

Cedar Grove School District

Cedar Grove, NJ

2016

Grade 9

Communication Literacy

Approved by the Cedar Grove Board of Education

Superintendent of Schools

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Board of Education

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Communication Literacy

Statement of Purpose

Communication Literacy is a half-year course designed to introduce ninth grade students to literacy skills necessary to succeed as a writer in all high school level subject areas. This New Jersey Student Learning Standards aligned curriculum includes note-taking, organization, and reading comprehension strategies. Communication Literacy is also designed to introduce freshmen to the academic standards, requirements, and overall expectations for conducting research and presenting a research project at a high school level. Special emphasis is placed on devising and developing an effective thesis statement as well as the oral and visual presentation skills necessary to share their research through the use of multiple forms of media and technological resources.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts**

The standards are located at <http://www.state.nj.us/education/aps/cccs/lal/>.
A full listing of the Grade 9-10 New Jersey Student Learning Standards
can be found at the end of this document.

Communication Literacy Scope and Sequence

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| Unit 1 | One Marking Period |
| Unit 2 | One Marking Period |

Grade 9 Communication Literacy

Unit 1

During Unit 1, students begin the process of understanding the essentials of high school level literacy. Strategies for effective note-taking are covered, as is summarizing and paraphrasing a text in order to enhance comprehension. Students are also introduced to the basics of conducting research and giving presentations. Ninth grade students explore the methods of citing an author’s text within their own work as well as establishing and formatting a work cited page. Students also focus on the methods of orally presenting information and research to an audience.

21st Century Skills:

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| <u> </u> Creativity & Innovation | <u> X </u> Communication |
| <u> X </u> Critical Thinking and Problem Solving | <u> X </u> Collaboration |

Unit 1 Learning Targets

Students will be able...

- to use inquiry and critical thinking skills to acquire, evaluate, use and create information.
- to define a position and select evidence to support that position
- to develop oral communication skills
- to enhance learning through collaborative discussion
- to employ note-taking strategies
- to create an objective summary of a text
- to cite the textual evidence that supports an analysis
- to correctly cite sources to give credit to the author of the original work
- to organize and give oral presentations for diverse audiences and varied purposes
- to use library databases to evaluate evidence and arguments

| Student Learning Objectives | Corresponding NJSL |
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| Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. | RL.9-10.1 |
| Determine a theme or central idea of a text. | RL.9-10.2 |
| Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | RL.9-10.5 |
| Analyze and reflect on how an author draws on and transforms source material in a specific work. | RL.9-10.9 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RI.9-10.1 |
| Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made and how they are introduced and developed. | RI.9-10.3 |
| Analyze how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them. | RI.9-10.3 |
| Determine an author’s point of view or purpose in a text. | RI.9-10.6 |
| Analyze how an author uses rhetoric to advance a point of view or purpose. | RI.9-10.6 |
| Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. | RI. -10.8 |
| Identify false statements and fallacious reasoning, when reading informational text(s). | RI.9-10.8 |
| Analyze seminal U.S. documents of historical and literary significance. | RI.9-10.9 |

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| Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | W.9-10.1 |
| When writing arguments, introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims. | W.9-10.a |
| When writing arguments, create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | W.9-10.1a |
| Develop claim(s) and counterclaims using sound reasoning, supplying evidence for each while pointing out the strengths in a manner that anticipates the audience’s knowledge level and concerns. | W.9-10.1b |
| Use transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims | W.9-10.1c |
| Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective | W.9-10.1d |
| Provide a concluding paragraph or section that supports the argument presented. | W.9-10.1e |
| When writing narratives, 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. | W.9-10.3a |
| Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | W.9-10.3e |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.9-10.4 |
| 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. | W.9-10.5 |
| Develop and strengthen writing as needed by consulting a style manual, MLA or APA, focusing on addressing what is most significant for a specific purpose and audience. | W.9-10.5 |
| 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. | W.9-10.6 |
| Conduct short as well as more sustained research projects to answer a question or solve problem. | W.9-10.7 |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively and assess the usefulness of each source in answering the research question. | W.9-10.8 |
| Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following MLA or APA format for citation. | W.9-10.8 |
| Draw evidence from literary texts to support analysis, reflection, and research; apply grade 9 Reading standards to literature. | W.9-10.9 |
| Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 9 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. | SL.9-10.1 |
| 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. | SL.9-10.1b |
| Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas. | SL.9-10.1c |

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| 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. | SL.9-10.1d |
| Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) when speaking. | SL.9-10.2 |
| Evaluate a speaker’s point of view and reasoning. | SL.9-10.3 |
| Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | SL.9-10.3 |
| 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. | SL.9-10.4 |
| 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. | SL.9-10.5 |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.9-10.1 |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L.9-10.2 |
| Spell correctly. | L.9-10.2c |
| Apply knowledge of language to understand how language functions in different contexts. | L.9-10.3 |
| Apply knowledge of language to comprehend more fully when reading or listening. | L.9-10.3 |
| Vary word choice and sentence structure to demonstrate an understanding of the influence of language. | L.9-10.3a |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 9 reading and content</i> , choosing flexibly from a range of strategies. | L.9-10.4 |
| Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine, verify, or clarify its precise meaning, its part of speech, or its etymology. | L.9-10.4c.d |
| Unit 1 Essential Questions | Unit 1 Enduring Understandings |
| <ul style="list-style-type: none"> - What is effective communication? - How does focused note-taking increase comprehension of a text? - How does an author alter readers’ thoughts as they read a text? - How can I use technology as a research tool? | <ul style="list-style-type: none"> - Effective communication relies on knowing your audience and your purpose. - Effective note-taking and organizational strategies impact the comprehension of a text. - Reading expands understanding of the world, its people and oneself - People rely on a variety of resources to obtain information. |
| Standard Code # | New Jersey Student Learning Standards |
| RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| RL.9-10.2 | 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. |
| RL.9-10.5 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, |

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| | tension, or surprise. |
| RI.9-10.9 | Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). |
| RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| RI.9-10.8 | Describe 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 reasoning. |
| W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. 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. b. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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. c. Use transitions (e.g. words, phrases, 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. d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective) e. Provide a concluding paragraph or section that supports the argument presented. |
| W.9-10.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. 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. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6 | 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 |
| W.9-10.7 | 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; |

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| | synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8. | 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 (MLA or APA Style Manuals). |
| W.9-10.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively <ul style="list-style-type: none"> b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| SL.9-10.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> c. Spell correctly. |
| L.9-10.3 | 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. <ul style="list-style-type: none"> a. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| L.9-10.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> c. 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. d. 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). |

Evidence of Learning

Summative Assessment

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| <ul style="list-style-type: none"> • Unit 1 Assessment • Unit 1 Presentation Assessments | <ul style="list-style-type: none"> • Performance Based Tests/Quizzes • Final Written Drafts |
| Formative Assessment | |
| <ul style="list-style-type: none"> • Class Discussions • Note-Taking • Journal Writing • Peer Editing | <ul style="list-style-type: none"> • Quizzes • Short Writing Assignments • Short Presentations • Participation and Observation |
| Instructional Materials and Resources | |
| <ul style="list-style-type: none"> • Library of Congress/American Memory. Focuses on the integration of primary sources in instruction. lcweb2.loc.gov/ammem/ndlpedu/lessons/index.html • S.O.S. for Information Literacy is a dynamic web-based multimedia resource that includes lesson plans, handouts, presentations, videos and other resources to enhance the teaching of information literacy. http://www.informationliteracy.org/ • 21st Century Literacies The Information Literacies Curriculum. Lessons and strategies for embedding information literacy across the curriculum. http://www.kn.pacbell.com/wired/21stcent/information.html • Using the Internet to Support Literacy, Information Literacy, and Technology Literacy in K-12 Schools. 2004. SunLink Project, University of Central Florida. • Verizon/Thinkfinity. The Teacher Resources/Lesson Plan Index allows you to search by subject, content partner, grade band, and resource type in all subject areas. The index currently includes 3, 539 lesson plans. www.thinkfinity.org • Online Databases. Through the Cedar Grove High School Media Center, students will have access to a wide variety of academic databases. http://cghsmediacenter.wikispaces.com/Databases This would include but is not limited to the following resources: <ul style="list-style-type: none"> • Student Research Center • Academic Search Premier • Newspaper Source Plus • Literary Reference Center • MAS Ultra - School Edition • History Reference Center • Biography Collection Complete • Science Reference Center | |
| Integration of Technology | |
| <ul style="list-style-type: none"> • Computers/Computer Labs • SMART Board | <ul style="list-style-type: none"> • Chromebooks • Databases |
| Curriculum Development Resources | |
| <ul style="list-style-type: none"> • http://www.corestandards.org/ • http://www.state.nj.us/education/modelcurriculum/ela/ • http://www.state.nj.us/education/aps/cccs/lal/ | |

Grade 9 Communication Literacy

Unit 2

Unit 2 focuses on the application of skills acquired throughout Unit 1. During this unit, students conduct various research-based projects on a variety of topics as well as subjects in order to understand that research writing and presentation are cross-curricular skills. The methods of conducting research through the use of online databases as well as through the use of primary, secondary, and tertiary sources are stressed. Likewise, emphasis is placed on creating effective thesis statements and how to develop a thesis with facts, details, and accurate information from different sources and texts. Ninth grade students also examine the role oral presentation has in relating ideas and information to an audience. Presentation skills will be covered, developed, and practiced in order to prepare ninth grade students for the challenges of high school and beyond.

21st Century Skills:

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| <u>X</u> Creativity & Innovation | <u>X</u> Communication |
| <u>X</u> Critical Thinking and Problem Solving | <u>X</u> Collaboration |

Unit 1 Learning Targets

Students will be able...

- to apply standard English conventions to effectively communicate with written language
- to use language appropriate for purpose and audience
- to gather information from a variety of sources; analyze and evaluate the source; and use it to answer complex questions
- to use primary, secondary, and tertiary written sources to generate and answer research questions
- to demonstrate comprehension of a variety of informational, literary, and persuasive texts
- to write with a clear focus, coherent organization, sufficient elaboration, and detail
- to identify strategies for conducting effective oral presentations
- to deliver organized and effective oral presentations for diverse audiences and varied purposes

| Student Learning Objectives | Corresponding NJSLs |
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| Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. | RL.9-10.1 |
| Determine a central idea of a 9 th grade text. | RI.9-10.2 |
| Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | RL.9-10.5 |
| Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. | RL.9-10.10 |
| Accurately cite strong and thorough textual evidence, and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. | RI.9-10.1 |
| 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. | RI.9-10.2 |
| Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | RI.9-10.5 |
| Determine an author’s point of view or purpose in a text. | RI.9-10.6 |
| Analyze how an author uses rhetoric to advance a point of view or purpose. | RI.9-10.6 |

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| Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. | RI.9-10.8 |
| Identify false statements and fallacious reasoning, when reading informational text(s). | RI.9-10.8 |
| Analyze seminal U.S. documents of historical and literary significance. | RI.9-10.9 |
| Read and comprehend literary nonfiction at grade level text-complexity (see Appendix A) or above with scaffolding as needed. | RI.9-10.10 |
| Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | W.9-10.1 |
| When writing arguments, introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims. | W.9-10.1a |
| When writing arguments, create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | W.9-10.1a |
| 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. | W.9-10.1b |
| When writing arguments, 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. | W.9-10.1c |
| Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | W.9-10.1d |
| Provide a concluding statement or section that follows from and supports the argument presented. | W.9-10.1e |
| 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. | W.9-10.2 |
| Write informative/explanatory texts to 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. | W.9-10.2a |
| Write informative/explanatory texts to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | W.9-10.2b |
| Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | W.9-10.2c |
| Use precise language and domain-specific vocabulary to manage the complexity of the topic. | W.9-10.2d |
| Write informative/explanatory texts to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | W.9-10.2e |
| Write informative/explanatory texts and 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). | W.9-10.2f |
| When writing narratives, 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. | W.9-10.3a |
| Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | W.9-10.3c |

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| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.9-10.4 |
| 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. | W.9-10.5 |
| Develop and strengthen writing as needed by consulting a style manual, MLA or APA, focusing on addressing what is most significant for a specific purpose and audience. | W.9-10.5 |
| 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. | W.9-10.6 |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem and narrow or broaden the inquiry when appropriate. | W.9-10.7 |
| Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation when writing. | W.9-10.7 |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively and assess the usefulness of each source in answering the research question. | W.9-10.8 |
| Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following MLA or APA format for citation. | W.9-10.8 |
| Draw evidence from literary texts to support analysis, reflection, and research; Apply <i>grade 9 Reading standards</i> 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 or how a later author draws on a play by Shakespeare]”). | W.9-10.9a |
| Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 9 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. | SL.9-10.1 |
| 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. | SL.9-10.1d |
| Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) when speaking. | SL.9-10.2 |
| 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. | SL.9-10.4 |
| 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. | SL.9-10.5 |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.9-10.1 |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L.9-10.2 |
| Apply knowledge of language to understand how language functions in different contexts. | L.9-10.3 |
| Apply knowledge of language to comprehend more fully when reading or listening. | L.9-10.3 |
| Vary word choice and sentence structure to demonstrate an understanding of the influence of language. | L.9-10.3a |
| Consult general and specialized reference materials (e.g., dictionaries, glossaries, | L.9. -10.4c.d |

| thesauruses), both print and digital, to find the pronunciation of a word or determine, verify, or clarify its precise meaning, its part of speech, or its etymology. | |
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| Unit 2 Essential Questions | Unit 2 Enduring Understandings |
| <ul style="list-style-type: none"> • How do different purposes and audiences affect the preparation content and language of presentation? • How do you develop a thesis statement into an effective introduction and conclusion paragraphs? • How do you develop a thesis statement with effective support from multiple sources? • How does the organization of information impact the effectiveness of its communication? • What are the benefits of using multiple media to locate information? | <ul style="list-style-type: none"> • Writers use different techniques to effectively support their thesis. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • The research process requires the use of a variety of resources to ensure validity • The data being presented determines the organizational format. • The use of proper formats results in effective communication. • Technology is a tool that can be used for collecting, organizing, creating, and presenting information. |
| Standard Code # | Common Core State Standards |
| RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| RL.9-10.2 | 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. |
| RL.9.5-10. | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| RL.9-10.9 | Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). |
| RL.9-10.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |
| RI.9-10.5 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 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). |
| RI.9-10.6 | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |

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| RI.9-10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| RI.9-10.10 | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. |
| W.9-10.1 | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use transitions (e.g. words, phrases, 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. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective) Provide a concluding paragraph or section that supports the argument presented. |
| W.9-10.2 | <p>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.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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). |
| W.9-10.3 | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what |

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| | is most significant for a specific purpose and audience. |
| W.9-10.6 | 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 |
| W.9-10.7 | 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. |
| W.9-10.8 | 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. (MLA or APA Style Manuals). |
| W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> 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 mythology or the Bible or how a later author draws on a play by Shakespeare]”). |
| SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly. |
| L.9-10.3 | 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. a. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| L.9-10.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. c. 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. d. 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). |

Evidence of Learning

Summative Assessment

- Unit 2 Assessment
- Unit 2 Presentation Assessments
- Performance based tests/quizzes
- Research Project
- Research Presentation
- Final Written Drafts

Formative Assessment

- Class Discussions
- Note-Taking
- Journal Writing
- Peer Editing
- Quizzes
- Short Writing Assignments
- Short Presentations
- Participation and Observation

Instructional Materials and Resources

- **Library of Congress/American Memory.** Focuses on the integration of primary sources in instruction. lcweb2.loc.gov/ammem/ndlpedu/lessons/index.html
- **S.O.S. for Information Literacy** is a dynamic web-based multimedia resource that includes lesson plans, handouts, presentations, videos and other resources to enhance the teaching of information literacy. <http://www.informationliteracy.org/>
- **21st Century Literacies The Information Literacies Curriculum.** Lessons and strategies for embedding information literacy across the curriculum. <http://www.kn.pacbell.com/wired/21stcent/information.html>
- **Using the Internet to Support Literacy, Information Literacy, and Technology Literacy in K-12 Schools.** 2004. SunLink Project, University of Central Florida.
- **Verizon/Thinkfinity.** The Teacher Resources/Lesson Plan Index allows you to search by subject, content partner, grade band, and resource type in all subject areas. The index currently includes 3, 539 lesson plans. www.thinkfinity.org
- **Online Databases.** Through the Cedar Grove High School Media Center, students will have access to a wide variety of academic databases. <http://cghsmmediacenter.wikispaces.com/Databases>
This would include but is not limited to the following resources:
 - **Student Research Center**
 - **Academic Search Premier**
 - **Newspaper Source Plus**
 - **Literary Reference Center**
 - **MAS Ultra - School Edition**
 - **History Reference Center**
 - **Biography Collection Complete**
 - **Science Reference Center**

Integration of Technology

- Computers/Computer Labs
- SMART Board
- Chromebooks
- Databases

Curriculum Development Resources

- <http://www.corestandards.org/>
- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

New Jersey Student Learning Standards for English Language Arts

Grades 9-10

The standards 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.

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

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Progress Indicators for Reading Literature

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. 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 and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. 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

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. 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).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe 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 reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

Progress Indicators for Writing

Text Types and Purposes

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. 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.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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.
- C. Use transitions (e.g. words, phrases, 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.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective)
- E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. 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.

- A. 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.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. 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.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. 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

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

Research to Build and Present Knowledge

- W.9-10.7. 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.
- W.9-10.8. 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 (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- A. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]”).
 - B. Apply *grades 9–10 Reading standards* to nonfiction informational 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

- W.9-10.10. 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.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Progress Indicators for Language

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.
- B. 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.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

Knowledge of Language

- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- A. 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.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - C. 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.
 - D. 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).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.9-10.6. Acquire and use accurately 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.

The standards 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.

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