

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: TENTH

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2016-2017

GRADING PERIOD: QUARTER 1

MASTER COPY 6-6-16

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
Learning Outcome	9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> • Read a variety of grade appropriate literature independently and proficiently. 	<ul style="list-style-type: none"> • Paragraph Response • Discussion • Worksheets • Graphic • Organizer • Quiz/Test 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Textual evidence • Inferences • Interpretations 	9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence to support what the text says. • Identify and categorize inferences and interpretations from the text. 		<ul style="list-style-type: none"> • Cite 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
<ul style="list-style-type: none"> • Themes/Central Idea 	<p>9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.</p>	<ul style="list-style-type: none"> • Identify two or more themes/central ideas in a text. • Describe with specific details how two themes develop: <ul style="list-style-type: none"> – how they emerge. – how they are shaped. – how they are refined by details. – how they relate to each other. 		<ul style="list-style-type: none"> • Theme / Central idea 	YES+
<p>Key Ideas and Textual Support</p> <ul style="list-style-type: none"> • Dynamic characters • Multiple/ Conflicting motivations • Plot • Theme 	<p>9-10.RL.2.3: Analyze how dynamic 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>	<ul style="list-style-type: none"> • Describe how characters change throughout the story. • Describe how characters interact with other characters. • Describe how characters advance the plot or develop the story's theme. • Compare and contrast multiple character motivations. 		<ul style="list-style-type: none"> • Character-ization • Plot 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERACY					
Structural Elements and Organization <ul style="list-style-type: none"> • Structure of work • Event order • Pacing • Flashbacks • Effects: mystery, tension, surprise 	9-10.RL.3.1: Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> • Identify story chronology, including flashbacks and foreshadowing. • Identify the effects that pacing creates. 		<ul style="list-style-type: none"> • Parallel episodes • Pacing • Flashbacks • Mystery • Tension 	YES
Structural Elements and Organization <ul style="list-style-type: none"> • Effects: suspense or humor • Points of view of characters • Points of view of reader • Dramatic Irony 	9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	<ul style="list-style-type: none"> • Identify and describe the author’s techniques of suspense or humor through point of view, or what the characters think, say, and do. 		<ul style="list-style-type: none"> • Tone • Mood • Irony 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Learning Outcome	9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> • Read a variety of grade-appropriate nonfiction text independently and proficiently. 	<ul style="list-style-type: none"> • Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizer • Quiz/Test 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Textual evidence • Inferences • Interpretations 	9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence to support what the text says. • Draw inferences and interpretations from the text. 		<ul style="list-style-type: none"> • Cite 	YES+
<ul style="list-style-type: none"> • Central ideas 	9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<ul style="list-style-type: none"> • Identify two or more central ideas in a text. • Describe with specific details how two central ideas develop: <ul style="list-style-type: none"> – how they emerge – how they are shaped. 		<ul style="list-style-type: none"> • Central ideas 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Key Ideas and Textual Support <ul style="list-style-type: none"> • Author • Series of ideas/events 	9-10.RN.2.3: 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.	<ul style="list-style-type: none"> • Identify and explain the process an author uses to build an argument: <ul style="list-style-type: none"> – the order in which points are made – how points are introduced and developed – the connections between the points. 		<ul style="list-style-type: none"> • Ordering: <ul style="list-style-type: none"> – Chronological – Logical – Spatial – Importance – Introduction body, and conclusion • Transitional words 	YES+
Structural Elements and Organization <ul style="list-style-type: none"> • Author’s ideas/claims • Sentences • Paragraph(s) 	9-10.RN.3.2: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<ul style="list-style-type: none"> • Identify the author’s word choice and how text structure aligns with the author’s purpose. • Explain how an author’s word choice align with the author’s purpose. 			YES+
<ul style="list-style-type: none"> • Author’s perspective/purpose • Rhetoric 	9-10.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<ul style="list-style-type: none"> • Identify the author’s purpose in a text by listing the author’s arguments/evidence. • Determine the effect of rhetoric on the author’s purpose. 			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Argument • Reasoning • Evidence • False statements • Fallacious reasoning 	9-10.RN.4.1: 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.	<ul style="list-style-type: none"> • Identify the author’s argument. • Describe why the evidence is valid and supports the author’s argument. 		<ul style="list-style-type: none"> • Author’s argument • Fallacies 	YES+
<ul style="list-style-type: none"> • Seminal U.S. & world documents 	9-10.RN.4.3: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	<ul style="list-style-type: none"> • Identify the directly and indirectly stated themes/themes in the nonfiction and fiction texts. • Compare the themes between the nonfiction and fiction texts. 			YES
READING: VOCABULARY					
Learning Outcome	9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Use academic content-specific words and phrases. 	<ul style="list-style-type: none"> • Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizers • Quiz/Test 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: VOCABULARY					
Vocabulary Building <ul style="list-style-type: none"> • Context 	9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> • Identify different types of context clues. • Identify the meanings of words and phrases using context clues. 		<ul style="list-style-type: none"> • Context Clues: <ul style="list-style-type: none"> – Stems – Antonyms/synonyms – Examples – Definition 	YES+
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> • Figurative language • Connotative words • Word choice • Tone • Multiple meanings 	9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	<ul style="list-style-type: none"> • Identify figurative language. • Identify connotative words. • Connect and explain how the author’s word choice influences the meaning and tone of the text. 		<ul style="list-style-type: none"> • Figurative language: <ul style="list-style-type: none"> – Metaphor – Similes – Personification – Hyperbole – Euphemisms – Pun • Connotative Words • Tone 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: VOCABULARY					
<ul style="list-style-type: none"> • Nonfiction text • Figurative meanings • Connotative meanings • Technical meanings • Word Choice • Tone 	<p>9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none"> • Identify and explain the meaning of the figurative words in nonfiction texts. • Identify and explain the meaning of the connotative words in nonfiction texts. • Identify and explain the meaning of the technical vocabulary in nonfiction texts. • Connect and explain how the author’s word choice influences the meaning and tone of the text. 			YES+
WRITING					
Learning Outcome	<p>9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<ul style="list-style-type: none"> • Write for different tasks, purposes and audiences. • Draw evidence from literature and nonfiction texts. 	<ul style="list-style-type: none"> • Paragraph Response • Graphic Organizer • Practice Exercises • Narrative Essay 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<p>Writing Genres</p> <p>Argumentative Compositions</p> <ul style="list-style-type: none"> • Arguments • Precise claims • Counterclaims • Reasons • Evidence • Transitions • Consistent style & tone • Concluding statement 	<p>9-10.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. • Use effective transitions 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. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> • Introduce precise claim(s.) • Distinguish the claim(s) from alternate or opposing claims. • Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly • Supply evidence for each claim. • Point out the strengths and limitations of both. • Use effective transitions to link the major sections of the text. • Use transitions to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<p>Informative Compositions</p> <ul style="list-style-type: none"> • Topic • Complex ideas • Facts • Definitions • Details • Quotations • Information/ Examples • Transitions • Vocabulary choice • Style • Concluding statement 	<p>9-10.W.3.2: Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • 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. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. 	<ul style="list-style-type: none"> • 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 • Develop the topic with: <ul style="list-style-type: none"> – relevant and sufficient facts, – extended definitions, – concrete details, – quotations, – information, and – examples • Use appropriate and varied transitions to: <ul style="list-style-type: none"> – link the major sections of the text. – create cohesion. – clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely. 		<ul style="list-style-type: none"> • Topic Sentence • Supporting sentence • Clincher • Quotations • Paraphrase 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Informative Compositions	<p>9-10.W.3.2: (cont.)</p> <ul style="list-style-type: none"> Establish and maintain a style appropriate to the purpose and audience. 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). 	<ul style="list-style-type: none"> Establish and maintain a style appropriate to the purpose and audience. Provide a concluding statement or section that supports the information or explanation presented. 			
<p>Narrative Compositions</p> <ul style="list-style-type: none"> Problem Points of view Events 	<p>9-10.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	<ul style="list-style-type: none"> Set out a problem, situation, or observation Establish one or multiple point(s) of view, Introduce a narrator and/or characters. Create a smooth progression of experiences or events Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 		<ul style="list-style-type: none"> Narrative Conflict Plot Dialogue Pacing Sensory Details Setting 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Narrative Compositions	9-10.W.3.3: (cont.) <ul style="list-style-type: none"> ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture. ● Provide an ending that follows from and reflects on what is: <ul style="list-style-type: none"> – experienced, – observed, – resolved over the course of the narrative. 			
Writing Process <ul style="list-style-type: none"> ● Writing Process ● Draft ● Revision ● Editing ● Technology 	9-10.W.4: Apply the writing process to – <ul style="list-style-type: none"> ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. 	<ul style="list-style-type: none"> ● Plan and develop writing. ● Write draft. ● Revise using appropriate reference materials. ● Rewrite. ● Try a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● Edit to produce and strengthen writing that is clear and coherent. 	<ul style="list-style-type: none"> ● Essay 	<ul style="list-style-type: none"> ● Draft ● Revise ● Edit 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Writing Process	9-10.W.4: (cont.) <ul style="list-style-type: none"> Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia). 	<ul style="list-style-type: none"> Use technology to generate, produce, publish, and update individual or shared writing products. 			
Conventions of Standard English Grammar and Usage	9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> Use correct grammar in daily work. 	<ul style="list-style-type: none"> Worksheet Practice Exercises Quiz/Test 		
<ul style="list-style-type: none"> Pronouns 	9-10.W.6.1a: Pronouns – Students are expected to build upon and continue applying conventions learned previously:	<ul style="list-style-type: none"> Use a variety of pronouns, including subject, object, possessive, and reflexive Ensure pronoun--antecedent agreement; Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents. 		<ul style="list-style-type: none"> Pronouns 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Conventions of Standard English Grammar and Usage <ul style="list-style-type: none"> Verbs 	9-10.W.6.1b: Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	<ul style="list-style-type: none"> Form and use verbs: <ul style="list-style-type: none"> indicative, imperative interrogative conditional, and subjunctive moods. 		<ul style="list-style-type: none"> Verbs 	YES+
<ul style="list-style-type: none"> Adjectives and Adverbs 	9-10.W.6.1c: Adjectives and Adverbs –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply conventions learned previously. Use participial phrases to show relationships between ideas. 		<ul style="list-style-type: none"> Adjective Adverb 	YES+
<ul style="list-style-type: none"> Phrases and Clauses 	9-10.W.6.1d: Phrases and Clauses –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct misplaced and dangling modifiers. 		<ul style="list-style-type: none"> Phrases Clauses Dangling Modifiers Misplaced Modifiers 	YES+
<ul style="list-style-type: none"> Usage 	9-10.W.6.1e: Usage –Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	<ul style="list-style-type: none"> Identify and use parallelism in all writing to: <ul style="list-style-type: none"> present items in a series. present items in parallel structure for emphasis. 		<ul style="list-style-type: none"> Parallel Structure Verb Tense 	YES+
Capitalization Punctuation Spelling	9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<ul style="list-style-type: none"> Use correct capitalization, punctuation, and spelling in daily work. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Conventions of Standard English	9-10.W.6.2a: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply correct usage of capitalization in writing. 			YES+
<ul style="list-style-type: none"> Capitalization Punctuation 	9-10.W.6.2b: Punctuation –Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	<ul style="list-style-type: none"> Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses. 			YES+
<ul style="list-style-type: none"> Spelling 	9-10.W.6.2c: Spelling –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply correct spelling patterns and generalizations in writing. 			YES+
SPEAKING AND LISTENING					
Learning Outcome	9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purpose.	<ul style="list-style-type: none"> Listen actively. Communicate effectively with a variety of audiences and for different purposes. 	<ul style="list-style-type: none"> Paragraph Response Discussion 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
SPEAKING AND LISTENING					
Discussion and Collaboration <ul style="list-style-type: none"> Collaborative discussions 	9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	<ul style="list-style-type: none"> Participate in class discussions over various texts. 		<ul style="list-style-type: none"> Collaborative 	
<ul style="list-style-type: none"> Textual evidence in discussion 	9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	<ul style="list-style-type: none"> Recite textual evidence to support classroom discussions. 			
<ul style="list-style-type: none"> Summarize 	9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	<ul style="list-style-type: none"> Summarize points of agreement and disagreement. 			

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: TENTH

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2016-2017

GRADING PERIOD: QUARTER 2

MASTER COPY 6-6-16

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
Learning Outcome	9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> • Read a variety of grade appropriate literature independently and proficiently. 	<ul style="list-style-type: none"> • Paragraph Response • Discussion • Worksheets • Graphic Organizer • Short Answer • Quiz/Test 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Textual evidence • Inferences • Interpretations 	9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence to support what the text says. • Identify and categorize, differentiate inferences and interpretations from the text. • Develop an argument that is based on textual evidence. 		<ul style="list-style-type: none"> • Cite 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
<ul style="list-style-type: none"> • Themes/Central Idea 	<p>9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.</p>	<ul style="list-style-type: none"> • Identify two or more themes/central ideas in a text. • Describe with specific details how two themes develop: <ul style="list-style-type: none"> – how they emerge – how they are shaped – how they are refined by details. • Compare similar themes between two literary texts. 		<ul style="list-style-type: none"> • Theme/Central idea 	YES+
<ul style="list-style-type: none"> • Dynamic characters • Multiple/ • Conflicting motivations • Plot • Theme 	<p>9-10.RL.2.3: Analyze how dynamic 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>	<ul style="list-style-type: none"> • Describe how characters change throughout the story. • Describe how characters interact with other characters. • Describe how characters advance the plot or develop the story’s theme. • Compare and contrast multiple character motivations. • Explain character motivations. • Create an argument about the various ways that characters can change the other characters, theme or plot of the text. 		<ul style="list-style-type: none"> • Characterization • Plot 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
Structural Elements and Organization <ul style="list-style-type: none"> • Structure of work • Event order • Pacing • Flashbacks • Effects: mystery, tension, surprise 	9-10.RL.3.1: Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> • Identify story chronology, including flashbacks and foreshadowing. • Identify the effects that pacing creates. • Design a timeline of the plot that includes the author’s structure choices. • Create an argument about how the author’s choices impact the text. 		<ul style="list-style-type: none"> • Parallel episodes • Pacing • Flashbacks • Mystery • Tension 	YES+
<ul style="list-style-type: none"> • Effects: suspense or humor • Points of view of characters • Points of view of reader • Dramatic Irony 	9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	<ul style="list-style-type: none"> • Identify and describe the author’s use of suspense or humor through what the characters think, say, and do. • Describe how the author uses suspense or humor to show the differing viewpoints of characters. 		<ul style="list-style-type: none"> • Tone • Mood • Irony 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Learning Outcome	9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> • Read a variety of grade-appropriate nonfiction text independently and proficiently. 	<ul style="list-style-type: none"> • Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizer • Quiz/Test 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Textual evidence • Inferences • Interpretations 	9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence to support what the text says. • Draw inferences and interpretations from the text. • Draw conclusions on what the text directly and indirectly says. 		<ul style="list-style-type: none"> • Cite 	YES+
<ul style="list-style-type: none"> • Central ideas 	9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<ul style="list-style-type: none"> • Identify two or more central ideas in a text. • Describe with specific details how two central ideas develop: <ul style="list-style-type: none"> – how they emerge – how they are shaped – how they interact – how they build on one another. 		<ul style="list-style-type: none"> • Central ideas 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Key Ideas and Textual Support <ul style="list-style-type: none"> • Author • Series of ideas/events 	9-10.RN.2.3: 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.	<ul style="list-style-type: none"> • Identify and explain the process an author uses to build an argument: <ul style="list-style-type: none"> – the order in which points are made. – how points are introduced and developed. – the connections between the points. • Construct a visual aid that connects events that are built into an author’s argument. 		<ul style="list-style-type: none"> • Ordering: <ul style="list-style-type: none"> – Chronological – Logical – Spatial – Importance • Introduction, body, and conclusion • Transitional words 	YES+
Structural Elements and Organization <ul style="list-style-type: none"> • Author’s ideas/claims • Sentences • Paragraph(s) 	9-10.RN.3.2: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<ul style="list-style-type: none"> • Identify the author’s word choice and text structure. • Explain how an author’s word choice and text structure align with the author’s purpose. • Critique the word choice of an author and how it aligns with the author’s purpose. 			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
<ul style="list-style-type: none"> • Author’s perspective/ purpose • Rhetoric 	<p>9-10.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.</p>	<ul style="list-style-type: none"> • Identify the author’s purpose in a text by listing the author’s arguments/evidence. • Determine and assess the effect of rhetoric on the author’s purpose. • Critique the author’s purpose and the effect the rhetoric has on the audience. 		<ul style="list-style-type: none"> • Rhetoric • Logos • Pathos • Ethos 	YES+
<p>Synthesis and Connection of Ideas</p> <ul style="list-style-type: none"> • Argument • Reasoning • Evidence • False statements • Fallacious reasoning 	<p>9-10.RN.4.1: 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>	<ul style="list-style-type: none"> • Identify the author’s argument. • Describe why the evidence supports the author’s argument, and whether the evidence is fallacious or valid. • Identify false statements and fallacious reasoning. 		<ul style="list-style-type: none"> • Author’s argument • Fallacies 	YES+
<ul style="list-style-type: none"> • Seminal U.S. & world documents 	<p>9-10.RN.4.3: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.</p>	<ul style="list-style-type: none"> • Identify the directly and indirectly stated main ideas/themes in nonfiction/fiction texts. • Compare the main ideas and themes between nonfiction and fiction texts. 			YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: VOCABULARY					
Learning Outcome	9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Use academic content-specific words and phrases. 	<ul style="list-style-type: none"> • Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizers • Quiz/Test 		
Vocabulary Building <ul style="list-style-type: none"> • Context 	9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> • Identify different types of context clues. • Identify the meanings of words and phrases using context clues. 		<ul style="list-style-type: none"> • Context Clues: <ul style="list-style-type: none"> – Stems – Antonyms – Synonyms – Examples – Definition 	YES+
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> • Figurative language • Connotative words • Word choice • Tone • Multiple meanings 	9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	<ul style="list-style-type: none"> • Identify figurative language. • Identify connotative words. • Connect and explain how the author’s word choice influences the meaning and tone of the text, including words with multiple meanings. • Assess the author’s use of figurative language. 		<ul style="list-style-type: none"> • Figurative language: <ul style="list-style-type: none"> – Metaphor – Similes – Personification – Hyperbole – Euphemisms – Pun • Connotative Words • Tone 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: VOCABULARY					
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> • Nonfiction text • Figurative meanings • Connotative meanings • Technical meanings • Word Choice • Tone 	9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> • Identify the figurative words in nonfiction texts. • Identify and explain the meaning of the connotative words in nonfiction texts. • Identify the technical vocabulary in nonfiction texts. • Connect and explain how the author’s word choice influences the meaning and tone of the text. • Evaluate and explain the effectiveness of an author’s word choice in a piece of literature. 			YES+
WRITING					
Learning Outcome	9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> • Write for different tasks, purposes and audiences. • Draw evidence from literature and nonfiction texts. 	<ul style="list-style-type: none"> • Paragraph Response • Graphic Organizer • Practice Exercises • Compare and Contrast Essay(s) 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<p>Writing Genres</p> <p>Argumentative Composition</p> <ul style="list-style-type: none"> • Arguments • Precise claims • Counterclaims • Reasons • Evidence • Transitions • Consistent style & tone • Concluding statement 	<p>9-10.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. • Use effective transitions 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. • Establish and maintain a consistent style and tone appropriate to purpose and audience. 	<ul style="list-style-type: none"> • Introduce precise claim(s.) • Distinguish the claim(s) from alternate or opposing claims. • Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly. • Supply evidence for each claim. • Point out the strengths and limitations of both. • Use effective transitions to link the major sections of the text. • Use transitions to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Writing Genres Argumentative Composition	9-10.W.3.1: (cont.) <ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> Establish and maintain a consistent style and tone appropriate to purpose and audience. Provide a concluding statement or section that follows from and supports the argument presented. 			
Informative Composition <ul style="list-style-type: none"> Topic Complex ideas Facts 	9-10.W.3.2: Write informative compositions in a variety of forms that – <ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. Develop the topic with: <ul style="list-style-type: none"> relevant and sufficient facts, extended definitions, concrete details, quotations, Information, examples 		<ul style="list-style-type: none"> Topic Sentence Supporting sentence Clincher Quotations Paraphrase 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<p>Writing Genres</p> <p>Informative Compositions</p> <ul style="list-style-type: none"> • Definitions • Details • Quotations • Information/ Examples • Transitions • Vocabulary choice • Style • Concluding statement 	<p>9-10.W.3.2: (cont.)</p> <ul style="list-style-type: none"> • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • 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). 	<ul style="list-style-type: none"> • Use appropriate and varied transitions to: <ul style="list-style-type: none"> – link the major sections of the text. – create cohesion. – clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that supports the information or explanation presented. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<p>Writing Genres</p> <p>Narrative Compositions</p> <ul style="list-style-type: none"> • Problem • Points of view • Events 	<p>9-10.W.3.3: Write narrative compositions in a variety of forms</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. • Create a smooth progression of experiences or events. • Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 	<ul style="list-style-type: none"> • Set out a problem, situation, or observation. • Establish one or multiple point(s) of view, • Introduce a narrator and/or characters. • Create a smooth progression of experiences or events. • Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture. • Provide an ending that follows from and reflects on what is: <ul style="list-style-type: none"> – experienced, – observed, – resolved over the course of the narrative. 		<ul style="list-style-type: none"> • Narrative • Conflict • Plot • Dialogue • Pacing • Sensory Details • Setting 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Writing Genres Narrative Compositions	9-10.W.3.3: (cont.) <ul style="list-style-type: none"> Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 				
Writing Process <ul style="list-style-type: none"> Writing Process Draft Revision Editing Technology 	9-10.W.4: Apply the writing process to - <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia). 	<ul style="list-style-type: none"> Plan and develop writing. Write draft. Revise using appropriate reference materials. Rewrite. Try a new approach, focusing on addressing what is most significant for a specific purpose and audience. Edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products. 		<ul style="list-style-type: none"> Draft Revise Edit 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Conventions of Standard English Grammar and Usage	9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> Use correct grammar in daily work. 	<ul style="list-style-type: none"> Worksheet Practice Exercises Quiz/Test 		
<ul style="list-style-type: none"> Pronouns 	9-10.W.6.1a: Pronouns – Students are expected to build upon and continue applying conventions learned previously:	<ul style="list-style-type: none"> Use a variety of pronouns, including subject, object, possessive, and reflexive. Ensure pronoun--antecedent agreement. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 		<ul style="list-style-type: none"> Pronouns 	YES
<ul style="list-style-type: none"> Verbs 	9-10.W.6.1b: Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	<ul style="list-style-type: none"> Form and use verbs: <ul style="list-style-type: none"> – indicative, – imperative, – interrogative, – conditional, and – subjunctive moods. 		<ul style="list-style-type: none"> Verbs 	YES
<ul style="list-style-type: none"> Adjectives and Adverbs 	9-10.W.6.1c: Adjectives and Adverbs –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply conventions learned previously. Use participial phrases to show relationships between ideas. 		<ul style="list-style-type: none"> Adjective Adverb 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Conventions of Standard English Grammar and Usage <ul style="list-style-type: none"> Phrases and Clauses 	9-10.W.6.1d: Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct misplaced and dangling modifiers. 		<ul style="list-style-type: none"> Phrases Clauses Dangling Modifiers Misplaced Modifiers 	YES
<ul style="list-style-type: none"> Usage 	9-10.W.6.1e: Usage - Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	<ul style="list-style-type: none"> Identify and use parallelism in all writing to: <ul style="list-style-type: none"> present items in a series. present items in parallel structure for emphasis. 		<ul style="list-style-type: none"> Parallel Structure Verb Tense 	YES
Capitalization Punctuation Spelling	9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<ul style="list-style-type: none"> Use correct capitalization, punctuation, and spelling in daily work. 			
<ul style="list-style-type: none"> Capitalization 	9-10.W.6.2a: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply correct usage of capitalization in writing. 			YES
<ul style="list-style-type: none"> Punctuation 	9-10.W.6.2b: Punctuation –Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	<ul style="list-style-type: none"> Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses. 			YES
<ul style="list-style-type: none"> Spelling 	9-10.W.6.2c: Spelling –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply correct spelling patterns and generalizations in writing. 			YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
SPEAKING AND LISTENING					
Learning Outcome	9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purpose.	<ul style="list-style-type: none"> • Listen actively. • Communicate effectively with a variety of audiences and for different purposes. 	<ul style="list-style-type: none"> • Paragraph Response • Discussion 		
Discussion and Collaboration <ul style="list-style-type: none"> • Collaborative discussions 	9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	<ul style="list-style-type: none"> • Participate in class discussions over various texts. 		<ul style="list-style-type: none"> • Collaborative 	
<ul style="list-style-type: none"> • Textual evidence in discussion 	9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	<ul style="list-style-type: none"> • Recite textual evidence to support classroom discussions. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
SPEAKING AND LISTENING					
Collaboration and Discussion	9-10.SL.2.4: 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.	<ul style="list-style-type: none"> • Pose and respond to questions that relate to the current discussion, to broader themes or larger ideas. • Incorporate others into the discussion. • Clarify, verify or challenge ideas or conclusions. 			
<ul style="list-style-type: none"> • Summarize 	9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	<ul style="list-style-type: none"> • Summarize points of agreement and disagreement. 			

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: TENTH

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2016-2017

GRADING PERIOD: QUARTER 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
Learning Outcome	9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> • Read a variety of grade appropriate literature independently and proficiently. 	<ul style="list-style-type: none"> • Paragraph Response • Discussion • Worksheets • Graphic Organizer • Short Answer • Quiz/Test 		
Key Ideas and Textual Support	9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence to support what the text says. • Identify, categorize, and differentiate inferences and interpretations from the text. • Develop an argument that is based on textual evidence. 		<ul style="list-style-type: none"> • Cite 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
Key Ideas and Textual Support <ul style="list-style-type: none"> • Themes/Central Idea 	9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	<ul style="list-style-type: none"> • Identify two or more themes/central ideas in a text. • Describe with specific details how two themes develop: <ul style="list-style-type: none"> – how they emerge – how they are shaped – how they are refined by details. • Compare and critique similar themes between two literary texts. 		<ul style="list-style-type: none"> • Theme/Central idea 	YES+
<ul style="list-style-type: none"> • Dynamic characters • Multiple/ • Conflicting motivations • Plot • Theme 	9-10.RL.2.3: Analyze how dynamic 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.	<ul style="list-style-type: none"> • Describe how characters change throughout the story. • Describe how characters interact with other characters. • Describe how characters advance the plot or develop the story's theme. • Compare and contrast multiple character motivations. • Explain character motivations. 		<ul style="list-style-type: none"> • Character-ization • Plot 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
Key Ideas and Textual Support	9-10.RL.2.3: (cont.)	<ul style="list-style-type: none"> • Create an argument about the various ways that characters can change the other characters, theme or plot of the text. 			
Structural Elements and Organization <ul style="list-style-type: none"> • Structure of work • Event order • Pacing • Flashbacks • Effects: mystery, tension, surprise 	9-10.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> • Identify story chronology, including flashbacks and foreshadowing. • Identify the effects that pacing creates. • Design a timeline of the plot that includes the author's structure choices. • Create an argument about how the author's choices impact the text. 		<ul style="list-style-type: none"> • Parallel episodes • Pacing • Flashbacks • Mystery • Tension 	YES+
<ul style="list-style-type: none"> • Effects: suspense or humor • Points of view of characters • Points of view of reader • Dramatic Irony 	9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	<ul style="list-style-type: none"> • Identify and describe the author's use of suspense or humor through what the characters think, say, and do. • Assess how the author uses suspense or humor to show the differing viewpoints of characters. • Critique the author's use of suspense and humor through the characters thoughts words and actions. 		<ul style="list-style-type: none"> • Tone • Mood • Irony 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Interpretation • Play • Story • Poem • Source 	9-10.RL.4.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	<ul style="list-style-type: none"> • Describe and explain how different versions of literature interpret the source text. 			
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Character Types • Archetypes • Myth • Allusion 	9-10.RL.4.2: Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	<ul style="list-style-type: none"> • Describe and illustrate how literary works reference traditional events or characters from myths, traditional stories, or religious texts. • Explain how the material is rendered new. • Describe how the use of such allusions contributes to the theme or meaning of the literary work. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Learning Outcome	9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> • Read a variety of grade-appropriate nonfiction text independently and proficiently. 	<ul style="list-style-type: none"> • Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizer • Quiz/Test 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Textual evidence • Inferences • Interpretations 	9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence to support what the text says. • Draw inferences and interpretations from the text. • Draw conclusions on what the text directly and indirectly says. 		<ul style="list-style-type: none"> • Cite 	YES+
<ul style="list-style-type: none"> • Central ideas 	9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<ul style="list-style-type: none"> • Identify two or more central ideas in a text. • Describe with specific details how two central ideas develop: <ul style="list-style-type: none"> – how they emerge – how they are shaped – how they interact – how they build on one another. 		<ul style="list-style-type: none"> • Central ideas 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Key Ideas and Textual Support	9-10.RN.2.2: (cont.)	<ul style="list-style-type: none"> Explain how the specific details shape the central idea. 			
<ul style="list-style-type: none"> Author Series of ideas/events 	<p>9-10.RN.2.3: 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.</p>	<ul style="list-style-type: none"> Identify and explain the process an author uses to build an argument: <ul style="list-style-type: none"> the order in which points are made how points are introduced and developed the connections between the points. Construct a visual aid that connects events that are built into an author’s argument. Create an argument about the process an author uses to make his/her argument. Create a written response that summarizes the events that were formed from the visual aid. 		<ul style="list-style-type: none"> Ordering: <ul style="list-style-type: none"> Chronological Logical Spatial Importance Introduction, body, and conclusion Transitional words 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Structural Elements and Organization <ul style="list-style-type: none"> • Author's ideas/claims • Sentences • Paragraph(s) 	9-10.RN.3.2: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<ul style="list-style-type: none"> • Identify the author's word choice and text structure. • Explain how an author's word choice and text structure align with the author's purpose. • Critique the word choice of an author and how it aligns with the author's purpose. 			YES+
<ul style="list-style-type: none"> • Author's perspective/purpose • Rhetoric 	9-10.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<ul style="list-style-type: none"> • Identify the author's purpose in a text by listing the author's arguments/evidence. • Determine the effect of rhetoric on the author's purpose. • Critique the author's purpose and the effect the rhetoric has on the audience. 		<ul style="list-style-type: none"> • Rhetoric • Logos • Pathos • Ethos 	YES+
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Argument • Reasoning • Evidence • False statements • Fallacious reasoning 	9-10.RN.4.1: 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.	<ul style="list-style-type: none"> • Identify the author's argument. • Describe why the evidence supports the author's argument, and whether the evidence is fallacious or valid. • Identify false statements and fallacious reasoning. 		<ul style="list-style-type: none"> • Author's argument • Fallacies 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Biography • Mediums 	9-10.RN.4.2: 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.	<ul style="list-style-type: none"> • Compare and contrast different portrayals of a subject in different mediums. 			
<ul style="list-style-type: none"> • Seminal U.S. & world documents 	9-10.RN.4.3: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	<ul style="list-style-type: none"> • Identify the directly and indirectly stated main ideas/themes in nonfiction/fiction texts. • Compare the main ideas and themes between nonfiction texts. 			YES
READING: VOCABULARY					
Learning Outcome	9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Use academic content-specific words and phrases. 	<ul style="list-style-type: none"> • Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizers • Quiz/Test 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: VOCABULARY					
Vocabulary Building <ul style="list-style-type: none"> Context 	9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> Identify different types of context clues. Explain the meanings of words and phrases using context clues. 		<ul style="list-style-type: none"> Context Clues: <ul style="list-style-type: none"> Stems Antonyms Synonyms Examples Definition 	YES+
<ul style="list-style-type: none"> Denotations Connotations 	9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> Compare and contrast words with similar meanings. 			
Vocabulary Building <ul style="list-style-type: none"> Patterns Suffix Parts of speech 	9-10.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<ul style="list-style-type: none"> Identify the different parts of speech in words with the same root word. Form words of different parts of speech from the root word. 			
<ul style="list-style-type: none"> Pronunciation Etymology Reference materials Parts of Speech 	9-10.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	<ul style="list-style-type: none"> Choose appropriate reference materials for word pronunciation, meaning, part of speech identification, or language of origin. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: VOCABULARY					
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> • Figurative language • Connotative words • Word choice • Tone • Multiple meanings 	9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	<ul style="list-style-type: none"> • Identify figurative language. • Identify connotative words. • Connect and explain how the author’s word choice influences the meaning and tone of the text, including words with multiple meanings. • Assess the examples that the author uses through figurative language. 		<ul style="list-style-type: none"> • Figurative language: <ul style="list-style-type: none"> – Metaphor – Similes – Personification – Hyperbole – Euphemisms – Pun • Connotative Words • Tone 	YES+
<ul style="list-style-type: none"> • Nonfiction text • Figurative meanings • Connotative meanings • Technical meanings • Word Choice • Tone 	9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> • Identify the figurative words in nonfiction texts. • Identify and explain the meaning of the connotative words in nonfiction texts. • Identify the technical vocabulary in nonfiction texts. • Connect and explain how the author’s word choice influences the meaning and tone of the text. • Evaluate and explain the effectiveness of an author’s word choice in a piece of literature. 			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Vocabulary in Literature and Nonfiction Texts	9-10.RV.3.2: (cont.)	<ul style="list-style-type: none"> Exhibit how alternate word choice affects meaning and tone. 			
<ul style="list-style-type: none"> Figurative Language 	9-10.RV.3.3: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<ul style="list-style-type: none"> Identify different figures of speech in the context of a text. Explain the role of figurative language in the text. 			
WRITING					
Learning Outcome	9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> Write for different tasks, purposes and audiences. Draw evidence from literature and nonfiction texts. 	<ul style="list-style-type: none"> Paragraph Response Graphic Organizer Practice Exercises Cause and Effect/ Problem-Solution Essay(s) 		
Writing Genres Argumentative Compositions <ul style="list-style-type: none"> Arguments Precise claims Counterclaims Reasons Evidence Transitions Consistent style & tone 	9-10.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Introduce precise claim(s) Distinguish the claim(s) from alternate or opposing claims. Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly. Supply evidence for each claim. 			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<p>Writing Genres</p> <p>Argumentative Compositions</p> <ul style="list-style-type: none"> • Concluding statement 	<p>9-10.W.3.1: (cont.)</p> <ul style="list-style-type: none"> • 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. • Use effective transitions 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. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> • Point out the strengths and limitations of both. • Use effective transitions to link the major sections of the text. • Use transitions to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Informative Compositions <ul style="list-style-type: none"> • Topic • Complex ideas • Facts • Definitions • Details • Quotations • Information/ Examples • Transitions • Vocabulary choice • Style • Concluding statement 	9-10.W.3.2: Write informative compositions in a variety of forms that – <ul style="list-style-type: none"> • 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. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 	<ul style="list-style-type: none"> • 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. • Develop the topic with: <ul style="list-style-type: none"> – relevant and sufficient facts. – extended definitions. – concrete details. – quotations. – Information, and – examples. • Use appropriate and varied transitions to: <ul style="list-style-type: none"> – link the major sections of the text. – create cohesion. – clarify the relationships among complex ideas and concepts. 		<ul style="list-style-type: none"> • Topic Sentence • Supporting sentence • Clincher • Quotations • Paraphrase 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Writing Genres Informative Compositions	9-10.W.3.2: (cont.) <ul style="list-style-type: none"> • Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience. • 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). 	<ul style="list-style-type: none"> • Choose language and content-specific vocabulary that express ideas precisely and concisely. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that supports the information or explanation presented. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<p>Narrative Compositions</p> <ul style="list-style-type: none"> • Problem • Points of view • Events 	<p>9-10.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. • Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 	<ul style="list-style-type: none"> • Set out a problem, situation, or observation. • Establish one or multiple point(s) of view. • Introduce a narrator and/or characters. • Create a smooth progression of experiences or events. • Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture. 		<ul style="list-style-type: none"> • Narrative • Conflict • Plot • Dialogue • Pacing • Sensory Details • Setting 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Writing Genres Narrative Compositions	9-10.W.3.3: (cont.) <ul style="list-style-type: none"> • Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> • Provide an ending that follows from and reflects on what is: <ul style="list-style-type: none"> – experienced. – observed. – resolved over the course of the narrative. 			
Writing Process <ul style="list-style-type: none"> • Writing Process • Draft • Revision • Editing • Technology 	9-10.W.4: Apply the writing process to – <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. 	<ul style="list-style-type: none"> • Plan and develop writing. • Write draft. • Revise using appropriate reference materials. • Rewrite. • Try a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Edit to produce and strengthen writing that is clear and coherent. • Use technology to generate, produce, publish, and update individual or shared writing products. 		<ul style="list-style-type: none"> • Draft • Revise • Edit 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Writing Process	<p>9-10.W.4: (cont.)</p> <ul style="list-style-type: none"> Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia). 				
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p> <ul style="list-style-type: none"> Inquiry Question Authoritative Sources Annotations Plagiarism Synthesis 	<p>9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> Formulate an inquiry question, and refine and narrow the focus as research evolves. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. 	<ul style="list-style-type: none"> Formulate an inquiry question, and refine and narrow the focus as research evolves. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. Synthesize and integrate information into the text selectively to maintain the flow of ideas. 			YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Research	9-10.W.5: (cont.) <ul style="list-style-type: none"> Synthesize and integrate information into the text selectively to maintain the flow of ideas. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. Present information, choosing from a variety of formats. 	<ul style="list-style-type: none"> Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. Present information, choosing from a variety of formats. 			
Conventions of Standard English Grammar and Usage	9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> Use correct grammar in daily work. 	<ul style="list-style-type: none"> Worksheet Practice Exercises Quiz/Test 		
<ul style="list-style-type: none"> Pronouns 	9-10.W.6.1a: Pronouns – Students are expected to build upon and continue applying conventions learned previously:	<ul style="list-style-type: none"> Use a variety of pronouns: <ul style="list-style-type: none"> subject object possessive reflexive. Ensure pronoun--antecedent agreement. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents. 		<ul style="list-style-type: none"> Pronouns 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Conventions of Standard English <ul style="list-style-type: none"> Verbs 	9-10.W.6.1b: Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	<ul style="list-style-type: none"> Form and use verbs: <ul style="list-style-type: none"> Indicative, Imperative, Interrogative, Conditional, and subjunctive moods. 		<ul style="list-style-type: none"> Verbs 	YES
<ul style="list-style-type: none"> Adjectives and Adverbs 	9-10.W.6.1c: Adjectives and Adverbs –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply conventions learned previously. Use participial phrases to show relationships between ideas. 		<ul style="list-style-type: none"> Adjective Adverb 	YES
Grammar and Usage <ul style="list-style-type: none"> Phrases and Clauses 	9-10.W.6.1d: Phrases and Clauses –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct misplaced and dangling modifiers. 		<ul style="list-style-type: none"> Phrases Clauses Dangling Modifiers Misplaced Modifiers 	YES
<ul style="list-style-type: none"> Usage 	9-10.W.6.1e: Usage –Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	<ul style="list-style-type: none"> Identify and use parallelism in all writing to: <ul style="list-style-type: none"> present items in a series. present items in parallel structure for emphasis. 		<ul style="list-style-type: none"> Parallel Structure Verb Tense 	YES
Capitalization Punctuation Spelling	9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<ul style="list-style-type: none"> Use correct capitalization, punctuation, and spelling in daily work. 			
<ul style="list-style-type: none"> Capitalization 	9-10.W.6.2a: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply correct usage of capitalization in writing. 			YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<ul style="list-style-type: none"> Punctuation 	9-10.W.6.2b: Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	<ul style="list-style-type: none"> Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses. 			YES
<ul style="list-style-type: none"> Spelling 	9-10.W.6.2c: Spelling –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply correct spelling patterns and generalizations in writing. 			YES
SPEAKING AND LISTENING					
Learning Outcome	9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purpose.	<ul style="list-style-type: none"> Listen actively. Communicate effectively with a variety of audiences and for different purposes. 	<ul style="list-style-type: none"> Paragraph Response Discussion Presentation Peer Evaluation 		
Discussion and Collaboration <ul style="list-style-type: none"> Collaborative discussions 	9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.	<ul style="list-style-type: none"> Participate in class discussions over various texts. 		<ul style="list-style-type: none"> Collaborative 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
SPEAKING AND LISTENING					
Discussion and Collaboration <ul style="list-style-type: none"> • Textual evidence in discussion 	9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	<ul style="list-style-type: none"> • Recite textual evidence to support classroom discussions. 			
<ul style="list-style-type: none"> • Collegial Discussion • Consensus 	9-10.SL.2.3: 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.	<ul style="list-style-type: none"> • Establish rules collaboratively for group discussions and decision-making. • Establish collaborative goals, deadlines, and roles as needed. 			
	9-10.SL.2.4: 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.	<ul style="list-style-type: none"> • Pose and respond to questions that relate to the current discussion, to broader themes or larger ideas. • Incorporate others into the discussion. • Clarify, verify or challenge ideas or conclusions. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
SPEAKING AND LISTENING					
Discussion and Collaboration <ul style="list-style-type: none"> • Summarize 	9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	<ul style="list-style-type: none"> • Summarize points of agreement and disagreement. 			

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: TENTH

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2016-2017

GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
Learning Outcome	9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> • Read a variety of grade appropriate literature independently and proficiently. 	<ul style="list-style-type: none"> • Paragraph Response • Discussion • Worksheets • Graphic Organizer • Short Answer • Quiz/Test 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Textual evidence • Inferences • Interpretations 	9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence to support what the text says. • Identify differentiate and categorize inferences and interpretations from the text. • Develop an argument that is based on textual evidence. 		<ul style="list-style-type: none"> • Cite 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE					
Key Ideas and Textual Support <ul style="list-style-type: none"> • Themes/Central Idea 	9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	<ul style="list-style-type: none"> • Identify two or more themes/central ideas in a text. • Describe with specific details how two themes develop: <ul style="list-style-type: none"> – How they emerge. – How they are shaped. – How they are refined by details. • Compare and critique similar themes between two literary texts. 		<ul style="list-style-type: none"> • Theme/Central idea 	YES+
<ul style="list-style-type: none"> • Dynamic characters • Multiple/ • Conflicting motivations • Plot • Theme 	9-10.RL.2.3: Analyze how dynamic 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.	<ul style="list-style-type: none"> • Describe how characters change throughout the story. • Describe how characters interact with other characters. • Describe how characters advance the plot or develop the story's theme. • Compare and contrast multiple character motivations. • Evaluate character motivations. 		<ul style="list-style-type: none"> • Character-ization • Plot 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: LITERATURE	9-10.RL.2.3: (cont.)				
Key Ideas and Textual Support		<ul style="list-style-type: none"> • Create an argument about the various ways that characters can change the other characters, theme or plot of the text. 			
Structural Elements and Organization <ul style="list-style-type: none"> • Structure of work • Event order • Pacing • Flashbacks • Effects: mystery, tension, surprise 	9-10.RL.3.1: Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> • Identify story chronology, including flashbacks and foreshadowing. • Identify the effects that pacing creates. • Design a timeline of the plot that includes the author’s structure choices. • Create an argument about how the author’s choices impact the text. 		<ul style="list-style-type: none"> • Parallel episodes • Pacing • Flashbacks • Mystery • Tension 	YES+
<ul style="list-style-type: none"> • Effects: suspense or humor • Points of view of characters • Points of view of reader • Dramatic Irony 	9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	<ul style="list-style-type: none"> • Identify and describe the author’s use of suspense or humor through what the characters think, say, and do. • Assess how the author uses suspense or humor to show the differing viewpoints of characters. • Critique the author’s use of suspense and humor through the characters thoughts words and actions. 		<ul style="list-style-type: none"> • Tone • Mood • Irony 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Learning Outcome	9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> • Read a variety of grade-appropriate nonfiction text independently and proficiently. 	<ul style="list-style-type: none"> • Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizer • Quiz/Test 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Textual evidence • Inferences • Interpretations 	9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence to support what the text says. • Draw inferences and interpretations from the text. • Draw conclusions on what the text directly and indirectly says. 		<ul style="list-style-type: none"> • Cite 	YES+
<ul style="list-style-type: none"> • Central ideas 	9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<ul style="list-style-type: none"> • Identify two or more central ideas in a text. • Describe with specific details how two central ideas develop: <ul style="list-style-type: none"> – How they emerge. – How they are shaped. – How they interact. – How they build on one another. 		<ul style="list-style-type: none"> • Central ideas 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Key Ideas and Textual Support	9-10.RN.2.2: (cont.)	<ul style="list-style-type: none"> • Explain how the specific details shape the central idea. 			
<ul style="list-style-type: none"> • Author • Series of ideas/events 	<p>9-10.RN.2.3: 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.</p>	<ul style="list-style-type: none"> • Identify and explain the process an author uses to build an argument: <ul style="list-style-type: none"> – The order in which points are made. – How points are introduced and developed. – The connections between the points. • Construct a visual aid that connects events that are built into an author’s argument. • Create an argument about the process an author uses to make his/her argument. • Create a written response that summarizes the events that were formed from the visual aid. 		<ul style="list-style-type: none"> • Ordering: <ul style="list-style-type: none"> – Chrono-logical – Logical – Spatial – Importance • Introduction, body, and conclusion • Transitional words 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Structural Elements and Organization <ul style="list-style-type: none"> • Author’s ideas/claims • Sentences • Paragraph(s) 	9-10.RN.3.2: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<ul style="list-style-type: none"> • Identify the author’s word choice and text structure. • Explain how an author’s word choice and text structure align with the author’s purpose. • Critique the word choice of an author and how it aligns with the author’s purpose. 			YES+
<ul style="list-style-type: none"> • Author’s perspective/ purpose • Rhetoric 	9-10.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<ul style="list-style-type: none"> • Identify the author’s purpose in a text by listing the author’s arguments/evidence. • Determine and assess the effect of rhetoric on the author’s purpose. • Critique the author’s purpose and the effect the rhetoric has on the audience. 		<ul style="list-style-type: none"> • Rhetoric • Logos • Pathos • Ethos 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: NONFICTION					
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Argument • Reasoning • Evidence • False statements • Fallacious reasoning 	9-10.RN.4.1: 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.	<ul style="list-style-type: none"> • Identify the author’s argument. • Describe why the evidence supports the author’s argument, and whether the evidence is fallacious or valid. • Identify false statements and fallacious reasoning. 		<ul style="list-style-type: none"> • Author’s argument • Fallacies 	YES+
READING: VOCABULARY					
Learning Outcome	9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Use academic content-specific words and phrases. 	<ul style="list-style-type: none"> • Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizers • Quiz/Test 		
Vocabulary Building <ul style="list-style-type: none"> • Context 	9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> • Identify different types of context clues. • Explain the meanings of words and phrases using context clues. 		<ul style="list-style-type: none"> • Context Clues: <ul style="list-style-type: none"> – Stems – Antonyms – Synonyms – Examples – Definition 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: VOCABULARY					
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> • Figurative language • Connotative words • Word choice • Tone • Multiple meanings 	9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	<ul style="list-style-type: none"> • Identify figurative language. • Identify connotative words. • Connect and explain how the author’s word choice influences the meaning and tone of the text, including words with multiple meanings. • Assess the examples that the author uses through figurative language. 		<ul style="list-style-type: none"> • Figurative language: <ul style="list-style-type: none"> – Metaphor – Similes – Personification – Hyperbole – Euphemisms – Pun • Connotative Words • Tone 	YES+
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> • Nonfiction text • Figurative meanings • Connotative meanings • Technical meanings • Word Choice • Tone 	9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> • Identify the figurative words in nonfiction texts. • Identify and explain the meaning of the connotative words in nonfiction texts. • Identify the technical vocabulary in nonfiction texts. • Connect and explain how the author’s word choice influences the meaning and tone of the text. • Evaluate and explain the effectiveness of an author’s word choice in a piece of literature. 			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
READING: VOCABULARY					
	9-10.RV.3.2: (cont.)	<ul style="list-style-type: none"> Exhibit how alternate word choice affects meaning and tone. 			
WRITING					
Learning Outcome	9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> Write for different tasks, purposes and audiences. Draw evidence from literature and nonfiction texts. 	<ul style="list-style-type: none"> Paragraph Response Graphic Organizer Practice Exercises Paper with Research 		
Writing Genres Argumentative Composition <ul style="list-style-type: none"> Arguments Precise claims Counterclaims Reasons Evidence Transitions Consistent style & tone Concluding statement 	9-10.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s 	<ul style="list-style-type: none"> Introduce precise claim(s.) Distinguish the claim(s) from alternate or opposing claims. Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly. Supply evidence for each claim. Point out the strengths and limitations of both. 			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<p>Writing Genres</p> <p>Argumentative Compositions</p>	<p>9-10.W.3.1: (cont.) knowledge level and concerns.</p> <ul style="list-style-type: none"> • Use effective transitions 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. Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> • Use effective transitions to link the major sections of the text. • Use transitions to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 			
<p>Informative Compositions</p> <ul style="list-style-type: none"> • Topic • Complex ideas • Facts 	<p>9-10.W.3.2: Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Topic Sentence • Supporting sentence • Clincher • Quotations • Paraphrase 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
<p>Writing Genres</p> <p>Informative Compositions</p> <ul style="list-style-type: none"> • Definitions • Details • Quotations • Information/ Examples • Transitions • Vocabulary choice • Style • Concluding statement 	<p>9-10.W.3.2: (cont.)</p> <ul style="list-style-type: none"> • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. 	<ul style="list-style-type: none"> • Develop the topic with: <ul style="list-style-type: none"> – Relevant and sufficient facts. – Extended definitions. – Concrete details. – Quotations. – Information and examples. • Use appropriate and varied transitions to: <ul style="list-style-type: none"> – Link the major sections of the text. – Create cohesion. – Clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that supports the information or explanation presented. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Writing Genres Informative Compositions	9-10.W.3.2: (cont.) <ul style="list-style-type: none"> 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). 				
Narrative Compositions <ul style="list-style-type: none"> Problem Points of view Events 	9-10.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	<ul style="list-style-type: none"> Set out a problem, situation, or observation. Establish one or multiple point(s) of view. Introduce a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture. 		<ul style="list-style-type: none"> Narrative Conflict Plot Dialogue Pacing Sensory Details Setting 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Writing Genres Narrative Compositions	9-10.W.3.3: (cont.) <ul style="list-style-type: none"> • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> • Provide an ending that follows from and reflects on what is: <ul style="list-style-type: none"> – Experienced. – Observed. – Resolved over the course of the narrative. 			
Writing Process <ul style="list-style-type: none"> • Writing Process • Draft • Revision • Editing • Technology 	9-10.W.4: Apply the writing process to – <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. 	<ul style="list-style-type: none"> • Plan and develop writing. • Write draft. • Revise using appropriate reference materials. • Rewrite. • Try a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Edit to produce and strengthen writing that is clear and coherent. 		<ul style="list-style-type: none"> • Draft • Revise • Edit 	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Writing Process	<p>9-10.W.4: (cont.)</p> <ul style="list-style-type: none"> Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia). 	<ul style="list-style-type: none"> Use technology to generate, produce, publish, and update individual or shared writing products. 			
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p> <ul style="list-style-type: none"> Inquiry Question Authoritative Sources Annotations Plagiarism Synthesis 	<p>9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> Formulate an inquiry question, and refine and narrow the focus as research evolves. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. 	<ul style="list-style-type: none"> Formulate an inquiry question, and refine and narrow the focus as research evolves. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. Synthesize and integrate information into the text selectively to maintain the flow of ideas. 			YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Research	<p>9-10.W.5: (cont.)</p> <ul style="list-style-type: none"> • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats. 	<ul style="list-style-type: none"> • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats. 			
Conventions of Standard English	<p>9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	<ul style="list-style-type: none"> • Use correct grammar in daily work. 	<ul style="list-style-type: none"> • Worksheet • Practice Exercises • Quiz/Test 		
<p>Grammar and Usage</p> <ul style="list-style-type: none"> • Pronouns 	<p>9-10.W.6.1a: Pronouns – Students are expected to build upon and continue applying conventions learned previously:</p>	<ul style="list-style-type: none"> • Use a variety of pronoun: <ul style="list-style-type: none"> – Subject. – Object. – Possessive. – Reflexive. • Ensure pronoun--antecedent agreement. • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 		<ul style="list-style-type: none"> • Pronouns 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Conventions of Standard English <ul style="list-style-type: none"> Verbs 	9-10.W.6.1b: Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	<ul style="list-style-type: none"> Form and use verbs: <ul style="list-style-type: none"> Indicative, Imperative Interrogative Conditional Subjunctive moods. 		<ul style="list-style-type: none"> Verbs 	YES
<ul style="list-style-type: none"> Adjectives and Adverbs 	9-10.W.6.1c: Adjectives and Adverbs –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply conventions learned previously. Use participial phrases to show relationships between ideas. 		<ul style="list-style-type: none"> Adjective Adverb 	YES
Grammar and Usage <ul style="list-style-type: none"> Phrases and Clauses 	9-10.W.6.1d: Phrases and Clauses –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct misplaced and dangling modifiers. 		<ul style="list-style-type: none"> Phrases Clauses Dangling Modifiers Misplaced Modifiers 	YES
<ul style="list-style-type: none"> Usage 	9-10.W.6.1e: Usage –Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	<ul style="list-style-type: none"> Identify and use parallelism in all writing to: <ul style="list-style-type: none"> Present items in a series. Present items in parallel structure for emphasis. 		<ul style="list-style-type: none"> Parallel Structure Verb Tense 	YES
Capitalization Punctuation Spelling	9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<ul style="list-style-type: none"> Use correct capitalization, punctuation, and spelling in daily work. 			
<ul style="list-style-type: none"> Capitalization 	9-10.W.6.2a: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply correct usage of capitalization in writing. 			YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
WRITING					
Conventions of Standard English <ul style="list-style-type: none"> Punctuation 	9-10.W.6.2b: Punctuation –Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	<ul style="list-style-type: none"> Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses. 			YES
<ul style="list-style-type: none"> Spelling 	9-10.W.6.2c: Spelling –Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Apply correct spelling patterns and generalizations in writing. 			YES
SPEAKING AND LISTENING					
Learning Outcome	9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purpose.	<ul style="list-style-type: none"> Listen actively. Communicate effectively with a variety of audiences and for different purposes. 	<ul style="list-style-type: none"> Speech Peer Evaluation 		
Discussion and Collaboration <ul style="list-style-type: none"> Collaborative discussions 	9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.	<ul style="list-style-type: none"> Participate in class discussions over various texts. 		<ul style="list-style-type: none"> Collaborative 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
SPEAKING AND LISTENING					
Discussion and Collaboration <ul style="list-style-type: none"> Textual evidence in discussion 	9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	<ul style="list-style-type: none"> Recite textual evidence to support classroom discussions. 			
<ul style="list-style-type: none"> Collegial Discussion Consensus 	9-10.SL.2.3: 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.	<ul style="list-style-type: none"> Establish rules collaboratively for group discussions and decision-making. Establish collaborative goals, deadlines, and roles as needed. 			
	9-10.SL.2.4: 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.	<ul style="list-style-type: none"> Pose and respond to questions that relate to the current discussion, to broader themes or larger ideas. Incorporate others into the discussion. Clarify, verify or challenge ideas or conclusions. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
SPEAKING AND LISTENING					
Discussion and Collaboration <ul style="list-style-type: none"> • Summarize 	9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	<ul style="list-style-type: none"> • Summarize points of agreement and disagreement. 			
Comprehension <ul style="list-style-type: none"> • Media forms • Quantitative • Credibility 	9-10.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> • Combine multiple sources of information from various media forms. • Evaluate credibility and accuracy of each source. 			
<ul style="list-style-type: none"> • Point of view • Rhetoric • Fallacious reasoning • Distorted evidence 	9-10.SL.3.2: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<ul style="list-style-type: none"> • Identify a speaker's arguments and reasoning using textual evidence. • Determine any fallacious reasoning or evidence presented by the speaker. 		<ul style="list-style-type: none"> • Fallacy 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
SPEAKING AND LISTENING					
Presentation of Knowledge and Ideas <ul style="list-style-type: none"> • Evidence • Style • Listeners • Organization • Purpose • Audience 	9-10.SL.4.1: 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.	<ul style="list-style-type: none"> • Present a speech that shares content in a logical and organized fashion. • Maintain an appropriate style that fits the speech’s purpose. 			
<ul style="list-style-type: none"> • Presentations • Digital media 	9-10.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.	<ul style="list-style-type: none"> • Create engaging presentations using PowerPoint, Prezi, Movie Maker, or Youtube. 			
	9-10.SL.4.3: Students are expected to build upon and continue applying concepts learned previously	<ul style="list-style-type: none"> • Give and follow multi--step directions. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ECA
MEDIA LITERACY					
Learning Outcome	9-10.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> • Determine the effectiveness of different types of information in various presentations. 	<ul style="list-style-type: none"> • Graphic Organizer 		
Media Literacy <ul style="list-style-type: none"> • Media • Visual Message • Verbal Message 	9-10.ML.2.1: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.	<ul style="list-style-type: none"> • Find examples of how media includes or excludes information with its usage of visual and verbal messages. • Determine whether or not these messages are effective in achieving the desired result. 			
<ul style="list-style-type: none"> • Media • Opinions • Issues 	9-10.ML.2.2: Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	<ul style="list-style-type: none"> • Determine the ways in which media has influenced the public's interpretation of events and key issues. 			