**USD 312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grades 9-10 Standards for *Reading Literature***

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| **Standard** | **Dates Taught** | **Lessons & Tools** |
| **Key Ideas and Details** |
| **RL 9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |  |  |  |
| **RL 9-10.2:** Determine a theme or central idea of a text and analyze in detail its development. |  |  |  |  |  |
| **RL 9-10.3:** Analyze how complex characters 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. |  |  |  |  |  |
| **RL 9-105:** Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. |  |  |  |  |  |
| **RL 9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** |
| **RL 9-10.7:** Analyze and evaluate the representation of a subject or a key scene in multiple mediums-- including media, artistic, and other visual formats. |  |  |  |  |  |
| **RL 9-10.8:** (Not applicable for literature) |  |  |  |  |  |
| **RL 9-10.9:** Analyze how an author draws on and transforms source material in a specific work. |  |  |  |  |  |

 **USD 312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grades 9-10 Standards for *Reading Literature***

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| **Range of Reading Level and Text Complexity** |
| **RL 9-10.10:** 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. |  |  |  |  |  |
| **RL 9-10.11:** 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. |  |  |  |  |  |
| **RL 9-10.11 a:** Use context as a clue to the meaning of a word or phrase. |  |  |  |  |  |
| **RL 9-10.11 b:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. |  |  |  |  |  |
| **RL 9-10.11 c:** Consult general and specialized reference materials, 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. |  |  |  |  |  |
| **RL 9-10.11 d:** Verify the preliminary determination of the meaning of a word or phrase. |  |  |  |  |  |
| **RL 9-10.12:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |  |
| **RL 9-10.12 a:** Interpret figures of speech in context and analyze their role in the text. |  |  |  |  |  |
| **RL 9-10.12 b:** Analyze nuances in the meaning of words with similar denotations. |  |  |  |  |  |
| **Range of Reading and Level of Text** |
| **RL 9-10.13:** Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10. |  |  |  |  |  |

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***CHECKLIST*:** **Grades 9-10 Standards for *Reading Informational Text***

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| **Standard** | **Dates Taught** | **Lessons & Tools** |
| **Key Ideas and Details** |
| **RI 9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |  |  |  |
| **RI 9-10.2:** Determine a central idea of a text and analyze its development over the course of the text; 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. |  |  |  |  |  |
| **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. |  |  |  |  |  |
| **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. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** |
| **RI 9-10.7:** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. |  |  |  |  |  |
| **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 9-10.9:** Analyze documents of historical and literary significance, including how they address related themes and concepts. |  |  |  |  |  |

**USD 312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grades 9-10 Standards for *Reading Informational Text***

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| **Range of Reading Level and Text Complexity** |
| **RI 9-10.10:** 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. |  |  |  |  |  |
| **RI 9-10.10 a:** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. |  |  |  |  |  |
| **RI 9-10.11:** 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. |  |  |  |  |  |
| **RI 9-10.11 a:** Use context as a clue to the meaning of a word or phrase. |  |  |  |  |  |
| **RI 9-10.11 b:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. |  |  |  |  |  |
| **RI 9-10.11 c:** Consult general and specialized reference materials, 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. |  |  |  |  |  |
| **RI 9-10.11 d:** Verify the preliminary determination of the meaning of a word or phrase. |  |  |  |  |  |
| **RI 9-10.12:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |  |
| **RI 9-10.12 a:** Interpret figures of speech in context and analyze their role in the text. |  |  |  |  |  |
| **RI 9-10.12 b:** Analyze nuances in the meaning of words with similar denotations. |  |  |  |  |  |
| **Range of Reading Level and Text Complexity** |
| **RI 9-10.13:** Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10. |  |  |  |  |  |

**USD 312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grades 9-10 Standards for *Speaking and Listening***

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| **Standard** | **Dates Taught** | **Lessons & Tools** |
| **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 diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
|  - one-one-one |  |  |  |  |  |
|  - group |  |  |  |  |  |
|  - teacher-led |  |  |  |  |  |
| **SL 9-10.1 a:** Be prepared to discuss, having read and researched material; 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.  |  |  |  |  |  |
| **SL 9-10.1 b:** Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. |  |  |  |  |  |
| **SL 9-10.1 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. |  |  |  |  |  |
| **SL 9-10.1 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 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. |  |  |  |  |  |

**USD 312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grades 9-10 Standards for *Speaking and Listening***

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| **Presentation of Knowledge** |
| **SL 9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |  |  |  |  |  |
| **SL 9-10.5:** Make strategic use of digital media in presentations to enhance understanding of 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 when indicated or appropriate.  |  |  |  |  |  |
| **Language in Speaking and Listening** |
| **SL 9-10.7:** Demonstrate command of the conventions of standard English grammar and usage when speaking. |  |  |  |  |  |
| **SL 9-10.7 a:** Use parallel structure. |  |  |  |  |  |
| **SL 9-10.7 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. |  |  |  |  |  |
| **SL 9-10.8:** 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. |  |  |  |  |  |

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***CHECKLIST*:** **Grades 9-10 Standards for *Writing***

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| **Standard** | **Dates Taught** | **Lessons & Tools** |
| **Text Types and Purposes** |
| **W 9.1 10.1**: **ARGUMENTATIVE**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **W 9.2, 10.2**: **EXPLANATORY:** 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 9.3, 10.3**: **NARRATIVE:** 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** |
| **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, or trying a new approach, 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. |  |  |  |  |  |
| **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. |  |  |  |  |  |
| **W 9-10.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |  |  |  |  |

**USD 312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grades 9-10 Standards for *Writing***

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| **Range of Writing** |
| **W 9-10.10**: Demonstrate command of the conventions of standard English grammar and usage when writing.  |  |  |  |  |  |
| **W 9-10.10 a**: Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. |  |  |  |  |  |
| **W 9-10.10 b**: Use parallel structure. |  |  |  |  |  |
| **W 9-10.10 c**: 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. |  |  |  |  |  |
| **W 9-10.11**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |  |
| **W 9-10.11 a**: Use a semicolon to link two or more closely related independent clauses. |  |  |  |  |  |
| **W 9-10.11 b**: Use a colon to introduce a list or quotation. |  |  |  |  |  |
| **W 9-10.11 c**: Spell correctly. |  |  |  |  |  |
| **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. |  |  |  |  |  |