

COMMON CORE

State Standards

DECONSTRUCTED for
CLASSROOM IMPACT

NINTH & TENTH GRADES

ENGLISH LANGUAGE ARTS

LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE & TECHNICAL SUBJECTS



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SAMPLER

Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; the North Carolina Department of Public Instruction, the Delaware Department of Education; and numerous Literacy expertise across the country.

We hope you will find the concentrated and consolidated resource of value in your own practice. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help access targeted professional learning opportunities.

Understanding the Organization

The Overview includes Anchor Standards for Reading which are mirrored in the Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the Common Core—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing content area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. In this case, this represents the area or domain of literacy: reading literature (RL), reading foundation (RF), etc. Think of this domain as the top of header as the content will reflect standards-focused information within that domain. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same will be followed by the each subsequent domain.

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What follows the **Domain and Domain Text** are the core anchor standards for an organizing area (i.e., Key Ideas and Details). Next is the Critical Focus or some of the specific learner outcomes related to this domain and the organizing area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular domain (i.e., Reading Literature). Think of this an overarching guiding concept.

Academic Vocabulary supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Reading Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying **Instructional Targets of Knowledge/Concepts/Skills, Think, and Do, and Key Strategies**.

The Essential Question(s) enable you to focus your instructional strategy and learning objectives as you plan. **The Learning Progressions** are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with which students enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment** with the accompanying **Instructional Targets of Knowledge/Concepts/Skills, Think, and Do** offer you further detail to support planning for instructional practice and student learning. The final feature is the **Key Strategies**. As you refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have strategies, differentiation, and equity in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college- and career-readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific goals, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide user specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional goals should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking while learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are organized into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the practices of communication are closely connected, as reflected throughout this document. For example, Writing standards require that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every strand of the Standards' curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

A shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades

6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training

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programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

| Grade | Literary | Informational |
|-------|----------|---------------|
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts from history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because an ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, great deals of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be followed instructionally.¹ To measure students’ growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, stresses the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards in grades 6–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

¹ The percentages in the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

² As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

| Grade | To Persuade | To Explain | To Convey Experience |
|-------|-------------|------------|----------------------|
| 4 | 30% | 35% | 35% |
| 8 | 35% | 35% | 30% |
| 12 | 40% | 40% | 20% |

Source: National Assessment Governing Board. (2007). Writing framework for the 2007 National Assessment of Educational Progress. pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by

a single rich task. For example, when editing writing, students address Writing standard 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts for Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for language apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas, which means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

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Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. In addition, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. With prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. Moreover, they become self-directed learners, effectively seeking out and using resources to aid them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication to relationship, audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience could affect how one speaks and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend and analyze what they read and hear.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the credibility of sources and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. they tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. they are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from many widely different cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. they evaluate other points of view critically and constructively. through reading great classic and contemporary works of literature representing a variety of periods, cultures, and world views, students can vicariously inhabit worlds and have experiences much different than their own.

LITERACY DOMAIN: READING

READING ANCHOR
STANDARDS FOR
LITERATURE
(RL)

FIFTH & TENTH GRADES

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading

The grades 9-10 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards by anchor number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including understanding technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

ANCHOR READING STANDARDS

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LITERATURE

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferential and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between strong evidence and insufficient or unreliable details. They should understand how relevant evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insight that shows how they derive understanding from details that are directly stated as well as from those that are implied.

As students continue to determine themes of a text, they need to understand not only how a theme is developed but also how details in the story influence and hold a theme or central idea into being. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings.

Students are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development.

Along with recognizing complex characters, eighth grade students should be able to identify the details that developed characters who are more than static or flat. They should see how the author developed a complex character over the course of the text, consider how the character interacts with others, and begin to recognize how complex characters properly function in a story or add to the development of a theme. Tenth grade students should work with more complex texts. Building on what they mastered in the ninth grade, these students need to be challenged to complete their analysis with strong textual support and deeper understanding of characterization.

BIG IDEAS

We read and develop as people and citizens in our global society.

We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

allusion, allegory, anecdotal information, archetype, audience, clarity, coherence, collaboration, colon usage, consensus, credibility, cultural perspective, digital media, editorial, essay types: argumentative essay types: expository, essay types: narrative, euphemism, generalization, grammatical phrases, grammatical clauses, oxymoron, parable, parallel structure, parenthetical citation (mla), pronoun types, quality, semicolons usage, soliloquy, static character, subjective, subject verb agreement, theme, thesis, tone, tragedy

ENGLISH II

allegory, allusion, anecdotal information, archetype, audience, clarity, coherence, collaboration, colon usage, consensus, credibility, cultural perspective, digital media, editorial, essay types: argumentative essay types: expository, essay types: narrative, euphemism, generalization, grammatical phrases, grammatical clauses, oxymoron, parable, parallel structure, parenthetical citation (mla), pronoun types, quality, semicolons usage, simultaneous narratives, synthesize, thesis statement, works cited

NINTH & TENTH GRADES

LEXILE GRADE LEVEL BAND: 1050 L TO 1260 L (GRADE 9) - 1080 L TO 1335 L (GRADE 10)

ANCHOR READING STANDARD RL.1

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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

| | | | |
|---|--|---|----|
| 9-10.RL.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| ESSENTIAL QUESTION(S) | How can I provide the best proof from the text to support meaning of the text? | | |
| LEARNING PROGRESSIONS | 8th Grade | Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. | |
| | 9th-10th Grade | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| | 11th-12th Grade | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | |
| DOK Range Target for Instruction & Assessment | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do |
| Students should be able to: | Identify strong and thorough textual evidence. Discuss details the text in order to support textual analysis. | Analyze the text in order to provide evidence of what the text explicitly says and details to support key ideas. Draw inferences from the text in order to understand how textual analysis is developed. Cite strong and thorough textual evidence to support the text (explicit and inferred). | |

KEY STRATEGIES

- Activating prior knowledge
- Reading to clarify information
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Engaging in critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Making connections and responding to text
 - Fiction-Nonfiction Pairs
 - Use of multi-media
 - Text-based questions
 - Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9-10.RL.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

ESSENTIAL QUESTION(S)

How can I summarize the text by using the details related to the theme?

LEARNING PROGRESSIONS

8th Grade

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

9th-10th Grade

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.

11th-12th Grade

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to produce a complex account; provide an objective summary of the text.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐

Instructional Targets:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify the central idea or theme within a text.
Identify specific details that support the development of a theme or central idea as it emerges, is shaped and refined.
Objectively summarize the

Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details.
Interpret how the text supports key ideas or themes with specific details.

Compose an objective summary of the text that includes how the central idea emerges, is shaped and is refined by specific details.

KEY STRATEGIES

- Associating prior knowledge
- Rereading to clarify information
- Figuring meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Making connections and responding to text
- Fiction-Nonfiction Pairs
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

LITERACY DOMAIN: READING

**READING ANCHOR
STANDARDS FOR
INFORMATIONAL TEXT
(RI)**

FIFTH & TENTH GRADES

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading Information

The grades 9-10 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards and the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including understanding technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate information presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

Read and comprehend complex literary and informational texts independently and proficiently.

*See “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

ANCHOR READING STANDARDS

Key Ideas and Details

- 1. 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.**
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inference and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between—strong evidence and insufficient or unreliable details. They should understand how the evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence, both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or insufficient as evidence. Their analysis should offer insights and show they can derive understanding from details that are directly stated as well as from those that are implied.

As students continue to determine a central idea of a text in high school, they need to examine not only how a central idea is developed but also how details in the text influence and add to a central idea. Students will need to use the key details of a text to provide evidence that is free of personal opinions or feelings. Students need to examine how an author builds a position or opinion on a topic with key details, paying close attention to how the ideas are introduced, sequenced, and developed. Finding connections between ideas should be reviewed.

BIG IDEA

- We read to develop as informed and active citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

ENGLISH LITERATURE: allusion, allegory, bias, coherence, clauses, clarity, conciseness, comedy, claim, character motivation, denotation, dynamic character, evidence, foil, inference, indirect characterization, monologue, objective, parallelism, plot structure, figurative language, pronoun antecedent, purpose, soliloquy, static character, subjective, subject verb agreement, theme, thesis, tone, tragedy

ENGLISH LANGUAGE ARTS: allegory, allusion, anecdotal information, archetype, audience, clarity, coherence, collaboration, colon usage, credibility, cultural perspective, digital media, editorial, essay types: argumentative essay types: expository, essay types: narrative, euphemism, generalization, grammatical phrases, grammatical clauses, oxymoron, parable, parallel structure, parenthetical citation (mla), pronoun types, quality, semicolons usage, simultaneous narratives, synthesize, thesis statement, works cited

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ANCHOR READING STANDARD RI.1

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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

| | | | |
|---|--|---|----|
| 9-10.RI.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| ESSENTIAL QUESTION(S) | How can I prove what I have learned from the text? | | |
| LEARNING PROGRESSIONS | 8th Grade | Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. | |
| | 9th-10th Grade | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| | 11th-12th Grade | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | |
| DOK Range Target for Instruction & Assessment | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do |
| Students should be able to: | Identify strong and thorough textual evidence. Discuss details the text uses to support textual analysis. | Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas. Draw inferences from the text to support textual analysis. Cite strong and thorough textual evidence to support the text. | |

KEY STRATEGIES

- Assimilate prior knowledge
- Reread to clarify information
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Making connections and responding to text
- Finding Non-fiction Pairs
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

LITERACY DOMAIN: WRITING

**WRITING ANCHOR
STANDARDS
(W)**

NINTH & TENTH GRADES

ENGLISH LANGUAGE ARTS

SAMPLER

College and Career Readiness Anchor Standards for Writing

The grades 9-10 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards by grade number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of a subject under investigation.
 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

9. 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.

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

ANCHOR WRITING STANDARDS

Text Types and Purposes*

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

* These broad types of writing include many subgenres. See Appendix A for definitions of writing types.

CRITICAL FOCUS

LEARNER OUTCOMES

The CCSS emphasize students' ability to produce strong arguments on important topics or texts. Students in the ninth and tenth grades should write argumentative pieces that support their analyses of a text or topic using enough relevant evidence to legitimately support their claim(s). Students need to understand how much evidence is needed to satisfactorily support a point. At the ninth grade level, students need to learn how to introduce their argument(s) clearly and accurately with regard to counterclaims. Students should build on this skill in the tenth grade with students using concise and effective language that supports the organization of their argument. Students should structure their argument so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence. As students develop their argument, they should treat their claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have.

Students at this level should demonstrate unity and consistency in their text with their words and structure, paying attention to the relationships that exist between claims, counterclaims, evidence, and reason. They also should maintain an appropriate style and tone for the task – omitting personal bias. Students should conclude with a statement that summarizes the argument.

Students are expected to write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. They should effectively select, organize, and analyze their content. Selecting includes:

- Using relevant and sufficient facts, definitions, details, and quotes.
- Using sources that are appropriate to task, audience, and purpose.
- Choosing appropriate words and domain-specific vocabulary

Organizing includes:

- Introducing a topic, arranging ideas, concepts, and information to show interrelationships
- Presenting information effectively
- Developing a topic
- Organizing graphics
- Providing multimedia when useful
- Using transitions to link together the major sections of the text
- Write a concluding statement that supports the information presented
- Choosing a formal style and objective tone
- Analyzing includes: Deciding what organization is most effective for purpose, audience, and task.
- Determining how many facts, definitions, details, quotations and other information are needed

NINTH & TENTH GRADES

LEXILE GRADE LEVEL BAND: 1050 L TO 1260 L (GRADE 9) - 1080 L TO 1335 L (GRADE 10)

CRITICAL FOCUS

LEARNER OUTCOMES

To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. These skills work in tandem with reading expectations—as expressed in the reading standards for informational texts—so that students are examining authors’ craft and style and applying what they have observed to their own writing. In the ninth grade as students explore writing informational text they need to learn how to make deliberate choices as writers. They need to understand that establishing task, audience, and purpose prior to writing will then influence their word choice, the supporting details they choose, the tone they use, and the organizational features they will need to effectively communicate.

Students are expected to write narratives – conveying an experience that is real or imagined – allowing time as its deep structure. The writing should have form or structure based on a progression of events that build upon each other. As with all good writing, students should select effective details using precise language. They should establish point of view(s), introduce a narrator, provide characters, and present a situation. Students should be aware of and apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures. Students should provide a conclusion to the events they set out at the beginning of their narrative.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the world.

ACADEMIC VOCABULARY

ENGLISH

allusion, aside, bias, connotation, coherence, cliché, climax, concise, comedy, claim, character motivation, denotation, diction, direct characterization, dynamic character, evidence, foil, inference, indirect characterization, monologue, mood, objective, parallelism, plot structure, figurative language, pronoun antecedent, purpose, soliloquy, static character, subject, subject-verb agreement, theme, thesis, tone, tragedy

ENGLISH II

allegory, allusion, anecdotal information, archetype, audience, clarity, coherence, collaboration, colon usage, consensus, credibility, first person perspective, formal media, editorial, essay types: argumentative essay types: expository, essay types: narrative, generalization, grammatical phrases, grammatical clauses, oxymoron, parable, parallel structure, parenthetical citation (mla), pronoun types, quality, semicolons usage, simultaneous narratives, synonym, thesis statement, works cited

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

9-10.W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ESSENTIAL QUESTION(S)

- How can I use relevant reasons to write an argument to support a claim?
- How can I use credible information to support my claims and counterclaims in an analysis of substantive topics or texts?
- Why do writers need to use an objective tone when writing in an argumentative style?

LEARNING PROGRESSIONS

8th Grade

Write arguments to support claims with clear reasons and relevant evidence.

9th-10th
Grade

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11th-12th
Grade

Write arguments to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence.

DOK Range Target
for Instruction &
Assessment

☐ 1 ☐ 2 ☒ 3 ☒

Substandard Deconstruction

9-10.W.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LEARNING PROGRESSIONS

8th Grade

Introduce precise knowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

9th-10th
Grade

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

11th-12th
Grade

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Instructional Targets:

Students should
be able to:

Define precise claim.
Generate substantive topics or texts.

Think

Analyze a substantive topic or text to determine if it is suitable for a written argument.

Determine methods to introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims.

Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Do

Write an argument creating an organization that establishes clear relationships among claim(s) and counterclaims daily, supported by evidence.

Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence that introduces precise claims and distinguishes them as alternate or opposing.

WRITING

NINTH & TENTH GRADES

LEXILE GRADE LEVEL BAND: 1050 L TO 1260 L (GRADE 9) - 1080 L TO 1335 L (GRADE 10)

| Standard Deconstruction | 9-10.W.1b Develop claim(s) and counterclaims fairly supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. | | |
|-----------------------------|--|---|---|
| LEARNING PROGRESSIONS | 8th Grade | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | |
| | 9th-10th Grade | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. | |
| | 11th-12th Grade | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concern, values, and possible biases. | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do |
| Students should be able to: | Define counter claim. Recognize relevant and sufficient evidence. Identify fair and unfair claims and counterclaims. Explain audience awareness, including knowledge level and concerns. | Analyze the knowledge level and concerns of the rhetorical audience. | Write an argument identifying strengths and limitations of claims and counterclaims. Write an argument that anticipates the audience's knowledge level and concerns. |
| Standard Deconstruction | 9-10.W.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | | |
| LEARNING PROGRESSIONS | 8th Grade | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | |
| | 9th-10th Grade | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | |
| | 11th-12th Grade | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do |
| Students should be able to: | | Clarify relationships 1) among claims and reasons; 2) between reasons and evidence; and 3) between claims and counterclaims using words, phrases, and clauses. | Write an argument that uses words, phrases, and clauses to link sections of text, create cohesion, and clarify relationships. |

ENGLISH LANGUAGE ARTS

| Substandard Deconstruction | 9-10.W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | | |
|-----------------------------|--|--|---|
| LEARNING PROGRESSIONS | 8th Grade | Establish and maintain a formal style. | |
| | 9th-10th Grade | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | |
| | 11th-12th Grade | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do |
| Students should be able to: | | Develop formal writing style and objective tone while attending to the norms and conventions of the discipline. | Write an argument with a formal style and objective tone is established and maintained. |

| Substandard Deconstruction | 9-10.W.1e Provide a concluding statement or section that follows from and supports the argument presented. | | |
|-----------------------------|--|--|---|
| LEARNING PROGRESSIONS | 8th Grade | Provide a concluding statement or section that follows from and supports the argument presented. | |
| | 9th-10th Grade | Provide a concluding statement or section that follows from and supports the argument presented. | |
| | 11th-12th Grade | Provide a concluding statement or section that follows from and supports the argument presented. | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do |
| Students should be able to: | Recognize concluding statements or sections that support the argument presented. | | Write an argument providing a concluding statement that follows from and supports the argument presented. |

KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing:
 - Development: The topic, theme, stand/perspective, argument or character is fully developed
 - Organization: The text exhibits a discernible progression of ideas.
 - Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
 - Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, punctuation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

LITERACY DOMAIN:

**SPEAKING AND
LISTENING ANCHOR
STANDARDS
(SL)**

NINTH & TENTH GRADES

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 9–10 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards for speaking and listening. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

3. 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.
4. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
5. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ANCHOR SPEAKING & LISTENING STANDARD

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CRITICAL FOCUS

LEARNER OUTCOMES

By the ninth grade, students will be accustomed to engaging in a range of collaborative discussions. Students should begin to become comfortable in engaging others in these discussions. Initiation of conversations may start by asking more questions, reflecting on something that happened to the student personally, or connecting to observations and other reading experiences. Students should produce their own responses and persuading others to accept an individual viewpoint. To engage in effective and clear communication, students should:

- Be prepared—read and identify relevant evidence from pertinent texts and other outside readings/experiences to support a point and actively engage in meaningful and well-reasoned conversation.
- Work collaboratively with classmates—establish fair rules of discussion and the ability to present differing opinions with civility. Students need to have an idea of what the goal of discussion is to make those rules--provide strong examples of collaborative discussion so they may model their rules after these examples.
- Keep conversation going—take small ideas and apply those to identify universal themes, engage less-vocal classmates in discussions through probing questions, and hold participants accountable for justifying their ideas.

BIG IDEA

A good communication is to express ideas effectively and listen actively.

ACADEMIC VOCABULARY

ENGLISH VOCABULARY: allusion, annotation, inference, clauses, clarity, conciseness, comedy, claim, character motivation, denotation, fiction, characterization, dynamic character, evidence, foil, inference, indirect characterization, monologue, mood, object, parallelism, plot structure, figurative language, pronoun antecedent, purpose, soliloquy, stage character, subjective, subject verb agreement, theme, thesis, tone, tragedy

ENGLISH VOCABULARY: analogy, anecdotal information, archetype, audience, clarity, coherence, collaboration, colon usage, consensus, credibility, cultural perspective, digital media, editorial, essay types: argumentative essay types: expository essay types: narrative, euphemism, generalization, grammatical phrases, grammatical clauses, irony, parable, parallel structure, parenthetical citation (mla), pronoun types, quality, semicolons usage, simultaneous narratives, synthesize, thesis statement, works cited

NINTH & TENTH GRADES

LEXILE GRADE LEVEL BAND: 1050 L TO 1260 L (GRADE 9) - 1080 L TO 1335 L (GRADE 10)

ANCHOR SPEAKING & LISTENING STANDARD SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

| | | | |
|---|---|---|----|
| 9-10.SL.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | | |
| ESSENTIAL QUESTION(S) | <ul style="list-style-type: none">How are my conversation skills dependent on the makeup of the group?What contributions can I make to the conversation when I’m prepared and engaged?How can diverse perspectives change the conversation? | | |
| LEARNING PROGRESSIONS | 8th Grade | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. | |
| | 9th-10th Grade | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | |
| | 11th-12th Grade | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | |
| DOK Range Target for Instruction & Assessment | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Substandard Deconstruction | 9-10.SL.1a 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. | | |
| LEARNING PROGRESSIONS | 8th Grade | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | |
| | 9th-10th Grade | 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. | |
| | 11th-12th Grade | 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. | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do |
| Students should be able to: | Identify key supporting ideas from reading and research as well as in context of larger themes and issues. | | |

ENGLISH LANGUAGE ARTS

| Substandard Deconstruction | | 9-10.SL.1b 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. | | |
|-----------------------------|---|--|---|--|
| LEARNING PROGRESSIONS | 8th Grade | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | | |
| | 9th-10th Grade | 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. | | |
| | 11th-12th Grade | Work with peers to promote civil, democratic discussions and decision-making to set clear goals and deadlines, and establish individual roles as needed. | | |
| Instructional Targets: | Know: Concepts/Skills | Think | | |
| Students should be able to: | Describe guidelines for collegial discussion. Describe ways to make collaborative decisions. | Evaluate collegial discussion and decision-making processes used. Determine goals, deadlines, and individual roles for discussion and decision-making. Establish agreed-upon guidelines for discussion and decision-making. | Collaborate to develop guidelines for successful discussion and decision-making. Follow agreed-upon guidelines for discussion and decision-making. | |
| Substandard Deconstruction | | 9-10.SL.1c Propel conversations by posing and responding to questions that relate to current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | | |
| LEARNING PROGRESSIONS | 8th Grade | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| | 9th-10th Grade | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| | 11th-12th Grade | Cite strong and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do | |
| Students should be able to: | Know how to pose thought-provoking questions. | Compare and contrast opinions and facts posed by peers on the designated issue or topic. Formulate opinions, ideas, and conclusions based on prior and new evidence. | Pose and respond to questions by connecting to larger themes, issues, or contexts. Engage others in discussions through questioning or responding to their ideas. Question or respond to clarify, verify, or challenge conclusions posed by others. | |

NINTH & TENTH GRADES

LEXILE GRADE LEVEL BAND: 1050 L TO 1260 L (GRADE 9) - 1080 L TO 1335 L (GRADE 10)

| Standard Deconstruction | 9-10.SL.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | | |
|-----------------------------|---|--|---|
| LEARNING PROGRESSIONS | 8th Grade | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | |
| | 9th-10th Grade | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | |
| | 11th-12th Grade | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do |
| Students should be able to: | Identify new information posed during discussion. Identify conclusions posed during discussion or in text. | Analyze evidence that supports personal opinions and ideas as well as those of others. Evaluate personal conclusions in light of the conclusions of others. | Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement. Make connections to new evidence or reasoning posed to support personal viewpoints. |

KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback to improve protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: content, organization, style, and word choice.
- Development: The topic, theme and/or perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The text demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word choice: Words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventional usage, and mechanics.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

LITERACY DOMAIN: LANGUAGE

LANGUAGE ANCHOR STANDARDS (L)

FIFTH & TENTH GRADES

ENGLISH LANGUAGE ARTS

SAMPLER

College and Career Ready Language Anchor Standards

The grades 9–10 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad strokes, the latter providing additional specificity—that together define the skills and understandings that students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. 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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately 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.

ANCHOR LANGUAGE STANDARDS

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CRITICAL FOCUS

LEARNER OUTCOMES

To succeed academically and professionally, students must have a strong command of the grammar and usage of spoken and written standard English. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers. The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are not important to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.

** Parallel structure requires continual attention in higher grades as it is applied to increasingly sophisticated writing and speaking.*

Also at this grade level, specific attention is given to phrases and clauses.

9th and 10th grade students should become more adept at using semicolons and colons.

** Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."*

BIG IDEA

The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

ENGLISH

allusion, aside, bias, connotation, coherence, clauses, clarity, conciseness, comedy, claim, character motivation, denotation, direct characterization, dynamic character, evidence, foil, inference, indirect characterization, monologue, motivation, objective, parallelism, plot structure, figurative language, pronoun antecedent, purpose, soliloquy, static character, subjective, subject verb agreement, theme, thesis, tone, tragedy

ENGLISH II

allegory, allusion, anecdotal information, archetype, audience, clarity, coherence, collaboration, colon usage, comparison, credibility, cultural perspective, digital media, editorial, essay types: argumentative essay types: composite essay types: narrative, euphemism, generalization, grammatical phrases, grammatical clauses, oxymoron, parallel, parallel structure, parenthetical citation (mla), pronoun types, quality, semicolons usage, simultaneous narratives, synthesize, thesis statement, works cited

NINTH & TENTH GRADES

LEXILE GRADE LEVEL BAND: 1050 L TO 1260 L (GRADE 9) - 1080 L TO 1335 L (GRADE 10)

ANCHOR LANGUAGE STANDARD L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

9-10.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ESSENTIAL QUESTION(S)

Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

LEARNING PROGRESSIONS

8th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9th-10th
Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

11th-12th
Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Substandard Deconstruction

9-10.L.1a Use parallel structure.*

* Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

LEARNING PROGRESSIONS

8th Grade

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in parallel structure.

9th-10th
Grade

Use parallel structure.
* Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

11th-12th
Grade

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Instructional Targets:

Know: Concepts/Skills

Think

Do

Students should be able to:

Define and identify parallel structure.

Incorporate parallel structure.

Use parallel structure.

ENGLISH LANGUAGE ARTS

| Standard Deconstruction | 9-10.L.1b 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. | | |
|-----------------------------|--|--|--|
| LEARNING PROGRESSIONS | 8th Grade | Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood. | |
| | 9th-10th Grade | 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. | |
| | 11th-12th Grade | Resolve issues of complex or contested usage, consulting reference (e.g., Merriam-Webster's Dictionary of English, Garner's Modern American Usage) as needed. | |
| Instructional Targets: | Know: Concepts/Skills | Think | Do |
| Students should be able to: | Recognize various types of phrases. Identify types of clauses. | Choose the best type of sentence for signaling relationships among ideas. | Use various phrases and clauses to add variety and interest and to convey specific meanings in writing. Use various phrases and clauses to add variety and interest and to convey specific meanings in presentations. |

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (from Marzano's Six Steps)
- Graphic organizers
- Vocabulary
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Activating prior knowledge
- Providing appropriate input
- Using language in authentic ways
- Provide context
- Describe activities with purpose
- Use game-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Avoid feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

APPENDIX A

SAMPLER

NINTH & TENTH GRADES
ENGLISH LANGUAGE ARTS

Appendix A

Writing

Definitions of the standards' three text types.

The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is advanced by demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the truth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the way to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

“Argument” and “Persuasion”

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived logic and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a story?), size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant ideas, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, proposals, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

NINTH & TENTH GRADES

LEXILE GRADE LEVEL BAND: 1050 L TO 1260 L (GRADE 9) - 1080 L TO 1335 L (GRADE 10)

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative personal stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension or suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The standards leave the inclusion and evaluation of other such forms to teacher discretion.

Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fiction and All the Grey Space In Between” found in Appendix C of the Common Core State Standards documents.

SAMPLE

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