

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)
		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)		

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Reading - Literature (cont'd)	Integration of Knowledge and Ideas (cont'd)	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

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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

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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

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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	
			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	

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Writing (cont'd)	Text Types and Purposes (cont'd)		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)
		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
		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
		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				

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Writing (cont'd)	Production and Distribution of Writing (cont'd)		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

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
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	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	SL4Present 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			

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
Language (cont'd)	Conventions of Standard English (cont'd)		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	
		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				

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
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