formal analysis and research papers will not require narrative writing, supplement narrative writing opportunities with daily routine writing • Allow students to explore narrative styles by emulating the styles of favored authors for specific assignments • Remember to require the same rigor and sophistication in narrative writing that is required in other grade-level appropriate texts

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	<p>Pre-requisite:</p> <ul style="list-style-type: none"> determine the tone of a narrative based on speaker, audience, and purpose develop the speaker's tone in a narrative using figurative language 	
<p>Grades 9-10</p>	<p>ELAGSE9-10W4: 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.)</p> <p>Know:</p> <ul style="list-style-type: none"> development, organization, and style of writing (e.g., argument, informational/explanatory, and narrative) are dependent on purpose and audience <p>Do:</p> <ul style="list-style-type: none"> develop ideas, details, and/or evidence for a specific writing task, based on the purpose and audience organize their writing based on a specific task, purpose, and audience determine appropriate writing style and structure (e.g., diction, voice, sentence structure) based on the specific task, purpose, and audience <p>Pre-requisite:</p> <ul style="list-style-type: none"> determine an appropriate writing type for a specific task, purpose, and audience support details in a written piece appropriately to task, purpose, and audience develop their ideas and a writing style to convey their tone and meaning to the audience 	<ul style="list-style-type: none"> Provide frequent writing opportunities, both formal and routine, brief and extended Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits
<p>Grades 9-10</p>	<p>ELAGSE9-10W5: 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 54.)</p> <p>Know:</p> <ul style="list-style-type: none"> what defines a sentence, paragraph, section, or chapter in a complex text (e.g., conceit, hyperbole, paradox, trope, and stream of consciousness) how text structure reflects the purpose of a text (e.g., chronological, functional, compare/contrast, cause/ effect, and problem/solution) how and why an author deliberately structures information to present a topic or claim grade level conventions and grammar <p>Do:</p>	<ul style="list-style-type: none"> Use a consistent rubric and scoring system throughout the year and across grade levels when possible Establish a clear understanding of difficult concepts such as voice and style so that students know and understand specifically what is included in and required of them in these categories Remember to include a writing elements in all reading assignments and a reading component in all writing assignments, incorporating language and speaking/listening routinely

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	<ul style="list-style-type: none"> • analyze how an author uses diction and syntax to develop ideas and/or claims • analyze how text structure develops and defines an author's ideas or claims • analyze text structure for its effectiveness in presenting an author's ideas or claims • analyze the way an idea or claim is revealed through syntax, paragraphs, and/or larger portions of text (e.g., a section or chapter) • use correct grammar and conventions <p>Pre-requisite:</p> <ul style="list-style-type: none"> • develop written pieces that show change based on changes in approach, audience, purpose, and speaker • defend changes they make in their writing • analyze writing to determine what changes would strengthen their writing 	
<p>Grades 9-10</p>	<p>ELAGSE9-10W6: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> • materials downloaded from interactive media should be cited and credited using MLA format • there is a relationship between their ideas and the sources they use for information • why these relationships are important to produce and publish writing using technology <p>Do:</p> <ul style="list-style-type: none"> • develop relationships between ideas and information gathered from sources • demonstrate why the relationship between ideas and sources are important through their writing • effectively cite the sources used producing and publishing writing using technology using MLA format • determine the length of the published writing <p>Pre-requisite:</p> <ul style="list-style-type: none"> • develop relationships between ideas and information gathered from sources • demonstrate why the relationship between ideas and sources are important through their writing • effectively cite the sources used producing and publishing writing using technology using MLA format • determine the length of the published writing 	<ul style="list-style-type: none"> • Incorporate digital media into the classroom at every opportunity including maintaining a class website, blog, podcasts, wikis, or any other medium possible for the sharing of information and ideas both within the class cohort and beyond it • Investigate opportunities to partner with other classrooms in remote locations, including internationally (many platforms exist to facilitate these connections) • Partner with the media specialists in your school whenever possible • Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies whenever possible • Learn from your students, the digital natives, about emerging technologies • Share student work beyond the borders of the classroom whenever possible and appropriate

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<p>Grades 9-10 HP</p>	<p>ELAGSE9-10W7: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> • formulate questions to research a topic or solve a problem • narrow focus to aspects that are suitable for full investigation • the scope of research may broaden or narrow depending on the needs of the audience and the author's purpose • how to locate credible sources to explore a topic • how to prevent plagiarism in their papers • what academic honesty is in their writing • the consequences for plagiarism or academic dishonesty in their writing <p>Do:</p> <ul style="list-style-type: none"> • validate their sources during research for credibility and accuracy • demonstrate academic honesty in their writing and research • develop a research project using several in-text citations using MLA format <p>Pre-requisite:</p> <ul style="list-style-type: none"> • demonstrate different purposes for research through their writing • validate their sources during research for credibility and accuracy • demonstrate academic honesty in their writing and research 	<ul style="list-style-type: none"> • Allow opportunities for both formal and informal research projects, including group and individual projects, short and sustained, formal and informal citation styles, etc. • Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, etc., and discuss how citation styles vary for these media • Choose topics of inquiry that are challenging, but also incorporate inquiries that are relevant and engaging to promote student interest; allow students to choose their own areas of focus when appropriate • Share research findings with interested parties outside of the classroom when possible
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10W8: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> • how to access authoritative/reliable research materials (e.g., scholarly databases) • understand what plagiarism is and how to avoid it • how to cite sources using a standard format (e.g., MLA, APA) • how to use advanced searches (e.g., scholarly databases, library searches) to find relevant, credible research to answer a research question <p>Do:</p> <ul style="list-style-type: none"> • determine if a source (print or digital) is credible, relevant, and/or useful in answering a research question • effectively use quotes and paraphrases in order to support their 	<ul style="list-style-type: none"> • Encourage the incorporation of multimodal sources in research, including interviews, observations, texts, digital resources, films, etc., and discuss how citation styles vary for these media • Reserve resources well in advance to ensure adequate access to resources such as media center, computers, and laboratories • Examine indicators of credibility in resources, especially digital resources; teach the concept of peer review in scientific articles • Teach major manuscript styles and require composition of citations without dependence on electronic citation generators

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	<ul style="list-style-type: none"> • assertions and ideas • produce a report that demonstrates command of integrating information to show a flow of ideas while using correct citations from supporting resources • use required format style correctly <p>Pre-requisite:</p> <ul style="list-style-type: none"> • develop writing that includes citations within the text (e.g., footnotes, parenthetical references) • focus and narrow their search terms to related subtopics and aspects of the original topic • determine the credibility of a source • determine when and how to cite different print and digital resources 	
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 9-10 <i>Reading standards</i> 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 <i>Reading standards</i> 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"). <p>Know:</p> <ul style="list-style-type: none"> • the context of historical and literary documents. • how tone, syntax, and mood affect meaning in literature, literary non-fiction, and seminal U.S. documents. • how to analyze related themes in these works. • influences of source material, time, history, world events on literary works and U.S. documents • an effective argument uses the most reliable, valid, and relevant evidence that is sufficient to support the claims made <p>Do:</p> <ul style="list-style-type: none"> • analyze literary works, literary non-fiction, and seminal U.S. documents for key themes. • discern the purpose(s) of such works by analyzing author's purpose and text structure. • analyze rhetorical features and literary elements of these works and evaluate their impact on meaning and purpose. • analyze multiple works to extrapolate evidence to support central ideas/claims related to purpose <p>Pre-requisite:</p> <ul style="list-style-type: none"> • determine what portions of text are required to complete the tasks 	<ul style="list-style-type: none"> • Maintain the practice of requiring text-based evidence and support for all claims, inferences, and assertions proposed in the classroom, whether formal or informal • Share effective student models of analysis essays • Review the concept of analysis and the elements to be considered (a check list may even be provided to scaffold this skill initially, précis writing is also an effective organizational tool for analysis) • Incorporate the study of popular literary criticism to scaffold the concept of text analysis

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	<ul style="list-style-type: none"> • determine if information is credible and accurate in the nonfiction text • determine if additional information, resources, or text are required • interpret information in a text • evaluate the argument in a text for relevant and irrelevant material • determine whether information is sufficient to support an argument and claims within a text 	
<p>Grades 9-10</p>	<p>ELAGSE9-10W10: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> • writing can be done in any academic area • writing should be done routinely, each time with a specific purpose • writing can be completed in extended and short time frames • the difference between informational text and literary non-fiction <p>Do:</p> <ul style="list-style-type: none"> • determine the purpose, task, and audience their writing will address <p>Pre-requisite:</p> <ul style="list-style-type: none"> • determine the purpose, task, and audience their writing will address 	<ul style="list-style-type: none"> • Provide frequent writing opportunities, both formal and routine, brief and extended • Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both • Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium • Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits • Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>Know:</p> <ul style="list-style-type: none"> • that parallel structure adds clarity to writing and speaking • that parallel structure means using the repetition of a chosen grammatical form within a sentence. • that parts of sentences that function the same should be structured similarly. <p>Do:</p> <ul style="list-style-type: none"> • use parallel structure in writing and speaking • demonstrate command of standard English grammar and usage when using parallel structure <p>Pre-requisite:</p> <p>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.</p> <p>Know:</p> <ul style="list-style-type: none"> • phrases and clauses clarify meaning in writing or presentations • various phrases and clauses add variety and interest to writing or presentations 	<ul style="list-style-type: none"> • Periodically review and maintain familiarity with common and more sophisticated rules of use, grammar, and conventions in standard English such as the parts of speech, agreement, antecedents, etc. • Employ parallel structure in writing for effect, and recognize its use in texts • Review and employ knowledge of construction of phrases and clauses and use them correctly and effectively to construct varied sentences

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	<p>Do:</p> <ul style="list-style-type: none"> • determine where and when to use phrases as modifiers in writing or presentations • determine where and when to use clauses as modifiers in writing or presentations • use a variety of phrases and clauses to convey specific meanings in writing or presentations • use varied types of phrases and clauses to add variety and interest to writing or presentations <p>Pre-requisite:</p>	
<p>Grades 9-10 HP</p>	<p>ELAGSE9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Know:</p> <ul style="list-style-type: none"> • that a conjunctive adverb indicates the relationship in meaning between two independent clauses • how to use a semicolon to join clauses <p>Do:</p> <ul style="list-style-type: none"> • use a semicolon to link two or more closely related independent clauses. • use a conjunctive adverb to link two or more closely related independent clauses. <p>Pre-requisite:</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>Know:</p> <ul style="list-style-type: none"> • that a colon is used to introduce a list or quotation • when to use a colon instead of a comma to introduce a quotation • that a colon is used when the lead-in to a quote is a complete sentence <p>Do:</p> <ul style="list-style-type: none"> • determine when it is appropriate to use a colon in quotations • determine when it is appropriate to use a colon to introduce a list • demonstrate proper use of a colon to introduce a list within a written piece • demonstrate proper use of a colon to introduce a quotation within a written piece <p>Pre-requisite:</p> <p>c. Spell correctly.</p> <p>Know:</p> <ul style="list-style-type: none"> • how to identify misspelled words when writing • how to consult a resource to correct misspelled words 	<ul style="list-style-type: none"> • Review and maintain familiarity with rules and patterns of spelling in standard English • Routinely consult reference materials for clarification when in doubt about a spelling • Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing • Understand the rules of colon and semi-colon usage and use them correctly • Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation) • Insist upon legibility in student work • Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas

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	<p>Do:</p> <ul style="list-style-type: none"> • identify misspelled words when writing • correct errors independently and proficiently in spelling when writing <p>Pre-requisite:</p>	
<p>Grades 9-10</p>	<p>ELAGSE9-10L3: 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, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>APA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>Know:</p> <ul style="list-style-type: none"> • a style manual is a handbook or guide that illustrates the acceptable format for presenting a text • a style manual is used to determine the format/structure of a text (e.g. format a title page, cite sources within a text, margin guidelines, structure a bibliography, etc) • a style manual helps to produce writing that is recognizable and understood by other readers within a discipline • a style manual creates consistency within and among texts • a style manual provides the writing rules for a particular academic discipline (e.g. APA: psychology, education, and other social sciences; MLA: literature, the arts, and humanities; Turabian: designed for college students to use with all subjects; Chicago Manual of Style: used with all subjects in the "real world" by books, magazines, newspapers and other non-scholarly publications) <p>Do:</p> <ul style="list-style-type: none"> • determine the appropriate style manual for a writing task • edit writing, conforming to the guidelines of a style manual <p>Pre-requisite:</p>	<ul style="list-style-type: none"> • Require a formal manuscript style such as MLA or APA for at least a few papers each year • Require students to construct stylistically accurate citations without the assistance of an electronic citation generator • Use tact and perspective in considering colloquial and dialectic language, remembering that non-standard language is extremely prevalent in the digital age; this concept will require increasing attention as media become ever more prevalent in students' lives • Provide opportunities for students to write for a purposefully diverse array of audiences and purposes to allow exploration of various choices for meaning and style
<p>Grades 9-10</p>	<p>ELAGSE9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>Know:</p> <ul style="list-style-type: none"> • how to identify words that are unknown or unfamiliar in a sentence • how to identify context clues using the overall meaning of a sentence or paragraph and/or the position or function of a word in a sentence <p>Reasoning Targets</p> <ul style="list-style-type: none"> • Students must determine the meaning of a word or phrase from context clues. <p>Pre-requisite:</p>	<ul style="list-style-type: none"> • Make effective use of reference materials, including digital references • Encourage students to use their own resources to at least make an attempt at guessing the meaning of a new word before accessing reference materials • Routinely list and explore new words introduced through class texts, as well as SAT/ACT level vocabulary • Point out roots and patterns in unfamiliar words • Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices. • Review the construction of dictionary entries to ensure that students understand each part

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b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

Know:

- that patterns of word changes indicate different meanings (e.g. analyze, analysis, etc.)
- that patterns of word changes indicate different parts of speech
- that affixes create word patterns that influence the meaning and part of speech of a word

Do:

- determine the meaning of words from word changes such as affixes
- determine the part of speech using patterns of word changes such as suffixes
- apply patterns of word changes to determine a word's part of speech within context
- identify and use the appropriate suffix to maintain a concept across a variety of sentences (e.g. After we analyzed the text, we understood the inferred meaning. Through the analysis of the text, we were able to establish a connection between the two aspects of the topic.)

Pre-requisite:

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.

Know:

- how to use general and specialized print and digital reference material
- how to identify the pronunciation of a word
- how to identify the part of speech of a word
- etymology is the study of the history of words, their origins, and how their form and meaning have changed over time

Do:

- clarify the precise meaning of a word
- clarify the part of speech of a word
- clarify the etymology of a word

Pre-requisite:

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).

Know:

- multiple methods to determine word meanings
- how to identify the appropriate method to determine word meanings

Do:

- determine the meaning of an unknown word or phrase

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	<ul style="list-style-type: none"> confirm initial understandings using a variety of methods <p>Pre-requisite:</p>	
<p>Grades 9-10</p>	<p>ELAGSE9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>Know:</p> <ul style="list-style-type: none"> the context in which the figures of speech are used that euphemism means the substitution of a less offensive word for one that might offend the reader that oxymoron means a combination of contradictions <p>Do:</p> <ul style="list-style-type: none"> determine where figures of speech are used in a text interpret the precise, intended meaning of the figure of speech based on the context in which it is used analyze the role of figures of speech in a text <p>Pre-requisite:</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>Know:</p> <ul style="list-style-type: none"> that nuance means a subtle or slight degree of difference in meaning what denotation means <p>Do:</p> <ul style="list-style-type: none"> Students must differentiate between words with similar meaning Students must interpret the precise, intended meaning of words with similar meaning Students must make conceptual connections between words with similar meaning <p>Pre-requisite:</p>	<ul style="list-style-type: none"> Through class discussion, identify and analyze various types of figurative and connotative language (metaphor, simile, personification, hyperbole, euphemism, oxymoron) Explain the impact on text of literary elements such as imagery and figurative language Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia) Guide students in identifying various types of figurative language; provide contextual examples Choose texts rich in figurative and connotative language Require students to translate figurative expressions into concrete language and vice versa Practice exploring connotations of common vocabulary as well as newer vocabulary
<p>Grades 9-10</p>	<p>ELAGSE9-10L6: 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.</p> <p>Know:</p> <ul style="list-style-type: none"> general academic words and phrases general academic words and phrases usually include words that give precise and nuanced meaning to common and simple things (e.g., sauntered rather than walked) general academic words and phrases are not as frequently defined within a text as domain-specific words and phrases domain-specific words and phrases are words and phrases are specific to a particular field of study and are more common in informational texts than in literary texts 	<ul style="list-style-type: none"> Acquire or review foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary Understand and apply knowledge of the concepts of literal and figurative meaning Differentiate between situations that require formal diction and those that do not Through discussion, examine author's purpose in word choice and be aware of your own purpose when choosing language Analyze the cumulative effect of diction on a text Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or

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	<ul style="list-style-type: none"> • the meanings of general academic words and phrases and the meanings of domain-specific words and phrases contribute to overall comprehension • reference materials, such as dictionaries and glossaries, can provide assistance with regard to vocabulary • clues about the meanings of words can often be located in a text <p>Do:</p> <ul style="list-style-type: none"> • acquire and use accurately general academic words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level • acquire and use accurately domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level • use resources such as glossaries, dictionaries, and other reference materials to understand the meaning of a word or phrase important to comprehension or expression • locate and use context clues within a text to gather vocabulary knowledge important to comprehension or expression • demonstrate independence in gathering vocabulary knowledge important to comprehension or expression <p>Pre-requisites:</p> <ul style="list-style-type: none"> • acquire and use grade-appropriate academic and domain-specific words 	<p>databases of acquired vocabulary, especially technical and academic vocabulary</p> <ul style="list-style-type: none"> • Use both figurative/connotative language and literal/concrete language in lecture and discussion
<p>Grades 9-10</p>	<p>ELAGSE9-10SL1: 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Grades 9-10</p>	<p>ELAGSE9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the</p>	

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	credibility and accuracy of each source.	
Grades 9-10	ELAGSE9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
Grades 9-10	ELAGSE9-10SL4: 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.	
Grades 9-10	ELAGSE9-10SL5: 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.	
Grades 9-10	ELAGSE9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	