

Reading Literature (RL)

Marking Period Four	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
CCSS	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Learning Target	I can use examples from text to support analysis.	I can determine the meaning of words.	I can examine a subject in two different sources and note the differences.	I can read proficiently at the end of the year.
HSCE Alignment	CE 2.1.1 CE 2.1.2	CE 2.1.3 CE 3.1.1	CE 3.1.1	CE 2.3.1 CE 2.3.4 CE 2.3.5 CE 2.3.8
CCSS	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.		
Learning Target	I can determine the theme/message in a work of literature. I can provide specific details from the text to support the theme.	I can analyze the structure of a text.		
HSCE Alignment	CE 2.1.7	CE 2.1.5 CE 2.1.7 CE 3.2.1		

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CCSS	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			
Learning Target	I can analyze how complex characters develop over the course of a text.			
HSCE Alignment	CE 3.1.2 CE 3.1.3			

Reading Informational Text (RI)

Marking Period Four	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
CCSS	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements.	10. By the end of grade 9 , read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10 , read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
Learning Target	I can cite strong evidence from the text to support analysis.	I can determine the meaning of words.	I can evaluate the argument and specific claims in a text to assess if they are relevant and sufficient.	I can read and comprehend at grade level proficiently.
HSCE Alignment	CE 2.1.1 CE 2.1.2	CE 2.1.3		CE 2.3.3 CE 2.3.4 CE 2.3.5 CE 2.3.8
CCSS	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		
Learning Target	I can determine the central idea of a text with thorough details.	I can analyze the structure of an argument.		

Marking Period Four	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
HSCE Alignment	CE 2.1.7	CE 2.1.5 CE 3.2.1		
CCSS	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			
Learning Target	I can analyze how an author unfolds an analysis.			
HSCE Alignment	CE 3.2.1			

Marking Period Four	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
Learning Targets	I can write argumentative papers to support claims of analysis using reasoning. I can use transitions, specific vocabulary, and maintain a formal style in my writing.	I can produce clear, concise writing that is appropriate to task, purpose, and audience.	I can use evidence from texts to support my ideas. I can assess the validity of a work by evaluating the materials used.	I can write in a timed setting for a variety of tasks, purposes, and settings.
HSCE Alignment	CE 1.3.1 CE 1.4.3	CE 1.1.2 CE 1.1.3 CE 1.1.4 CE 1.1.5 CE 1.1.6 CE 1.1.7 CE 1.1.8	CE 1.4.1 CE 1.4.2 CE 1.4.3	CE 1.2.1 CE 1.2.4 CE 1.3.1 CE 1.3.2 CE 1.3.4 CE 1.3.5

Language (L)

Marking Period Four	Vocabulary Acquisition and Usage	Knowledge of Language	Conventions of Standard English
<p>CCSS</p>	<p><i>9th Grade</i></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use <i>prepositional phrases</i> and <i>clauses</i> (independent, dependent)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>9th grade:</p> <p>4. Determine or clarify the <i>meaning</i> of unknown and multiple-meaning words and phrases based on <u><i>grades 9–10 reading and content</i></u>, choosing flexibly from a <i>range of strategies</i>.</p> <p>a. Use <i>context</i> (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>d. <i>Verify</i> the preliminary determination of the <i>meaning</i> of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
	<p><i>10th Grade</i></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, <i>prepositional</i>, absolute) and <i>clauses</i> (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>*9th -w/teacher assistance, 10th independently</p>	<p>10th grade:</p> <p>4. Determine or clarify the <i>meaning</i> of unknown and multiple-meaning words and phrases based on <u><i>grades 9–10 reading and content</i></u>, choosing flexibly from a <i>range of strategies</i>.</p> <p>a. Use <i>context</i> (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. *10th-review</p> <p>b. Identify and correctly use <i>patterns of word changes</i> that indicate different meanings or parts of speech (e.g. <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized <i>reference materials</i> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the <i>pronunciation</i> of a word or determine or clarify its <i>precise meaning</i>, its <i>part of speech</i>, or its <i>etymology</i>.</p> <p>d. <i>Verify</i> the preliminary determination of the <i>meaning</i> of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). *10th-review</p>

Marking Period Four		Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas
Learning Targets	I can use grammar correctly when writing. I can use capitalization correctly when writing. I can use punctuation (such as semicolons and colons) correctly when writing.		I can use language effectively in different situations. I can write and edit while conforming to appropriate style guidelines.	9th grade: I can determine the meaning of a word from context. I can determine the meaning of a word using resource materials or context clues.
				10th grade: I can determine meaning of a word from context. I can use the correct form of the word as determined by the meaning and/or part of speech. I can use reference materials to find pronunciations, definitions, part of speech, and origin. I can determine the meaning of a word using resource materials or context clues.
HSCE Alignment	CE 4.1.5		CE 4.2.1 CE 4.2.4	
CCSS				5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
Learning Targets				I can understand the complex meanings of words and their relationships within the text.
HSCE Alignment				
CCSS				6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Learning Targets				I can learn and use general academic and domain-specific words and phrases correctly.
HSCE Alignment				

Speaking/Listening (SL)

Marking Period Four	Comprehension/Collaboration	Presentation of knowledge and ideas
<p>CCSS</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>
<p>Learning Targets</p>	<p>I can initiate and participate in various collaborative discussions by being accountable to the group.</p>	<p>I can present my research in a logical manner that is appropriate to the purpose, audience, and task. I can use digital media effectively in my presentations. I can adapt my speech to a variety of contexts and tasks, and use language appropriate to the context or task.</p>
<p>HSCE Alignment</p>	<p>CE 1.3.7</p>	<p>CE 1.3.5</p>