

D303 Core Literacy Grade 9 and 10 - Yearlong Curriculum Map

| CUSD 303 | | | | | | | | |
|----------------------|------------------------------------|--|---|-------------------|---|---|---|---|
| Year: 2011-2012 | | | | | | | | |
| Content | Subcontent | CC Topics and Anchor Standards | CC Grade Level Standard | Grade 9 Skills S1 | Grade 9 Skills S2 | Grade 10 Skills S2 | Grade 10 Skills S2 | |
| Reading - Literature | Key Ideas and Details | RL1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text | RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | | RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | |
| | | RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas | RL2 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 | | RL2 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 | RL2 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 | RL2 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 | |
| | | RL3 Analyze how and why characters, events, and ideas develop and interact over the course of a text | RL3 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 | | RL3 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 | RL3 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 | | |
| | Craft and Structure | RL4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone | RL4 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) | | RL4 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) | RL4 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) | RL4 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) | RL4 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) |
| | | RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole | RL5 Analyze how an author's choices regarding 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, and surprise | | RL5 Analyze how an author's choices regarding 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 | RL5 Analyze how an author's choices regarding 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 | | |
| | | RL6 Assess how point of view and purpose shape the content and style of a text | RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature | | RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature | RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature | | |
| | Integration of Knowledge and Ideas | RL7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words | RL7 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 Brueghel's Landscape with the Fall of Icarus) | | RL7 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 Brueghel's Landscape with the Fall of Icarus) | | | |

| Content | Subcontent | CC Topics and Anchor Standards | CC Grade Level Standard | Grade 9 Skills S1 | Grade 9 Skills S2 | Grade 10 Skills S2 | Grade 10 Skills S2 |
|---|---|--|---|--|---|--|---|
| Reading - Literature <i>(cont'd)</i> | Integration of Knowledge and Ideas <i>(cont'd)</i> | RL8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence | RL8 (Not applicable to literature) | | | | |
| | | RL9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take | RL9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) | | | RL9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, how a later author draws on a play by Shakespeare) | |
| | Range of Reading and Level of Text Complexity | RL10 Read and comprehend complex literary and informational texts independently and proficiently | RL10 By the end of grade 9, proficiently read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band, with scaffolding as needed at the high end of the range | | RL10 By the end of grade 9, proficiently read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band, with scaffolding as needed at the high end of the range | | |
| | | | RL10 By the end of grade 10, independently and proficiently read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band | | | RL10 By the end of grade 10, independently and proficiently read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band | |
| Reading - Informational | Key Ideas and Details | RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text | RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | | RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text |
| | | RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas | RI2 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 | RI2 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 | | RI2 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 | RI2 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 |
| | | RI3 Analyze how and why characters, events, and ideas develop and interact over the course of a text | RI3 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 | | | | RI3 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 |

| Content | Subcontent | CC Topics and Anchor Standards | CC Grade Level Standard | Grade 9 Skills S1 | Grade 9 Skills S2 | Grade 10 Skills S2 | Grade 10 Skills S2 |
|----------------------------------|---|---|---|---|-------------------|---|---|
| Reading - Informational (cont'd) | Craft and Structure | RI4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone | RI4 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) | RI4 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) | | RI4 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) | RI4 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) |
| | | RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole | RI5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter) | RI5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section, a chapter) | | | RI5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section, a chapter) |
| | | RI6 Assess how point of view and purpose shape the content and style of a text | RI6 Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose | RI6 Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose | | | RI6 Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose |
| | Integration of Knowledge and Ideas | RI7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words | RI7 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 | | | | RI7 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 |
| | | RI8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence | RI8 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 | RI8 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 | | | RI8 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 |
| | | RI9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take | RI9 Analyze seminal US documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's "Four Freedoms" speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts | | | RI9 Analyze seminal US documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's "Four Freedoms" speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts | |
| | Range of Reading and Level of Text Complexity | | RI10 Read and comprehend complex literary and informational texts independently and proficiently | RI10 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 | | RI10 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 | |
| | | | | RI10 By the end of grade 10, independently and proficiently read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band | | | RI10 By the end of grade 10, independently and proficiently read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band |

| Content | Subcontent | CC Topics and Anchor Standards | CC Grade Level Standard | Grade 9 Skills S1 | Grade 9 Skills S2 | Grade 10 Skills S2 | Grade 10 Skills S2 |
|---------|-------------------------|--|--|--|---|--|--|
| Writing | Text Types and Purposes | W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence | W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence | | | | |
| | | | W1a Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence | W1a Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence | | W1a Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence | W1a Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence |
| | | | W1b Develop claims 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 | W1b Develop claims 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 | | W1b Develop claims 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 | W1b Develop claims 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 |
| | | | W1c Use words, phrases, and clauses to link the major sections of a text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims | | W1c Use words, phrases, and clauses to link the major sections of a text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims | | W1c Use words, phrases, and clauses to link the major sections of a text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims |
| | | | W1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing | W1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing | W1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing | W1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing | W1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing |
| | | | W1e Provide a concluding statement or section that follows from and supports the argument presented | W1e Provide a concluding statement or section that follows from and supports the argument presented | | | W1e Provide a concluding statement or section that follows from and supports the argument presented |
| | | W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content | W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content | | | | |
| | | | W2a 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 | W2a 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 | | | W2a 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 |
| | | | W2b Develop a 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 | W2b Develop a 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 | | | W2b Develop a 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 |
| | | | | | | W2b Develop a 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 | W2b Develop a 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 |

| Content | Subcontent | CC Topics and Anchor Standards | CC Grade Level Standard | Grade 9 Skills S1 | Grade 9 Skills S2 | Grade 10 Skills S2 | Grade 10 Skills S2 |
|----------------------------|--|---|---|--|---|--|--|
| Writing <i>(cont'd)</i> | Text Types and Purposes <i>(cont'd)</i> | | W2c Use appropriate and varied transitions to link the major sections of a text, create cohesion, and clarify the relationships among complex ideas and concepts | W2c Use appropriate and varied transitions to link the major sections of a text, create cohesion, and clarify the relationships among complex ideas and concepts | | | W2c Use appropriate and varied transitions to link the major sections of a text, create cohesion, and clarify the relationships among complex ideas and concepts |
| | | | W2d Use precise language and domain-specific vocabulary to manage the complexity of a topic | W2d Use precise language and domain-specific vocabulary to manage the complexity of a topic | | W2d Use precise language and domain-specific vocabulary to manage the complexity of a topic | |
| | | | W2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing | W2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing | | | W2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing |
| | | | W2f 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) | W2f 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) | | W2f 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) | W2f 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) |
| | | W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | | | | |
| | | W3a 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 | W3a 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 | | W3a 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 | | |
| | | W3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters | W3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters | | W3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters | W3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters | |
| | | W3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole | W3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole | | W3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole | W3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole | |

| Content | Subcontent | CC Topics and Anchor Standards | CC Grade Level Standard | Grade 9 Skills S1 | Grade 9 Skills S2 | Grade 10 Skills S2 | Grade 10 Skills S2 | |
|----------------------------|--|---|---|--|--|--|--|---|
| Writing <i>(cont'd)</i> | Text Types and Purposes <i>(cont'd)</i> | | W3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters | W3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters | | W3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters | | |
| | | | W3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | W3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | | W3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | | |
| | Production and Distribution of Writing | W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience | W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3) | W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3) | W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3) | W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3) | W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3) | W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3) |
| | | W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach | W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience |
| | | W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others | W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically | W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically | W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically | W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically | W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically | W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically |
| | | W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation | W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation | | | | | W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation |
| | | W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism | W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation | | | | | W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation |
| | | W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research | W9 Draw evidence from literary or informational texts to support analysis, reflection, and research | | | | | |

| Content | Subcontent | CC Topics and Anchor Standards | CC Grade Level Standard | Grade 9 Skills S1 | Grade 9 Skills S2 | Grade 10 Skills S2 | Grade 10 Skills S2 |
|----------------------------|---|--|--|--|--|--|--|
| Writing <i>(cont'd)</i> | Production and Distribution of Writing <i>(cont'd)</i> | | W9a Apply grades 9–10 reading standards to literature (e.g., “analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, how a later author draws on a play by Shakespeare]”) | | W9a Apply grades 9–10 reading standards to literature (e.g., “analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, how a later author draws on a play by Shakespeare]”) | W9a Apply grades 9–10 reading standards to literature (e.g., “analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, how a later author draws on a play by Shakespeare]”) | |
| | | | W9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”) | | | | W9b Apply grades 9–10 reading standards to literary nonfiction (e.g., “delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”) |
| | Range of Writing | W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences | W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences | W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences | W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences | W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences | W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences |
| Speaking and Listening | Comprehension and Collaboration | SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing own ideas clearly and persuasively | SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing own ideas clearly and persuasively | | | | |
| | | | SL1a 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 | | SL1a 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 | SL1a 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 | SL1a 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 |
| | | | SL1b 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 | | SL1b 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 | SL1b 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 | SL1b 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 |

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| Speaking and Listening <i>(cont'd)</i> | Comprehension and Collaboration <i>(cont'd)</i> | | SL1c 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 | | SL1c 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 | | SL1c 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 |
| | | | SL1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify own views and understanding and make new connections in light of the evidence and reasoning presented | SL1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify own views and understanding and make new connections in light of the evidence and reasoning presented | SL1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify own views and understanding and make new connections in light of the evidence and reasoning presented | SL1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify own views and understanding and make new connections in light of the evidence and reasoning presented | |
| | | SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally | SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source | SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source | | | SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source |
| | | SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric | SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence | | SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence | SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence | |
| | Presentation of Knowledge and Ideas | SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience | SL4 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 | | SL4 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 | | SL4 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 |
| | | SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations | SL5 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 | SL5 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 | | | SL5 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 |
| | | SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate | SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | | SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate |
| Language | Conventions of Standard English | L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | L1 Identify the correct past and past participle forms of irregular verbs L1 Identify the correct past and past participle forms of infrequently used verbs | | | |

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| Language <i>(cont'd)</i> | Conventions of Standard English <i>(cont'd)</i> | | L1a Use parallel structure | L1a Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences | L1a Use parallel structure | L1a Apply parallel structure in writing and speaking L1a Revise to avoid faulty coordination of clauses in sentences with subtle structural issues | |
| | | | L1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations | L1b Revise to avoid faulty placement of phrases in sentences with subtle structural problems | L1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations | L1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations | L1b Apply appropriate punctuation to set off complex parenthetical phrases L1b Recognize correct appositive, nonrestrictive, and restrictive clauses |
| | | L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | L2 Correct comma splices, run-on sentences, and fragments independently | | | |
| | | | L2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses | L2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses | | L2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses | L2a Employ conjunctive adverbs (e.g., therefore, however, in addition) as logical transitional devices L2a Recognize inappropriate uses of colons and semicolons |
| | L2b Use a colon to introduce a list or quotation | | | | | L2b Use a colon to introduce a list or quotation | |
| | | L2c Spell correctly | L2c Spell correctly | | L2c Spell correctly | | |
| | Knowledge of Language | L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices to meaning or style, and to comprehend more fully when reading or listening | L3 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 | | | | |
| | | | L3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type | L3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type | L3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type | L3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type | L3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type |
| | Vocabulary Acquisition and Use | L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate | L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grades 9–10 reading and content, choosing flexibly from a range of strategies | | | | |

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| Language (cont'd) | Vocabulary Acquisition and Use (cont'd) | | L4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase | L4a Apply context clues to determine the appropriate meaning of Tier 2, high-frequency, high usage words, phrases, or statements in uncomplicated passages with guided instruction L4a Apply context clues to determine the appropriate meaning of nonfigurative words, phrases, and statements in more challenging passages | L4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase | L4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase | L4a Apply context clues to determine the appropriate meaning of Tier 2, high-frequency, high-usage words, phrases, or statements in uncomplicated passages L4a Apply context clues to determine the appropriate meaning of figurative words, phrases, and statements in more challenging passages |
| | | | L4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze/analysis/analytical; advocate/advocacy) | L4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze/analysis/analytical; advocate/advocacy) | | | |
| | | | L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology | L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology | L4c Apply and reinforce word origins to assist in defining unfamiliar vocabulary with guided instruction | L4c Apply derivations (ie, word variations) to assist in defining unfamiliar vocabulary with guided practice L4c Apply word origins to assist in defining unfamiliar vocabulary with guided practice | |
| | | | L4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) | L4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) | | | |
| | | L5 Demonstrate understanding of word relationships and nuances in word meanings | L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | | | | |
| | | | L5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text | L5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text | L5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text | | |
| | | | L5b Analyze nuances in the meaning of words with similar denotations | | L5b Analyze nuances in the meaning of words with similar denotations | L5b Analyze nuances in the meaning of words with similar denotations | |
| | | L6 Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression | L6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression | L6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression | L6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression | L6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression | L6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression |