Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

Grade 10

***Skills adapted from*
Kentucky Department of Education
Math Deconstructed Standards
*** Evidence of attainment/assessment,*
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
*Standards Insights Computer-Based Program*

Pojoaque Valley Schools
ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter.** Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:
- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level**: Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.
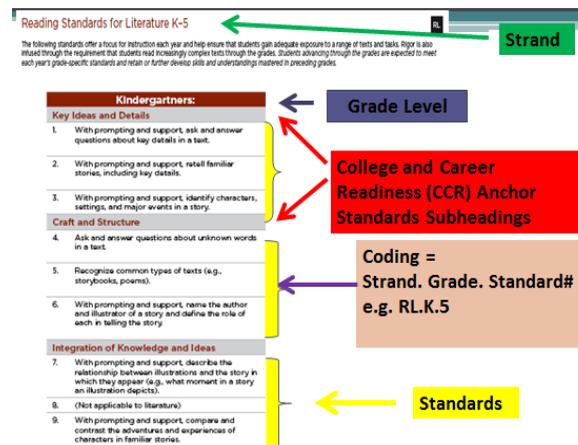
Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project.*

> *Standards Insight* was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are "unpacked" or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: "What could students do to show attainment of the standard?"

2. Vocabulary: "What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?"

3. Knowledge: "What does the student need to know in order to aid in attainment of this standard?"

4. Skills and Understanding: "What procedural skill(s) does the student need to demonstrate for attainment of this standard?", and "What will students understand to attain the standard?"

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge: The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, definitions).

Skills and Understanding: The skills field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this filed to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Quarter	1	2	3	4
RI 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		X		
RI 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.		X		
RI 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).	X	X	X	X
RI 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).				X
RI 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.			X	X
RI 10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			X	
RI 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.		X	X	X
RI 10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		X	X	
RI 10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	X	X	X	X
W 10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		X	X	X
W 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.			X	X
W 10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		X		

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Quarter	1	2	3	4
W 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.)	X	X	X	X
W 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)	X	X	X	X
W 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.		X		
W 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.		X	X	
W 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.		X	X	
W 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		X	X	
W 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	X	X	X	X
SL 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.	X	X	X	X
SL 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.				X
SL 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.				X
SL 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.		X		X

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Quarter	1	2	3	4
SL 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.		X		X
SL 10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)		X		
L 10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X
L 10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X
L 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.		X	X	
L 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.	X	X	X	X
L 10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X	X	X
L 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.	X	X	X	X

College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 10**	**Standard 1 (RL.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.	**Quarter 1:** 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 in order to understand how textual analysis is developed Cite strong and thorough textual evidence to support the text (explicit and inferred)	**Quarter 2:** 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 in order to understand how textual analysis is developed Cite strong and thorough textual evidence to support the text (explicit and inferred)	**Quarter 3:** 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 in order to understand how textual analysis is developed Cite strong and thorough textual evidence to support the text (explicit and inferred)	**Quarter 4:** 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 in order to understand how textual analysis is developed Cite strong and thorough textual evidence to support the text (explicit and inferred)

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze the meaning of a variety of types of texts by explaining explicit ideas draw inferences provide strong and thorough pieces of textual evidence to support analysis	strong and thorough textual evidence support analysis explicit inference	Students know: techniques for analyzing the meaning of a text explicit details are used to support a textual analysis inferences are used to support a textual analysis the strength of an analysis depends upon relevance and thoroughness of supporting evidence vocabulary: explicit, analysis, relevance	Students understand/ are able to: analyze the meaning of a text support analysis with explicit ideas from a text support analysis with inferences about a text prioritize quality of textual evidence to select strong supporting examples thoroughly explain textual evidence to support analysis apply these strategies to a variety of types of texts Students understand that an analysis of a text includes explicit understanding of and inferences about a text supported by several pieces of strong and thorough textual evidence.	**Level IV Students will:** **EERL.9-10.1.** Cite textual evidence that demonstrates what the text says explicitly as well as inferences drawn from the text. Ex. Highlight the text to mark what it says explicitly in one color and use a second color to highlight the text that supports an inference drawn from the text. **Level III Students will:** **EERL.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. Ex. After a discussion of an inference drawn from the text, determine which of several quotes selected by the teacher best support the inference while selecting other quotes that tell what the text says explicitly. **Level II Students will:** **EERL.9-10.1.** Determine which citations demonstrate what the text says explicitly. Ex. After the teacher reads two or three quotes from the text, identify which quote tells what the main character did to solve his problem. Ex. Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text. **Level I Students will:** **EERL.9-10.1.** Identify quotes from a text. Ex. Given a choice of two quotes, decide which one comes from the text. Ex. Uses "yes" or "no" to indicate if a quote is from a text or not.

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College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 10**	**Standard 2 (RL.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.	**Quarter 1:** 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 • is refined Provide an objective summary 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 Formulate an objective summary that includes how the central idea: • emerges • is shaped • Is refined by specific details	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: objectively summarize a text including analyze the specific details involving the central idea or theme over the course of a text including its emergence and refinement	determine theme central idea text analyze in detail development over the course of the text emerges shaped and refined specific details objective summary	Students know: qualities of an objective summary themes or central ideas are developed over the course of a text texts use particular details including to develop, shape, and refine meaning	Students understand/ are able to: objectively summarize a text objectively analyze the development of a theme or central idea over the course of a text including its initial emergence and how details further the them Students understand that analyzing the development of a central idea or theme over the course of a text leads to a better understanding of other perspectives and cultures.	**Level IV Students will:** **EERL.9-10.2.** N/A **Level III Students will:** **EERL.9-10.2.** Determine the central idea of the text and select details that relate to it; recount the text. Ex. Identify the main idea of the story and identify two details related to the main idea, then recount the text. Ex. Given a text projected on the interactive whiteboard, the student will identify the best central idea statement and then highlight details that relate to it. The student will use the result to support a recounting of the projected text. **Level II Students will:** **EERL.9-10.2.** Distinguish between the central idea and details in a text. Ex. Sort a list of story-related details and central idea statements into the appropriate groups. Ex. Given three story elements (two details and a central idea), select the central idea. **Level I Students will:** **EERL.9-10.2.** Identify details from a text. Ex. Highlight details in a story projected on an interactive whiteboard. Ex. Select details that relate to a text, given a list of details.

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 10**	**Standard 3 (RL.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.	**Quarter 1:** Identify: • complex characters in a text • evidence in a text that makes the character complex Identify conflicting motivations Identify the theme of a story Analyze how characters change over the course of the text Explain how characters' motivations/traits affect the plot Describe the conflicts and motivations in character(s) Analyze how the character(s)': • conflicts • motivations • interactions advance the plot or theme	**Quarter 2:** Identify: • complex characters in a text • evidence in a text that makes the character complex Identify conflicting motivations Identify the theme of a story Analyze how characters change over the course of the text Explain how characters' motivations/traits affect the plot Describe the conflicts and motivations in character(s) Analyze how the character(s)': • conflicts • motivations • interactions advance the plot or theme	**Quarter 3:** Identify: • complex characters in a text • evidence in a text that makes the character complex Identify conflicting motivations Identify the theme of a story Analyze how characters change over the course of the text Explain how characters' motivations/traits affect the plot Describe the conflicts and motivations in character(s) Analyze how the character(s)': • conflicts • motivations • interactions advance the plot or theme	**Quarter 4:** Identify: • complex characters in a text • evidence in a text that makes the character complex Identify conflicting motivations Identify the theme of a story Analyze how characters change over the course of the text Explain how characters' motivations/traits affect the plot Describe the conflicts and motivations in character(s) Analyze how the character(s)': • conflicts • motivations • interactions advance the plot or theme

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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze how complex characters develop how characters interact to further the plot and develop the theme	analyze complex characters motivation develop interact advance the plot develop the theme	Students know: authors use specific characters purposefully how characters can help develop theme how characters can have conflicting motivations techniques for analyzing elements of a story or drama	Students understand/ are able to: identify complex characters analyze the motivations of complex characters analyze how characters further a theme Students understand that plot and character development and motivation in a story are dynamic and lead to a better understanding of other perspectives and cultures.	**Level IV Students will:** **EERL.9-10.3.** Describe how characters develop and interact with other characters. Ex. Chart interactions between characters that lead to changes in a character's behavior. Ex. Describe how the main character (e.g., Winnie in *Tuck Everlasting*) develops throughout the story (e.g., *she wants freedom, fears death, accepts eternity*) and how interactions with other characters (e.g., the Tucks) impact the change. **Level III Students will:** **EERL.9-10.3.** Describe interactions between characters. Ex. Select a word(s) to describe how two characters interact, (e.g., Tom and Alex support one another). Ex. Select a word(s) to describe what one character did in response to another's action (e.g., "What did Tom do when Alex ran away?"). **Level II Students will:** **EERL.9-10.3.** Identify the things characters do when they interact. Ex. Given three choices, identify what two characters in a story do when they are together (e.g., Tom and Alex get into trouble together.). **Level I Students will:** **EERL.9-10.3.** Identify words that describe characters. Ex. From a choice of descriptive words, choose one that describes a character, (e.g., "Was Tom tall or short?"). Ex. Identify the gender of characters or animals in the story (e.g., "Is [character's name] a girl or a boy?").

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 10**	**Standard 4 (RL.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).	**Quarter 1:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases in a text Identify words that impact meaning and tone Determine the meaning of words and phrases as they are used in a text Determine the figurative and connotative meanings of words and phrases as they are used in a text Analyze the cumulative impact of specific word choice on meaning or tone	**Quarter 2:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases in a text Identify words that impact meaning and tone Determine the meaning of words and phrases as they are used in a text Determine the figurative and connotative meanings of words and phrases as they are used in a text Analyze the cumulative impact of specific word choice on meaning or tone	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to:

determine the meaning of words and phrases based on how they are used in a text

understand figurative and connotative meanings

analyze the overall impact of word choices on meaning and tone

notice and understand how language can set formal or informal tone

notice how language can evoke a sense of time | determine the meaning

words and phrases

text

figurative meaning

connotative meaning

analyze

overall impact

word choice

meaning

tone

formal and informal tone

evoke | Students know:

context must be considered when determining the meaning of a word or phrase

words and phrases can be used in multiple ways including figuratively or connotatively

an author's use of words impacts the meaning and tone of a text

how words can evoke a sense of time and place

how words can determine informal or formal tone

vocabulary: meaning, formal and informal tone | Students understand/ are able to:

determine meaning of unfamiliar words and phrases based on how they are used in a text

identify and explain figurative language with textual support

identify and explain connotative language with textual support

analyze an author's use of word choice to create meaning

determine formal or informal tone based upon the author's word choice

Determine relative time and place based upon author's word choice

Students understand that an author's word choice shapes the meaning and tone of a text. | **Level IV Students will:**
EERL.9-10.4. N/A.

Level III Students will:
EERL.9-10.4. Determine the meaning of words and phrases as they are used in a text, including common figures of speech.
Ex. Given a figure of speech used in a story and three choices, determine the correct meaning of the figure of speech as it is used in the text (e.g., *As old as time* is an a figure of speech meaning *really old.*).

Level II Students will:
EERL.9-10.4. Determine the meaning of words and phrases used in a text.
Ex. Identify the definition of a word that matches the way it was used in the text (e.g., Select from a short list of synonyms a word that matches the meaning of a word used in the text.).
Ex. Determine which illustration best reflects the meaning of a phrase as it is used in a text.

Level I Students will:
EERL.9-10.4. Identify the meaning of words used in a text.
Ex. Point to a picture that depicts the meaning of a word as it was used in a story. |

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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 10**	**Standard 5 (RL.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.	**Quarter 1:** Identify aspects of text's structure Identify order of events in text Identify how author manipulates time Describe the effect such as: • mystery • tension • surprise the author uses Analyze how author's: • choice of plot structure creates an effect • order of events within a text creates an effect • manipulation of time creates an effect	**Quarter 2:** Identify aspects of text's structure Identify order of events in text Identify how author manipulates time Describe the effect such as: • mystery • tension • surprise the author uses Analyze how author's: • choice of plot structure creates an effect • order of events within a text creates an effect • manipulation of time creates an effect	**Quarter 3:** Identify aspects of text's structure Identify order of events in text Identify how author manipulates time Describe the effect such as: • mystery • tension • surprise the author uses Analyze how author's: • choice of plot structure creates an effect • order of events within a text creates an effect • manipulation of time creates an effect	**Quarter 4:** Identify aspects of text's structure Identify order of events in text Identify how author manipulates time Describe the effect such as: • mystery • tension • surprise the author uses Analyze how author's: • choice of plot structure creates an effect • order of events within a text creates an effect • manipulation of time creates an effect

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students: analyze how an author structures events in a text, orders events, and manipulates time to create various effects such as mystery, tension or surprise	analyze structure texts order of events manipulating time creates such effects as mystery, tension and surprise parallel plots pacing flashback	Students know: form and structure of a variety of types of literature techniques ordering events in texts techniques for manipulating time in text how authors use structural techniques to create effect vocabulary: flashback, tension, parallel plots	Students understand and are able to use writing or speaking to: analyze the form or structure of literature analyze how mystery, tension and surprise were created through the structure, order of events, and manipulation of time support thinking with textual evidence Students understand that each element of a text's structure works together to create a cohesive whole and contribute to the overall meaning.	**Level IV Students will:** **EERL.9-10.5.** Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks). Ex. Given several events in a story, arrange the events in the order they actually happened as opposed to the order they were told by the author. **Level III Students will:** **EERL.9-10.5.** Determine the sequence of four or more events in a story or drama. Ex. Given four or more events in a story, arrange the events in the correct order. Ex. Arrange sentence strips to show at least four events in correct sequence from a story. **Level II Students will:** **EERL.9-10.5.** Identify beginning, middle, and end of a text with a clear sequence. Ex. Given three events from a story, determine which happened in the beginning, middle, and end. Ex. Complete a graphic organizer that shows the events that happened at the beginning, middle, and end of a story. **Level I Students will:** **EERL.9-10.5.** Identify events from a story. Ex. Given a list of events, identify events that occurred in the story. Ex. Use a switch to confirm whether each event presented was or was not in the story as the teacher reads each event and asks, "Was this in the story?"

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 10**	**Standard 6 (RL.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.	**Quarter 1:** Define cultural experience Distinguish difference between culture and cultural experience Identify the: • point of view or • cultural experience Cite details or examples of the point of view or cultural experience Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature	**Quarter 2:** Define cultural experience Distinguish difference between culture and cultural experience Identify the: • point of view or • cultural experience Cite details or examples of the point of view or cultural experience Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature	**Quarter 3:** Define cultural experience Distinguish difference between culture and cultural experience Identify the: • point of view or • cultural experience Cite details or examples of the point of view or cultural experience Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature	**Quarter 4:** Define cultural experience Distinguish difference between culture and cultural experience Identify the: • point of view or • cultural experience Cite details or examples of the point of view or cultural experience Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze a particular point of view or cultural experience reflected in a wide range of world literature	analyze particular points of view cultural experience reflected world literature	Students know: points of view are reflected differently from different cultures world literature is influenced by the culture it was written in, for, and about	Students understand/ are able to: analyze a specific point of view understand differences in points of view from a variety of world literature Students understand that point of view can vary based upon cultural experience in relation to world literature.	**Level IV Students will:** **EERL.9-10.6.** Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experience. Ex. After reading a story about a boy or girl in another county (e.g., *Crow Boy*), compare and contrast the life of the character with one's own life. **Level III Students will:** **EERL.9-10.6.** Connect the experiences of characters in a story or drama from outside the U.S. with personal experience. Ex. Connect an experience of the character in the story from another culture to an experience of the student, (e.g., "Have you ever been to the beach? How was it like what Jesse in the story saw at the beach?"). Ex. Connect an experience of a character to a personal experience of the student. **Level II Students will:** **EERL.9-10.6.** Identify the experiences of a character in a story or drama from outside the U.S. Ex. With the text projected on an interactive whiteboard, highlight all of the sentences that tell about the character's experiences. Ex. Given a list of experiences, identify those that the character in the book experienced. **Level I Students will:** **EERL.9-10.6.** Recognize a character doing an action. Ex. Identify a character on a video, in a book, or in a magazine who is doing something familiar.

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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 10	Standard 7 (RL.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 treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	Quarter 1:	Quarter 2:	Quarter 3: Identify various artistic mediums Recognize the literary and artistic use of the terms "subject" & key scene Explain how and why an artist/author chooses to represent a subject or scene Analyze why the artist/author emphasized ideas for effect Explain what is stressed or missing from a given representation in 2 different artistic mediums	Quarter 4:

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/ or speaking to: analyze the representation of a specific subject or scene from two different mediums, including what is emphasized or absent in each medium	analyze artistic mediums emphasized or absent treatment	Students know: varying treatments of a subject or scene are not always the same as the text or script version techniques for identifying a subject or key scene within a particular medium techniques for documenting differences between different artistic mediums vocabulary: artistic medium	Students understand/ are able to: analyze the extent to which an artistic medium emphasizes or leaves out certain aspects of a key scene or subject support thinking with examples from the text Students understand that the impact of a story or drama is influenced by the mode in which it is presented.	**Level IV Students will:** **EERL.9-10.7.** Compare and contrast the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). Ex. Compare and contrast the poem *The Great Figure* to the painting *The Figure 5 in Gold* that was inspired by the poem. Ex. Compare and contrast a video cartoon to a comic book containing the same story (e.g., "What is the same?" and "What is different?"). **Level III Students will:** **EERL.9-10.7.** Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). Ex. Compare a video cartoon to a comic book containing the same story (e.g., "What is the same?"). Ex. Compare an illustration with the accompanying poem in *Where the Sidewalk Ends*. **Level II Students will:** **EERL.9-10.7.** Match poetry with illustrations that represent them. Ex. Given a selection of illustrations from *Where the Sidewalk Ends*, match them to the appropriate poems. **Level I Students will:** **EERL.9-10.7.** Identify an illustration that depicts the topic of a poem. Ex. Given two illustrations, identify the one that depicts the topic of a poem read aloud.

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College and Career Readiness (CCR) Anchor Standard 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.			
Strand: Reading Literature	**Cluster: Integration of Knowledge and Ideas**	**Grade: 10**	**Standard 9 (RL.10.9)**
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).	**Quarter 1:** Distinguish between theme and topic Identify difference between primary text and source material Identify allusion, metaphor, parable, and parody Compare/contrast the treatment of similar themes or topics from two or more texts	**Quarter 2:** Distinguish between theme and topic Identify difference between primary text and source material Identify allusion, metaphor, parable, and parody Compare/contrast the treatment of similar themes or topics from two or more texts	**Quarter 3:** Distinguish between theme and topic Identify difference between primary text and source material Identify allusion, metaphor, parable, and parody Compare/contrast the treatment of similar themes or topics from two or more texts	**Quarter 4:** Distinguish between theme and topic Identify difference between primary text and source material Identify allusion, metaphor, parable, and parody Compare/contrast the treatment of similar themes or topics from two or more texts

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze how an author takes from and manipulates material from specific works	analyze draws on transforms source material	Students know: elements of specific works can be manipulated for an author's purpose	Students understand/ are able to: analyze an author's manipulation of a work Students understand that authors make their writing complex by drawing on ideas from specific source material.	**Level IV Students will:** **EERL.9-10.9.** Determine how an author has drawn upon or included references to another text. Ex. Relate information from a previous book in a series to a later book in the same series. Ex. Relate how information from one author's text is found in another author's text. **Level III Students will:** **EERL.9-10.9.** Identify when an author references one text to another text. Ex. Identify when information from a previous book in a series is referenced in a later book in the same series. Ex. Relate how information from one author's text is found in another author's text. **Level II Students will:** **EERL.9-10.9.** Identify parts of two texts that are similar. Ex. After reading two stories on similar topics, identify parts of the texts that are the same. Ex. Given two stories about the same character, identify parts of the texts that are the same. **Level I Students will:** **EERL.9-10.9.** Identify two books on the same topic. Ex. Given three books, two of which are about the same character with the name in the title, select the two that are about the same character. Ex. Shown three books, two of which are on the same topic (e.g., same words in both titles), select the two that are on the same topic.

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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Literature		**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 10**	**Standard 10 (RL.10.10)**
By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	**Quarter 1:** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary Comprehend in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary	**Quarter 2:** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary Comprehend in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary	**Quarter 3:** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary Comprehend in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary	**Quarter 4:** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary Comprehend in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students, with scaffolding as needed: read and actively engage in comprehending appropriately complex stories and poetry	read and comprehend literature stories dramas poetry grade 9 - 10 text complexity band proficiently scaffolding as needed high end of the range	Students know: techniques for making meaning from difficult stories and poetry techniques for engaging with and appreciating difficult texts techniques for selecting texts that are interesting, motiving, and appropriate for who they are as readers	Students understand/ are able to: make meaning from appropriately complex stories, dramas, and poems engage with and appreciate appropriately complex texts Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.	

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College and Career Readiness (CCR) Anchor Standard 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.			
Strand: Reading Informational Text		**Cluster: Key Ideas and Details**	**Grade: 10**	**Standard 1 (RI.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.	**Quarter 1:**	**Quarter 2:** 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 (explicit and inferred)	**Quarter 3:** 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 (explicit and inferred)	**Quarter 4:** 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 (explicit and inferred)

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students analyze the meaning of a text by: explaining explicit ideas drawing inferences providing strong pieces of textual evidence to support analysis	strong and thorough textual evidence analysis explicit inferences text	Students know: techniques for analyzing the meaning of a text explicit details are used to support a textual analysis inferences are used to support a textual analysis the strength of an analysis depends upon relevant supporting evidence	Students understand/ are able to: analyze the meaning of a text support analysis with explicit ideas from a text support analysis with inferences about a text prioritize quality of textual evidence to select strong supporting examples Students understand that an analysis of a text includes explicit understanding of and inferences about a text supported by several pieces of strong textual evidence.	**Level IV Students will:** **EERI.9-10.1.** Cite textual evidence to draw inferences from the text. Ex. Use a graphic organizer such as a two-column chart with the headings, "What I Know" and "Facts". Fill in the graphic organizer by using examples from text of "Facts" (e.g., "Steps are numbered, if I do #3 before I do #2, I don't have the pieces I need.") that support an inference "What I Know" (e.g., need to do steps in order). Ex. While reading a historical text, infer what will happen next in the text using textual evidence to support the inference (e.g., *The soldiers gathered on the battlefield* supports an inference that there is going to be a fight). **Level III Students will:** **EERI.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferentially. Ex. Draw an inference about an informational text (e.g., *It is important to know the weather to plan activities for the day.*) and select two facts from a weather report that support the inference (e.g., *The weather will be sunny in the morning but it will rain in the afternoon.*). Ex. After reading a narrative on a march with Martin Luther King, select an inference from choices (e.g., *The marchers did not want anyone to get hurt.*) and choose a related fact stated in the text to support the inference (e.g., *The people did not bring guns or clubs.*.). **Level II Students will:** **EERI.9-10.1.** Determine which citations demonstrate what the text says explicitly. Ex. Underline text that tells how a task should be completed. Ex. Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text.

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				Level I Students will: **EERI.9-10.1.** Identify words from a text. Ex. After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud as from a familiar informational text.

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College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Informational		**Cluster: Key Ideas and Details**	**Grade: 10**	**Standard 2 (RI.10.2)**
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**Quarter 1:**	**Quarter 2:** Identify the central idea within a text Identify specific details that support the development of the central idea as it: • emerges • is shaped • is refined Provide an objective summary Analyze how the central idea of a text emerges, is shaped and refined by specific details Interpret how the text supports key ideas with specific details Provide an objective summary that includes how the central idea emerges, is shaped, and refined by specific details	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: objectively summarize a variety of informational texts including an analysis of the development of a central idea over the course of a text and how it is shaped and refined by specific details	determine central idea text analyze its development how it emerges and is shaped and refined specific details objective summary	Students know: the qualities of an objective summary central ideas are developed over the course of a text specific details shape and refine central ideas	Students understand/ are able to: objectively summarize a text analyze the development of a central idea over the course of a text explain how details shape and refine the central idea apply these concepts to a variety of informational texts Students understand that analyzing the development of a central idea or theme over the course of a text may lead to a better understanding of other perspectives and cultures.	**Level IV Students will:** **EERI.9-10.2.** Determine central and key ideas throughout the text and identify details that support them. Ex. After reading an excerpt of the *I Have a Dream* speech, identify more than one key idea that Martin Luther King dreamed. Ex. After reviewing a timeline of events that occurred during WWII with the teacher pointing out the key ideas from the timeline, identify more than one key idea about the war. **Level III Students will:** **EERI.9-10.2.** Determine the central idea of the text and select details that support it. Ex. Given an informational pamphlet, tell what it is about based on the title and select at least two details about the topic from the contents of the pamphlet. Ex. Given an instruction sheet, determine what it is about and select at least two important instructions from the contents. **Level II Students will:** **EERI.9-10.2.** Retell details from the text. Ex. Provide at least two details about the text. Ex. Recall basic details from directions. **Level I Students will:** **EERI.9-10.2.** Recognize a detail from text. Ex. Highlight a detail from a label – circle or point to the skull and crossbones. Ex. Given a sign (e.g., safety signs), point to an important detail.

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational		**Cluster: Key Ideas and Details**	**Grade: 10**	**Standard 3 (RI.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.	**Quarter 1:**	**Quarter 2:** Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c and logical) Identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes) Determine the main ideas or events Examine the strategies the author uses to introduce his points develop his points Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message	**Quarter 3:**	**Quarter 4:**

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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students: analyze the way in which an author crafts an analysis or series of ideas or event in regard to order, introduction and development, and interconnectedness	analyze unfolds analysis or series of ideas or events order in which points are made introduced and developed connections	Students know: authors craft analyses in different ways the effect of the order of events in a text how events are introduced and developed in a text authors structurally connect ideas within a text for deeper meaning	Students understand/ are able to: analyze the order in which an author crafted a text analyze the effect of the introduction and development of events in a text analyze the connections drawn between points in a text Students understand that a text's presentation of an individual, event, or idea also shapes a reader's understanding of other perspectives and cultures.	**Level IV Students will:** **EERI.9-10.3.** Determine connections drawn between ideas or events to make a point in informational text. Ex. Determine the connection between an event and the event that directly preceded it (e.g., After studying Martin Luther King Jr., the students recognize that all of the marches that he led were for equal rights.). Ex. Determine the connection between an idea and what preceded it (e.g., after studying the American Revolution, students recognize that the American colonies wanted freedom from Great Britain and fought the British to get it.). **Level III Students will:** **EERI.9-10.3.** Determine connections drawn between ideas or events in informational text. Ex. Use graphic organizers to show relationships in an informational text, (e.g., If I run a stop sign, I will get a ticket; If a person has a stomachache, call the doctor.). Ex. Use the sequence of two or more events to show how they are related to an informational text (e.g., bringing glass to the swimming pool, glass is dropped and broken, someone gets cut). **Level II Students will:** **EERI.9-10.3.** Recognize how ideas or events in a text are related. Ex. Identify details from informational text to make decisions (e.g., use a weather forecast to decide clothing to wear that day). Ex. Given choices, recognize the relationship between information and events that follow, (e.g., "It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?").

				Level I Students will: **EERI.9-10.3.** Identify information from text. Ex. After listening to the teacher read a short informational text (e.g., rules for the swimming pool), use a switch to confirm whether a detail was in a text as the teacher reads and asks, "Did we just read that?"). Ex. After shared reading and discussion of an informational text, select from choices an illustration from the text (e.g., point to a picture of a bottle with an X across it from rules for the swimming pool).

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Informational		**Cluster: Craft and Structure**	**Grade: 10**	**Standard 4 (RI.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).	**Quarter 1:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text Identify tone of a text Determine the meaning of words and phrases as they are used in a text, including: • figurative • connotative • technical meanings Analyze the cumulative effect of word choices on: • meaning • tone	**Quarter 2:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text Identify tone of a text Determine the meaning of words and phrases as they are used in a text, including: • figurative • connotative • technical meanings Analyze the cumulative effect of word choices on: • meaning • tone	**Quarter 3:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text Identify tone of a text Determine the meaning of words and phrases as they are used in a text, including: • figurative • connotative • technical meanings Analyze the cumulative effect of word choices on: • meaning • tone	**Quarter 4:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text Identify tone of a text Determine the meaning of words and phrases as they are used in a text, including: • figurative • connotative • technical meanings Analyze the cumulative effect of word choices on: • meaning • tone

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students:

determine the meaning of words and phrases based on how they are used in a text

understand figurative and connotative meanings

analyze the overall impact of word choices on meaning and tone

notice how language of a court document can differ from that of a newspaper | determine the meaning

words and phrases

text

figurative meaning

connotative meaning

analyze

overall impact

word choice

meaning

tone

differ

language of a court opinion

language of a newspaper | Students know:

context must be considered when determining the meaning of a word or phrase

words and phrases can be used in multiple ways including figuratively or connotatively

an author's use of words impacts the meaning and tone of a text

difference in language between court opinions and newspaper opinions

difference in linguistic impact of court-related words as opposed to newspaper-related words | Students understand/ are able to:

determine meaning of unfamiliar words and phrases based on how they are used in a text

identify and explain figurative language with textual support

identify and explain connotative language with textual support

analyze an author's use of word choice to create meaning

determine tone based upon the author's word choice

decipher the impact of language in court documents as opposed to newspaper

Students understand that an author's word choice shapes the meaning and tone of a text. | **Level IV Students will:**
EERI.9-10.4. N/A

Level III Students will:
EERI.9-10.4. Determine meanings of words and phrases in informational text including figurative language.
Ex. Make idiom books and write the real meaning (e.g., *You're driving me up a wall = you are making me crazy.*).
Ex. Given more than one meaning of key vocabulary words, select the one that best matches the reading passage.

Level II Students will:
EERI.9-10.4. Determine meanings of words and phrases in informational text.
Ex. Identify meaning of key words using context clues.
Ex. Use a dictionary to look up the meaning of key words.

Level I Students will:
EERI.9-10.4. Recognize words and phrases used in a text.
Ex. Name or point out words and phrases in an article
Ex. Given a key word for an article, point to it in the article. |

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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Reading Informational		**Cluster: Craft and Structure**	**Grade: 10**	**Standard 5 (RI.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).	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Identify the author's ideas or claims Determine the structure/text features of an informational passage Analyze how the author uses particular: • sentences, • paragraphs, or • larger portions to develop or refine: • ideas or • claims

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to analyze: how an author's ideas or claims are developed how ideas are refined through particular sentences, paragraphs or large portions of text	analyze in detail ideas text claims developed and refined sentences paragraphs sections of a chapter	Students know: common qualities of sentences and paragraphs ideas and claims are developed in an author's text individual sentences as well as larger parts of a paragraph work together to develop or refine a concept	Students understand/ are able to use writing or speaking to: analyze a text to determine ideas and claims presented by the author analyze the role of particular sentences, paragraphs or larger pieces of text to develop or refine ideas or claims Students understand that each element of a text's structure works together to create a cohesive whole and develop ideas.	**Level IV Students will:** **EERI.9-10.5.** Determine the author's claims and identify which sentences support his or her claims. Ex. Read or listen to a historical text, state the author's claim and underline the sentences that tell about the author's claim (e.g., After reading and discussing an excerpt of Franklin Roosevelt's *State of the Union* address, students identify a claim Roosevelt makes and a sentence that supports the President's claim.). Ex. Read or listen to a science text, select from choices what the author's claim is and tell which sentences show this is what he or she thinks (e.g., sentences that tell about the author's claim that we need better recycling programs). **Level III Students will:** **EERI.9-10.5.** Determine which sentences in a text support the claims of the author. Ex. Using a passage projected on an interactive whiteboard, read or listen to and discuss with the teacher the claim made in the text; then highlight which sentences tell about the author's claim. Ex. Read or listen to the text and tell which sentences tell about the author's claim (e.g., that we need better recycling programs). **Level II Students will:** **EERI.9-10.5.** Identify one detail from an article. Ex. After reading or listening to an article on a current event, points to a picture from an article that depicts a detail from the article and repeats the detail they heard or read. Ex. Read or listen to the text and tell which sentences tell a detail (e.g., *The President came here.*). **Level I Students will:** **EERI.9-10.5.** Identify a detail. Ex. Given choices, identify a detail in response to "wh" questions.

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Informational		**Cluster: Craft and Structure**	**Grade: 10**	**Standard 6 (RI.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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Define rhetoric Identify rhetorical techniques Analyze the author's use of rhetoric Analyze the rhetorical techniques the author uses to express his/her point of view or purpose Support your analysis with examples from the text	**Quarter 4:** Define rhetoric Identify rhetorical techniques Analyze the author's use of rhetoric Analyze the rhetorical techniques the author uses to express his/her point of view or purpose Support your analysis with examples from the text

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students: determine an author's point of view or purpose analyze how the author uses rhetoric to show the point of view	determine author's point of view author's purpose analyze rhetoric advance	Students know: rhetorical devices an author uses to develop point of view or purpose the differing types of point of view an author can take vocabulary: rhetoric	Students understand/ are able to: determine an author's point of view or purpose recognize differing rhetorical devices in text analyze how an author uses rhetoric to further an purpose Students understand that an author deliberately selects and shapes a point of view or purpose.	**Level IV Students will:** **EERI.9-10.6.** Determine an author's purpose and point of view and identify an opposing point of view. Ex. When presented with two texts on the same topic but different viewpoints, identify the author's different perspectives. Ex. Given new sentences, determine if they support the author's purpose or are opposite. **Level III Students will:** **EERI.9-10.6.** Determine an author's purpose or point of view. Ex. After reading an informational text, state the author's purpose (e.g., After reading about a U.S. President, answer, "What is the author trying to tell you?," say "good president".). Ex. After reading and discussing a science text, select from related and unrelated choices the purpose of the text (e.g., germs make you sick). **Level II Students will:** **EERI.9-10.6.** Identify resource based on its author's claim. Ex. Select text about snakes from at least three different options. Ex. Select text about a historical figure from choices provided by the teacher. **Level I Students will:** **EERI.9-10.6.** Request a resource by topic or purpose. Ex. Ask for a resource by topic or purpose, (e.g., The teacher says, "What do you want to read about?," and student says, "bugs."). Ex. Use a preprogrammed C device to request an informational text by topic or purpose.

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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.				
Strand: Reading Informational		**Cluster: Integration of Knowledge and Ideas**	**Grade: 10**	**Standard 7 (RI.10.7)**
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify different mediums Recognize details emphasized in various sources Analyze different accounts of the same subject told in different mediums (e.g., a person's life story in both print and multimedia) Determine emphasized details in various accounts of a subject told in different mediums	**Quarter 4:**

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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze various accounts of a subject, such as a life story, from both print and multimedia mediums to determine what details are emphasized in each account	analyze mediums emphasized print multimedia determine account details	Students know: varying accounts of a subjects in different mediums are not always the same different details are emphasized in different mediums techniques for documenting differences between different artistic mediums	Students understand/ are able to: analyze the extent to which an artistic medium emphasizes details support thinking with examples from the text identify a subject within a particular medium. analyze different mediums to determine emphasized details of the same subject Students understand that the impact of a story or drama is influenced by the mode in which it is presented.	**Level IV Students will:** **EERI.9-10.7.** Compare and contrast a selection from text about a person with other mediums. Ex. Compare a letter written by a subject to a section in a biography or news report telling about the same event (Martin Luther King's *Letter from a Birmingham Jail*). Ex. Describe similarity or differences between an informational text about a person and a painting, photograph, or film clip about them. **Level III Students will:** **EERI.9-10.7.** Compare a selection of informational text about a person with another medium. Ex. Tell what is the same in a biographical video about a person to a text or passage about the same person (e.g., "He was/is president."). **Level II Students will:** **EERI.9-10.7.** Identify that two sources refer to the same individual. Ex. Identify who two sources are about in a television commercial or brief video (YouTube) and a newspaper article about the same person. Ex. Given a newspaper article and shown two news reports, match the newspaper article to the same person that is presented in a news report. **Level I Students will:** **EERI.9-10.7.** Recognize the meaning of an informational message. Ex. Recognize the topic of an electronic article when read aloud (e.g., about the president). Ex. Given an informational message, respond to the message (e.g., recognize a fire alarm's connection to a fire drill).

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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Reading Informational		**Cluster: Integration of Knowledge and Ideas**	**Grade: 10**	**Standard 8 (RI.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.	**Quarter 1:**	**Quarter 2:** Define and identify false statements Define and identify fallacious reasoning Recognize valid reasoning Recognize relevant and sufficient evidence Delineate the argument and specific claims in a text Evaluate the argument in a text Evaluate the specific claim(s) in a text Assess: • the validity of reasoning • the relevance of the evidence • the sufficiency of the evidence Distinguish between fallacious and valid reasoning	**Quarter 3:** Define and identify false statements Define and identify fallacious reasoning Recognize valid reasoning Recognize relevant and sufficient evidence Delineate the argument and specific claims in a text Evaluate the argument in a text Evaluate the specific claim(s) in a text Assess: • the validity of reasoning • the relevance of the evidence • the sufficiency of the evidence Distinguish between fallacious and valid reasoning	**Quarter 4:** Define and identify false statements Define and identify fallacious reasoning Recognize valid reasoning Recognize relevant and sufficient evidence Delineate the argument and specific claims in a text Evaluate the argument in a text Evaluate the specific claim(s) in a text Assess: • the validity of reasoning • the relevance of the evidence • the sufficiency of the evidence Distinguish between fallacious and valid reasoning

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: delineate arguments from specific claims evaluate arguments and specific claims assess reasoning behind an argument and claims assess the relevancy of evidence used to support the claim assess validity of reasoning in an argument or claim recognize false statements within an argument or claim recognize fallacious reasoning within an argument or claim	delineate evaluate argument specific claims text assess reasoning is valid evidence is relevant false statements fallacious reasoning	Students know: techniques for delineating the argument and claims in a text techniques for evaluating argument and claims in a text for validity techniques for recognizing irrelevant evidence techniques for identifying false statements and fallacious reasoning vocabulary: fallacious reasoning	Students understand/ are able to: trace an argument and claims through a text; include specific details evaluate an argument and claims assess whether reasoning is sound assess whether evidence is relevant and valid recognize false statements within an argument to claim understand and recognize fallacious reasoning within an argument or claim Students understand that the validity of an argument and its claims depend on the relevancy and sufficiency of supporting evidence.	**Level IV Students will:** **EERI.9-10.8.** Use evidence and statements to support an argument. Ex. Ask and answer questions about whether key details support the central idea or claim of an author in the text. **Level III Students will:** **EERI.9-10.8.** Delineate statements that support an argument. Ex. Given two statements related to an argument, select the one that supports the argument (e.g., select from "there is no red and green light" and "the street sign is a rectangle" to support "crossing the street in the middle of the block is dangerous"). Ex. After reading text about the president in which all of the statements are about the president except for one statement, identify the statement that is not about the president. **Level II Students will:** **EERI.9-10.8.** Identify a fact from a text. Ex. After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as I think, I believe, I feel, (e.g., "The body needs food to live." versus "Some people think sugar is bad for you."). Ex. As statements are read by the teacher from a historical passage, identify which is a fact versus opinion using key words such as I think, I believe, I feel, (e.g., "Lincoln was president of the United States." versus "Many believe he was a great man."). **Level I Students will:** **EERI.9-10.8.** Recognize that an event occurred. Ex. After the teacher reads a brief account of something that happened and discusses it, use a switch to indicate whether an event occurred in the passage (e.g., "Did this happen?").

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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Reading Informational		**Cluster: Integration of Knowledge and Ideas**	**Grade: 10**	**Standard 9 (RI.10.9)**
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	**Quarter 1:**	**Quarter 2:** Identify seminal U.S. documents of historical and literary significance Identify the: • purpose • related themes and • concepts of U.S. documents of historical and literary significance Analyze seminal U.S. documents of historical and literary significance (e.g., • Washington's Farewell Address • Gettysburg Address • *Roosevelt's Four Freedoms speech* • King's "Letter from Birmingham Jail') including how they address : • related themes • concepts	**Quarter 3:** Identify seminal U.S. documents of historical and literary significance Identify the: • purpose • related themes and • concepts of U.S. documents of historical and literary significance Analyze seminal U.S. documents of historical and literary significance (e.g., • Washington's Farewell Address • Gettysburg Address • *Roosevelt's Four Freedoms speech* • King's "Letter from Birmingham Jail') including how they address : • related themes concepts	**Quarter 4:**

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze seminal U.S. documents of historical and literary significance determine how influential documents address similar themes and concepts Students apply these concepts to documents including: Washington's Farewell Address Gettysburg Address Roosevelt's Four Freedoms speech King's "Letter from Birmingham Jail"	analyze seminal U.S. documents historical significance literary significance related themes related concepts	Students know: the historical and literary significance of seminal U.S. documents several documents may address related themes or concept differently	Students understand/ are able to use writing or speaking to analyze: the historical and literary significance of seminal U.S. documents how several documents address a related themes or concepts Students understand that analyzing several seminal U.S. documents about similar themes and concepts can provide multiple perspectives.	**Level IV Students will:** **EERI.9-10.9.** N/A. **Level III Students will:** **EERI.9-10.9.** Make connections between U.S. documents of historical and literary significance based on related themes and concepts. Ex. After reading or listening to speeches by two famous people and discussing with the teacher what is the same about them, select from choices a concept that connects the two (e.g., two leaders making speeches on freedom). Ex. After reading and discussing with the teacher two historical speeches (e.g., Roosevelt's Four Freedoms speech, King's Letters from Birmingham Jail) and discussing key ideas from each and how they are related, tell how the two speeches are related (e.g., about being free). **Level II Students will:** **EERI.9-10.9.** Recognize a historical fact. Ex. Given historical non-fiction on presidents and asked, "Is this a fact? The president lives in the White House," answers, "yes." **Level I Students will:** **EERI.9-10.9.** Classify fact and fantasy. Ex. Categorize pictures of objects and people as real or unreal (e.g., a U.S. President and a fairy).

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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Informational		**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 10**	**Standard 10 (RI.10.10)**
By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	**Quarter 1:** Identify/understand: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary Comprehend independently: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary	**Quarter 2:** Identify/understand: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary Comprehend independently: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary	**Quarter 3:** Identify/understand: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary Comprehend independently: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary	**Quarter 4:** Identify/understand: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary Comprehend independently: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students, with scaffolding as needed: read and actively engage in comprehending appropriately complex informational texts	read and comprehend literary nonfiction text complexity band proficiently with scaffolding as needed high end of the range	Students know: techniques for making meaning from appropriately difficult informational text techniques for engaging with and appreciating difficult texts techniques for selecting texts that are interesting, motiving, and appropriate for who they are as readers	Students understand/ are able to: make meaning from appropriately complex literary nonfiction engage with and appreciate appropriately complex texts Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.	

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College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 10**	**Standard (W.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 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. c. 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	**Quarter 1:**	**Quarter 2:** Recognize organizational patterns in writing Define precise claim and counter claim Define and generate substantive topics or texts Recognize relevant and sufficient evidence Define rhetorical audience Identify fair and unfair claims and counterclaims Recognize : • transitional words, phrases, and clauses • formal style and objective tone • concluding statements or sections that support the argument presented Explain audience awareness, including knowledge level and concerns Identify norms and conventions of disciplines Analyze a substantive topic or text to determine if it is suitable for a written argument Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims	**Quarter 3:** Recognize organizational patterns in writing Define precise claim and counter claim Define and generate substantive topics or texts Recognize relevant and sufficient evidence Define rhetorical audience Identify fair and unfair claims and counterclaims Recognize : • transitional words, phrases, and clauses • formal style and objective tone • concluding statements or sections that support the argument presented Explain audience awareness, including knowledge level and concerns Identify norms and conventions of disciplines Analyze a substantive topic or text to determine if it is suitable for a written argument Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims	**Quarter 4:** Recognize organizational patterns in writing Define precise claim and counter claim Define and generate substantive topics or texts Recognize relevant and sufficient evidence Define rhetorical audience Identify fair and unfair claims and counterclaims Recognize : • transitional words, phrases, and clauses • formal style and objective tone • concluding statements or sections that support the argument presented Explain audience awareness, including knowledge level and concerns Identify norms and conventions of disciplines

evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.		Determine the relationships between claims and counterclaims Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidence Develop claims and counterclaims fairly Analyze the knowledge level and concerns of the rhetorical audience Evaluate strengths and limitations of claims and counterclaims Link major sections of the text and create cohesion using words, phrases and clauses Clarify relationships a)among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses Develop formal writing style and objective tone while attending to the norms and conventions of the discipline Plan a concluding statement or section that follows from and supports the argument presented Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: • introduces precise claim(s) • distinguishes claims from alternate or opposing claims • creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence	Determine the relationships between claims and counterclaims Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidence Develop claims and counterclaims fairly Analyze the knowledge level and concerns of the rhetorical audience Evaluate strengths and limitations of claims and counterclaims Link major sections of the text and create cohesion using words, phrases and clauses Clarify relationships a)among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses Develop formal writing style and objective tone while attending to the norms and conventions of the discipline Plan a concluding statement or section that follows from and supports the argument presented Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: • introduces precise claim(s) • distinguishes claims from alternate or opposing claims • creates an organization that establishes	Analyze a substantive topic or text to determine if it is suitable for a written argument Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims Determine the relationships between claims and counterclaims Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidence Develop claims and counterclaims fairly Analyze the knowledge level and concerns of the rhetorical audience Evaluate strengths and limitations of claims and counterclaims Link major sections of the text and create cohesion using words, phrases and clauses Clarify relationships a)among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses Develop formal writing style and objective tone while attending to the norms and conventions of the discipline Plan a concluding statement or section that follows from and supports the argument presented

			• develops claim(s) and counterclaims fairly, with evidence • points out strengths and limitations of claims and counterclaims • anticipates the audience's knowledge level and concerns • uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship • establishes and maintains formal style and objective tone • attends to the norms and conventions of the discipline • provides a concluding statement that follows from and supports the argument presented	clear relationships among claim(s), counterclaims, reasons and evidence • develops claim(s) and counterclaims fairly, with evidence • points out strengths and limitations of claims and counterclaims • anticipates the audience's knowledge level and concerns • uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship • establishes and maintains formal style and objective tone • attends to the norms and conventions of the discipline • provides a concluding statement that follows from and supports the argument presented	Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: • introduces precise claim(s) • distinguishes claims from alternate or opposing claims • creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence • develops claim(s) and counterclaims fairly, with evidence • points out strengths and limitations of claims and counterclaims • anticipates the audience's knowledge level and concerns • uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship • establishes and maintains formal style and objective tone • attends to the norms and conventions of the discipline • provides a concluding statement that follows from and supports the argument presented

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students write arguments to support claims with clear reasons, relevant evidence, and: an introduction that states precise claims and distinguishes opposing claims organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence claims and counterclaims fairly developed evidence supplied for each claim and counterclaim strengths and limitations of each claim and counterclaim pointed out audience's knowledge level and concerns anticipated words, phrases, and clauses which link major sections of the text, create cohesion, and clarify	arguments support claims analysis substantive topics or texts valid reasoning relevant evidence sufficient evidence introduce precise claims distinguish the claim from alternate or opposing claims counterclaims reasons evidence	Students know: what counterarguments are and how to identify, form, and use them techniques for selecting the best evidence (accurate, credible sources) to support their claim arguments demonstrate an understanding of the topic and state and support a claim techniques for creating cohesion and clarifying relationships among claims, reasons, counterclaims, and evidence (words, phrases, and clauses) techniques for adjusting writing style based on audience, purpose, and discipline arguments follow a	Students understand/ are able to: identify qualities of arguments write an argument to support a claim acknowledge and distinguish claim from alternate or opposing claims use logical reasoning and relevant evidence (credible sources) to support claim use words, phrases, and clauses to clarify relationships and create cohesion write with a formal style write with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion that supports argument) Students understand that well-developed arguments use valid reasoning and credible evidence to present an analysis of a topic or text through claims and acknowledgment	**Level IV Students will:** **EEW.9-10.1.a-b.** Write to express an opinion with supporting information about a topic or text and a concluding statement. Ex. Write an argument to support claims with clear reasons or evidence and introduce alternate or opposing claims. Ex. Write a claim about the class election (e.g., *Joe is the best*) and an argument to support the claim (e.g., *he is a friend*) and a reason (e.g., *he is good*) and introduce a counterclaim (e.g., *Jen is good, too*). Ex. Write a claim (e.g., *School uniforms are bad.*) and an argument to support it (e.g., *too hard*) with a reason (e.g., *lots of buttons*) and introduces a counterclaim (e.g., *uniforms easy to decide*). Ex. Write a claim (e.g., *No fighting at school.*), an argument to support it (e.g., *It is the rule.*), and a reason (e.g., *someone hurt*). **EEW.9-10.1.c-e.** N/A **Level III Students will:** **EEW.9-10.1.a-b.** Write about a personal opinion and give more than one reason supporting and rejecting the claim. Ex. Given a statement (e.g., Students should have more freedom.), initially express agreement (e.g., *We are in 8th grade. We can make good choices.*) and then disagreement (e.g., *Sometimes we make mistakes. Sometimes we don't think ahead.*) and give more than one reason why, and then draw a conclusion (e.g., *Parents and teachers can help with freedom.*). **EEW.9-10.1.c-e.** N/A **Level II Students will:** **EEW.9-10.1.a-b.** With teacher support and guidance, write an argument to support claims with one clear reason and a piece of evidence. Ex. Writes a claim about the class election (e.g., *Joe is the best*) with a peer,

relationships	strengths and limitations	predictable structure (e.g. introduction that states claim and organizes reasons and evidence, body paragraphs with logically organized supporting claims, and supporting concluding statement)	of counter-claims.	brainstorm arguments and reasons with the peer, and then write an argument to support the claim (e.g., *he is a friend*), and a reason (e.g., *he is good*).
formal style	formal style			Ex. Write a claim (e.g., *School uniforms are bad.*) and, after teacher-led discussion, adds an argument to support it (e.g., *too hard*) with a reason (e.g., *lots of buttons*).
concluding statement or section that follows from and supports the argument.	objective tone			Ex. Write a claim (e.g., *No fighting at school.*), an argument to support it (e.g., *It is the rule.*), and, after getting feedback on the draft from the teacher, adds a reason (e.g., *someone hurt*).
	norms and conventions			**EEW.9-10.1.c-e.** N/A
	concluding statement			**Level I Students will:**
				EEW.9-10.1.a-b. With guidance and support, write a claim and a reason.
				Ex. Use a ready-made set-up in multimedia software to choose words to write a claim.
				Ex. After a peer writes, state agreement or disagreement (e.g., A peer writes, uniforms are bad, indicate "Yes" when asked, "Do you agree? Are uniforms bad?") and then using assistive technology, type letters or words providing a reason.
				Ex. Choose a claim from two options (e.g., *School uniforms are bad. School uniforms are good.*) and alternating turns with the teacher, uses assistive technology to type letters and words (e.g., *nice*) as the teacher models during her turn, short simple reasons (e.g., *Students look nice. Students look the same.*)
				EEW.9-10.1.c-e. N/A

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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 10**	**Standard 2 (W.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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify: • complex ideas • appropriate formatting • supporting details • effective transitions • precise language • domain specific-language Identify a conclusion for the topic that follows from and supports the information or explanation presented Determine organization of complex ideas Determine appropriate: • formatting • graphics • multimedia to aid comprehension Determine: well-chosen, relevant, sufficient: • facts	**Quarter 4:** Identify: • complex ideas • appropriate formatting • supporting details • effective transitions • precise language • domain specific-language Identify a conclusion for the topic that follows from and supports the information or explanation presented Determine organization of complex ideas Determine appropriate: • formatting • graphics • multimedia to aid comprehension Determine: well-chosen, relevant, sufficient: • facts

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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).			• definitions • details • quotations appropriate to the audience's knowledge of the topic Determine appropriate and varied transitions that: • link sections • create cohesion • clarify relationships among complex ideas/concepts Evaluate word choice for managing complexity of tone Determine formal style and objective tone while attending to the norms and conventions of informative writing Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented Write informative/explanatory text which: • examines/conveys complex ideas, concepts, information • demonstrates clear and accurate information uses:	• definitions • details • quotations appropriate to the audience's knowledge of the topic Determine appropriate and varied transitions that: • link sections • create cohesion • clarify relationships among complex ideas/concepts Evaluate word choice for managing complexity of tone Determine formal style and objective tone while attending to the norms and conventions of informative writing Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented Write informative/explanatory text which: • examines/conveys complex ideas, concepts, information • demonstrates clear and accurate information uses: • effective selection

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				• effective selection • organization • analysis of content Introduce a topic and: • organize complex ideas, concepts, and information to make important connections and distinctions • include formatting, graphics, and multimedia when useful to aiding comprehension Develop the topic with: • well-chosen, relevant, and sufficient facts • extended definitions • concrete details • quotations • other information • 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 • clarify the relationships among complex ideas and concepts	• organization • analysis of content Introduce a topic and: • organize complex ideas, concepts, and information to make important connections and distinctions • include formatting, graphics, and multimedia when useful to aiding comprehension Develop the topic with: • well-chosen, relevant, and sufficient facts • extended definitions • concrete details • quotations • other information • 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 • clarify the relationships among complex ideas and concepts

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			Use precise language and domain-specific vocabulary to manage the complexity of the topic	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	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	Provide a concluding statement or section that follows from and supports the information or explanation presented

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students write informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by: introducing a topic organizing complex ideas, concepts, and information using formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia to make important connections and distinctions developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information using appropriate and varied transitions to link major sections, create cohesion, and	informative / explanatory texts examine complex ideas convey complex ideas clearly and accurately effective selection of content effective organization of content effective analysis of content organize complex ideas formatting graphics multimedia	Students know informative / explanatory texts: the nature and types of expository texts convey ideas, concepts, and information select, organize, and analyze relevant content use formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia to aid comprehension follow a predictable structure (e.g. introduce topic, develop topic, concluding statement) develop topic with relevant, well-chosen facts, definitions, concrete details, quotations, examples, and other information use appropriate and varied transitions to create cohesion	Students understand/ are able to: identify qualities of informative/explanatory pieces examine topics by selecting, organizing, and analyzing relevant content write informative/explanatory pieces with a predictable structure (introduce topic, develop topic with well-chosen, relevant, and sufficient facts, conclusion) incorporate useful formatting, graphics, and multimedia in informative/explanatory pieces employ facts, definitions, concrete details, quotations, examples, and other information to develop topics employ appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts include precise language and domain-	**Level IV Students will:** **EEW.9-10.2.a-b.** Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., *I like cooking.*), writing a paragraph about favorite foods to cook with a reason (e.g., *I like make gril ches* [grilled cheese], *mac n chees* [macaroni and cheese]. *I like melt ches* [melted cheese].) and favorite desserts (e.g., *I like make* [making] *hot fuj sunda* [fudge sundaes] with *ice crem sprinkls* [cream sprinkles]. *Ice crem* [cream] is *cold and swet* [sweet].). **EEW.9-10.2.c-f.** N/A **Level III Students will:** **EEW.9-10.2.a-b.** Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write to give directions to a place in the school including a step-by-step organization with illustrations as needed to support understanding. Ex. Write to describe a school assembly first describing what the topic was (e.g., *DARE*), who was involved (*all the kids*), then the activity (*listen to polis* [police]) and details (*No beer. No drugs.*). **EEW.9-10.2.c-f.** N/A **Level II Students will:** **EEW.9-10.2.a-b.** Write to convey ideas and information using clear organization as well as graphics and multimedia. Ex. Write to give directions to a place in the school including most of the steps with illustrations as needed to support understanding. Ex. Write to describe a school assembly about DARE saying who was

clarify relationships using precise language and domain-specific vocabulary establishing and maintaining a formal style providing a concluding statement or section	develop the topic well-chosen, relevant, and sufficient facts extended definitions concrete details appropriate and varied transitions create cohesion clarify the relationships precise language domain-specific vocabulary formal style concluding statement that follows from and supports the information or explanation	and clarify relationships among ideas and concepts use precise language and domain-specific vocabulary to inform about and explain the topic use elements of formal style use a concluding statement or section that follows from and supports the information or explanation provided vocabulary: expository	specific vocabulary in informative/explanatory pieces create a conclusion that follows from and supports the information or explanation presented. Students understand that informative / explanatory writing clearly and accurately conveys complex ideas, concepts, and information through high-quality facts and detailed organization.	involved (*all the kids*) and what happened (*listen to polis* [police]). **EEW.9-10.2.c-f.** N/A **Level I Students will:** **EEW.9-10.2.a-b.** With guidance and support, write to convey ideas. Ex. Use a preprogrammed alternate keyboard to write about the school assembly (*like it*). Ex. Work with a teacher using two-switch step scanning to scan through the letters of the alphabet directing the teacher to "go to the next one," and "write that one down," in order to select letters to use in writing about school. Ex. Using word prediction software and with a teacher's support and guidance, write about a favorite activity in class (like going to a movie). **EEW.9-10.2.c-f.** N/A

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College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 10**	**Standard 3 (W.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.	**Quarter 1:**	**Quarter 2:** Identify multiple points of view in narratives Define and identify multiple plot lines Analyze multiple points of view of various narratives Analyze the use of multiple plot lines in narratives Use a variety of techniques to logically and sequence and connect events Analyze the relationships among experiences and events Design an organized sequence of events with dialogue to develop experiences, events, and/or characters Use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, characters Develop conclusions that reflects on	**Quarter 3:**	**Quarter 4:**

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.		what is experienced, observed, or resolved in a narrative Write a narrative to develop real or imagined experiences or events that: • engages the reader with a problem, situation, or observation and introduces a narrator and/or characters • establishes multiple points of view • uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters • uses a variety of transitions to develop a coherent sequence of events • uses appropriate precise, descriptive, and sensory language • includes a reflective conclusion that flows from what is experienced, observed, or resolved		

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students write a narrative that includes real or imagined experiences or events which: engage and orient reader set a problem, situation, or observation establish one or multiple points of view introduce narrator or characters create a smooth progression of experiences or events use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters vary techniques to sequence events to create a coherent	narrative effective technique well-chosen details well-structured event sequences engage and orient the reader multiple points of view smooth progression of experiences narrative techniques variety of techniques to sequence events coherent whole precise words and phrases	Students know that a narrative: can be real or imagined sets out a problem, situation, or observation establishes one or multiple points of view introduces a narrator and/or characters includes a smooth progression of experiences or events uses narrative techniques (dialogue, pacing, description, reflection, multiple plot lines) develops experiences and/or characters uses a variety of techniques to sequence events and create a	Students understand/ are able to write a real or imagined narrative that: sets out a problem, situation, or observation establishes one or multiple points of view introduces a narrator and/or characters includes a smooth progression of experiences or events uses narrative techniques (dialogue, pacing, description, reflection, multiple plot lines) develops experiences and/or characters uses a variety of techniques to sequence events and create a coherent whole conveys a vivid picture through precise words and phrases, telling details, and sensory language	**Level IV Students will:** **EEW.9-10.3.a-b.** Introduce an experience or situation and describe it including multiple characters and events in sequence. Ex. Write a story about a vacation including the people who went (e.g., *Mom and Dad and me went to the montuns* [mountains]) and several events (e.g., *We see deer. We ride up. We ride down.*). Ex. Write about an activity that happened after school including the names of the students involved and multiple events in sequence. Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), the actions (wind blows, water runs, mountains change). **EEW.9-10.3.c-e.** N/A **Level III Students will:** **EEW.9-10.3.a-b.** Introduce an experience or situation, at least one character, and describe multiple events in sequence. Ex. Write a story about a vacation (e.g., *We went to the montuns* [mountains]) and several events (e.g., *We see deer. We ride up. We ride down.*). Ex. Write about an event that happened after school including multiple events (e.g., *I go practis* [practice]. *Sing. Dans* [dance]). Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), the actions (wind blows, water runs, mountains change). **EEW.9-10.3.c-e.** N/A

whole

use precise words and phrases

use telling details

use sensory language

convey experiences and events vividly

use a conclusion that follows from narrated experiences or events | telling details

sensory language

vivid picture

conclusion | coherent whole

conveys a vivid picture through precise words and phrases, telling details, and sensory language

provides a conclusion that follows from and reflects on events included in the narrative | provides a conclusion that follows from and reflects on events included in the narrative

Students understand that narratives convey real or imagined experiences or events through deliberate use of sequencing, narrative technique to develop a unique voice, and point of view. | **Level II Students will:**
EEW.9-10.3.a-b. Introduce an experience or situation and include at least one character or event.
Ex. Write about vacation writing, *We go to the montuns* [mountains].
Ex. Write about an event that happened after school (e.g., *I go sing.*)
Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about [event]. The wind and water [did what two things] and [what happened to the mountains].).
EEW.9-10.3.c-e. N/A

Level I Students will:
EEW.9-10.3.a-b. With guidance and support, write about a personal experience.
Ex. Use word prediction software and teacher support and guidance (e.g., The teacher asks, "Where did you go? What did you see? Hear? Do?") to write about going to the mountains, selecting pictures of the people who went (*mom, dad, me*), and the events (*deer, chair lift, eat, TV*).
Ex. Use words or symbols provided by the teacher to write about daily events.
Ex. After seeing a photo from a field trip, use a multi-message device to communicate about the experience (*Go farm. Happy.*), which the teacher will write below the photo and read aloud as the student observes.
EEW.9-10.3.c-e. N/A |

College and Career Readiness (CCR) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	**Cluster: Production and Distribution of Writing**	**Grade: 10**	**Standard 4 (W.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.)	**Quarter 1:** Analyze the reason for writing a piece to decide on: • task • purpose • audience Determine suitable: • idea development strategies • organization • style appropriate to task purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience Additional underpinning learning targets are found Writing Standards 1, 2, 3,7, 8, 9)	**Quarter 2:** Analyze the reason for writing a piece to decide on: • task • purpose • audience Determine suitable: • idea development strategies • organization • style appropriate to task purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience Additional underpinning learning targets are found Writing Standards 1, 2, 3,7, 8, 9)	**Quarter 3:** Analyze the reason for writing a piece to decide on: • task • purpose • audience Determine suitable: • idea development strategies • organization • style appropriate to task purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience Additional underpinning learning targets are found Writing Standards 1, 2, 3,7, 8, 9)	**Quarter 4:** Analyze the reason for writing a piece to decide on: • task • purpose • audience Determine suitable: • idea development strategies • organization • style appropriate to task purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience Additional underpinning learning targets are found Writing Standards 1, 2, 3,7, 8, 9)

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students: are flexible in the use of development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose apply this skill to a variety of styles of writing (opinion, informative / explanatory, and narrative)	"clear and coherent writing" development organization style "appropriate to task, purpose, and audience" "grade-specific expectations"	Students know: qualities of clear and coherent writing purposes for a variety of types of writing potential audiences for a variety of types of writing techniques for developing ideas techniques for organizing writing techniques for creating consistent, appropriate style	Students understand/ are able to: produce clear and coherent writing analyze a writing task to determine what is required adapt writing to fulfill a specific purpose adapt writing to meet the needs of an audience develop ideas in a way appropriate to task and purpose organize thoughts in a way appropriate to task and purpose use style appropriate to task and purpose apply these skills to a variety of types of writing Students understand that the development, organization, and style of clear and coherent writing pieces are determined by task, purpose, and audience.	**Level IV Students will:** **EEW.9-10.4.** Produce coherent writing that is complete and appropriate to a particular task, purpose, and audience. Ex. Write directions in sequence to do a particular task. Ex. Make a list of things to assemble that will be needed for a class project. **Level III Students will:** **EEW.9-10.4.** Produce writing that is appropriate to a particular task, purpose, or audience. Ex. Make a list of things to pack for a trip using a talking word processor with word prediction software. Ex. Make a list of three or four steps needed to complete a task by responding to questions in graphic organizer software (e.g., List all the things you did. What did you do first? What did you do next? What was the last thing you did?), which is then converted to text outline and imported into talking word processor, where students expands on the notes and checks accuracy. **Level II Students will:** **EEW.9-10.4.** With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a word/picture bank projected on an interactive whiteboard combined with spelling to make a list of things to pack for a trip. Ex. Use a set of guidelines, word prediction software, and a talking word processor to write a letter with of application with an introduction, body, and a closing. **Level I Students will:** **EEW.9-10.4.** With guidance and support, write. Ex. Use a keyboard to type letters interactively with a peer who provides a model by writing conventionally but simply. Ex. Use a multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of free choice activities and then types letter-by-letter about each activity.

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College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Strand: Writing		**Cluster: Production and Distribution of Writing**	**Grade: 10**	**Standard 5 (W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	**Quarter 1:** Recognize how and when to: • plan • revise • edit • rewrite • try a new approach Recognize significant information for the needs of: • audience • purpose Develop and strengthen writing as needed by: • planning • revising • editing • rewriting • trying a new approach Determine focus on: what is most significant for a specific purpose what is significant for a specific audience **Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)**	**Quarter 2:** Recognize how and when to: • plan • revise • edit • rewrite • try a new approach Recognize significant information for the needs of: • audience • purpose Develop and strengthen writing as needed by: • planning • revising • editing • rewriting • trying a new approach Determine focus on: what is most significant for a specific purpose what is significant for a specific audience **Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)**	**Quarter 3:** Recognize how and when to: • plan • revise • edit • rewrite • try a new approach Recognize significant information for the needs of: • audience • purpose Develop and strengthen writing as needed by: • planning • revising • editing • rewriting • trying a new approach Determine focus on: what is most significant for a specific purpose what is significant for a specific audience **Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)**	**Quarter 4:** Recognize how and when to: • plan • revise • edit • rewrite • try a new approach Recognize significant information for the needs of: • audience • purpose Develop and strengthen writing as needed by: • planning • revising • editing • rewriting • trying a new approach Determine focus on: what is most significant for a specific purpose what is significant for a specific audience **Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)**

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students develop and strengthen writing by:

planning, revising, editing, rewriting, or trying a new approach to best address purpose and audience. | develop and strengthen writing as needed

planning

revising

editing

rewriting

trying a new approach

how well purpose and audience have been addressed

conventions | Students know:

qualities of well-developed and strong writing

techniques for planning writing

techniques for revising writing

techniques for editing writing

techniques for rewriting

a variety of approaches to writing

writing addresses a purpose and audience | Students understand/ are able to:

use planning, revision, editing, rewriting, or a new approach to strengthen writing

explain techniques used to make writing appropriate for purpose and audience

produce writing that is well-developed and strong

Students understand that planning, revising, editing, rewriting, trying a new approach, and focusing on how well purpose and audience have been addressed are critical to the development of strong writing pieces. | **Level IV Students will:**
EEW.9-10.5. Strengthen writing by planning and revising own writing and adding more information
Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail.
Ex. Develop outline before beginning the writing process (topic, three details, conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided.

Level III Students will:
EEW.9-10.5. Develop writing by planning and revising own writing by adding more information.
Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail.
Ex. Using a question framework (e.g., 5 W's and an H) in graphic organizer software, take turns entering information into the organizer, seek another peer partner group's feedback, and then add to the outline.
Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.

Level II Students will:
EEW.9-10.5. With guidance and support from adults and peers, develop writing by planning and revising own writing by adding more information.
Ex. After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the |

				writing.
				Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it.
				Level I Students will:
				EEW.9-10.5. With guidance and support from adults and peers, add more to writing to clarify message.
				Ex. When asked by an adult or peer to add more, select additional letters or words to add to the overall message.
				Ex. With teacher guidance and support and using word prediction software (e.g., The teacher asks, "What sound do you hear at the beginning of *cat*?"), and a talking word processor (e.g., The teacher says, "It said *car*. I thought you were trying to write *cat*. What can we change to make it say *cat*?"), label familiar pictures from a favorite text.

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College and Career Readiness (CCR) Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
Strand: Writing		**Cluster: Production and Distribution of Writing**	**Grade: 10**	**Standard 6 (W.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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Define flexible (e.g. continually updated) and dynamic (e.g. continually progressing with intensity and vigor) display of information Know how to keep links updated with current information Critique their own or others' products to update or maintain new and accurate information Determine appropriate information for links Use technology, including the Internet, to produce, revise, edit, and publish writing Demonstrate use of technology to update individual/shared writing Use technology to interact and collaborate with others for an intended purpose	**Quarter 4:**

			Demonstrate command of technology to link to appropriate sources of information	
			Use technology to display information flexibly and dynamically	

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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students: use technology to produce, publish, and update individual or shared writing use the Internet to produce, publish, and update individual or shared writing use technology to link to and display information flexibly and dynamically	use technology produce publish update individual writing shared writing technology's capacity to link to other information technology's capacity to display information flexibly and dynamically	Students know: technology can be used to produce, publish, and update individual or shared writing the Internet can be used to produce, publish, and update individual or shared writing techniques for using technology to link to and display information	Students understand/ are able to: use technology to produce, publish, and update individual or shared writing use the Internet to produce, publish, and update individual or shared writing use technology to link to and display information Students understand that technology and the Internet can be used to effectively and efficiently produce, publish, and update writing, present relationships between information and ideas, and interact and collaborate with others.	**Level IV Students will:** **EEW.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual writing products. Ex. Use technology to update, edit, and revise a piece of own writing. Ex. Use a talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki. Ex. Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment. **Level III Students will:** **EEW.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Ex. Use technology to add a sentence in an electronic shared writing product. Ex. Add words to sentences in an electronic shared writing product. Ex. Use online communication software to text message with an e-buddy in another classroom or school. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.

				Level II Students will:
				EEW.9-10.6. With guidance and support, use technology, including the Internet, to produce, publish, and update shared writing products.
				Ex. After reviewing and discussing a shared writing product, add words to sentences in the electronic shared writing product.
				Ex. Having sent an e-mail to an adult, read their response seeking additional information or clarification, and write a new e-mail to address the request.
				Ex. Use an alternative keyboard programmed with the day's activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.
				Level I Students will:
				EEW.9-10.6. With guidance and support, use technology to write.
				Ex. Use a keyboard to type letters and words interactively with a peer or an adult who types simple, conventionally spelled messages.
				Ex. Use a keyboard programmed for only alphabet letters and a space bar, word prediction software, and a talking word processor with a peer model to take turns typing text messages to one another.

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College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
Strand: Writing		**Cluster: Build and Present Knowledge**	**Grade: 10**	**Standard 7 (W.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.	**Quarter 1:**	**Quarter 2:** Identify: • appropriate short and sustained research topics • multiple sources on the subject of the research Use reference materials (both print and electronic material) appropriately Narrow or broaden the inquiry when appropriate Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to	**Quarter 3:** Identify: • appropriate short and sustained research topics • multiple sources on the subject of the research Use reference materials (both print and electronic material) appropriately Narrow or broaden the inquiry when appropriate Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to	**Quarter 4:**

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		answer a question Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem	answer a question Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem	

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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students conduct short as well as more sustained research projects that:

answer self-generated questions or solve a problem

narrow or broaden the inquiry when appropriate

synthesize multiple sources on the subject

demonstrate understanding of the subject | conduct

short research project

more sustained research projects

answer a question

self-generated question

solve a problem

narrow the inquiry

broaden the inquiry

synthesize multiple sources

demonstrate understanding | Students know:

research answers a self-generated question or solves a problem

research needs to be narrowed or broadened when appropriate

research synthesizes multiple sources

demonstrates understanding of the subject

vocabulary: synthesizes | Students understand/ are able to:

use research to answer a self-generated question or solve a problem

narrow or broaden research when appropriate

synthesize multiple sources

demonstrate understanding of the subject through research

Students understand that research is a process that involves answering a focused or self-generated question, investigating and synthesizing several varied sources, and developing subject-specific understanding . | **Level IV Students will:**
EEW.9-10.7 Conduct short research projects to answer questions posed by self and others using multiple sources of information.
Ex. Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his or her own.
Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so.

Level III Students will:
EEW.9-10.7. Conduct short research projects to answer questions posed by self and others using multiple sources of information.
Ex. Interact with two websites using a screen reader to access the information in order to answer a question posed by the teacher and to generate two questions.
Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit two websites to answer questions they posed in the W column and take notes in the L column as they do so.

Level II Students will:
EEW.9-10.7. Conduct short research projects to answer questions using one or more sources of information.
Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer.
Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" Water *in oshun* [ocean].). |

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				Level I Students will: **EEW.9-10.7.** With guidance and support, answer questions based on a text or other sources of information. Ex. With guidance and support, answer a yes or no question about an experience described in a text they have authored using word prediction software with a topic-specific dictionary. Ex. With guidance and support, answer multiple-choice questions about information provided in a text that they have co-authored with a peer about a favorite school activity. Ex. Use word prediction software to answer questions about an illustration from a favorite text inserted in a digital document, and, if spelling is unclear, answer yes or no questions about their answer.

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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Writing		**Cluster: Build and Present Knowledge**	**Grade: 10**	**Standard 8 (W.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.	**Quarter 1:**	**Quarter 2:** Recognize authoritative digital and print sources Cite in standard formats Perform an advanced search Define and identify plagiarism Gather relevant information from multiple print and digital sources Assess the usefulness/ authoritative print of each source in answering the research question Integrate information into text selectively to: • maintain flow of ideas • avoid plagiarism Use advanced searches effectively	**Quarter 3:** Recognize authoritative digital and print sources Cite in standard formats Perform an advanced search Define and identify plagiarism Gather relevant information from multiple print and digital sources Assess the usefulness/ authoritative print of each source in answering the research question Integrate information into text selectively to: • maintain flow of ideas • avoid plagiarism Use advanced searches effectively	**Quarter 4:**

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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students learn relevant information from multiple authoritative print and digital sources by: effectively using advanced searches assessing the usefulness of each source in answering research questions integrating information into the text to maintain flow of ideas avoiding plagiarism following standard citation format	gather relevant information multiple authoritative print sources multiple authoritative digital sources using advanced searches effectively integrate information maintain flow of ideas avoiding plagiarism standard format for citation	Students know: advanced search types and procedures qualities of authoritative sources common print and digital sources techniques for assessing usefulness of sources techniques for integrating information in to original writing to maintain flow of ideas rules regarding use of outside sources in original writing definition and detection of plagiarism techniques for avoiding plagiarism	Students understand/ are able to: use advanced search types and procedures identify authoritative print and digital sources assess usefulness of sources integrate information into original writing to maintain flow of ideas apply rules regarding use of outside sources in original writing avoid plagiarism follow standard format for citation Students understand that research involves systematically gathering information from multiple authoritative print and digital sources while avoiding plagiarism, integrating the strongest choices, and creating a standard bibliography.	**Level IV Students will:** **EEW.9-10.8.** Select information, including quotes, from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites. Ex. Given a problem and bookmarked websites, use at least two sources to show a solution to the problem. **Level III Students will:** **EEW.9-10.8.** Select information from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic. Then, use the information to answer questions. **Level II Students will:** **EEW.9-10.8.** With guidance and support, select information from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site and copy/paste information to answer the questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use word prediction software with a talking word processor to write their answers. **Level I Students will:** **EEW.9-10.8.** With guidance and support, use information from one source

		standard citation processes vocabulary: citation, authoritative		to answer a question. Ex. Given a guiding question, use a single message voice output communication device to say, "That's it" when the teacher reads something from a teacher-selected text that answers the question. Ex. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a *what* or *where* question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, space bar, and a period, write an answer.

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College and Career Readiness (CCR) Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 10**	**Standard 9 (W.10.9)**
Draw evidence from literary or 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 or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	**Quarter 1:**	**Quarter 2:** Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text	**Quarter 3:** Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text	**Quarter 4:**

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students critically read literary or informational texts and use writing to:

analyze how an author draws on and transforms source material in a specific work

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 | literary text

informational text

analysis

reflection

research

draws on and transforms

source material

delineate

evaluate

argument

specific claims

reasoning is valid

evidence is relevant

evidence is | Students know:

elements of analytical, reflective, and research-based writing

techniques for critical reading of literature and literary nonfiction

techniques for note-taking during and after reading

how authors draw on and transform literary sources to develop an idea

how authors draw on and transform knowledge from informational sources to develop an idea

arguments and claims should be sound, relevant, valid, and supported by reasons and evidence | Students understand/ are able to:

use elements of analytical, reflective, and research-based writing

use techniques for critical reading of literature and literary nonfiction

apply techniques for note-taking during and after reading

apply techniques for composing academic writing including descriptions, explanations, and comparisons and contrasts

explain how authors draw on and transform literary sources to develop an idea

explain how authors draw on and transform knowledge from informational sources to develop an idea

delineate and evaluate arguments and claims | **Level IV Students will:**
EEW.9-10.9.a. Apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Determine how an author has drawn upon or included references to another text.").
Ex. After reading to determine how an author has related information from a previous book in a series to a later book in the same series, write about it.
Ex. After reading to determine how information from one author's text is found in another author's text, write about it.
EEW.9-10.9.b. Apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Use evidence and statements to support an argument.").
Ex. Write answers to questions about whether key details support the central idea or claim of an author in the text.

Level III Students will:
EEW.9-10.9.a. Apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author references one text to another text.").
Ex. After reading to identify when an author has drawn upon another text, write about the text that was drawn upon.
Ex. After reading two stories on similar topics, write the parts of the texts that are the same.
EEW.9-10.9.b. Apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument.")
Ex. Read a text to determine which claims are fact and then make a list of those facts.
Ex. Read a book to determine the author's point of view and then write selected phrases from the text that support it. |

	sufficient false statements fallacious reasoning (familiar with grade 9 - 10 reading standards)		Students understand that analysis, reflection, and research are strengthened by citing relevant evidence from both literature and informational texts.	Ex. Complete the L column of a KWL chart, answering questions they posed with text evidence, noting the page where answers were found. **Level II Students will:** **EEW.9-10.9.a.** With guidance and support, apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author references one text to another text."). Ex. After reading two stories on similar topics, using teacher guidance and support as needed, write the parts of the texts that are the same using word prediction software and a talking word processor. Ex. Given two stories about the same character (e.g., two cultural representations of the Cinderella story), write about what is the same about the character in both stories using teacher guidance and support as needed, word prediction software, and a talking word processor. **EEW.9-10.9.b.** With guidance and support, apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument."). Ex. Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts. Ex. After reading a book with an adult to determine the author's point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts. **Level I Students will:** **EEW.9-10.9.a.** With guidance and support from adults and peers, participate in shared writing activities that apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author references one text to another text."). Ex. After reading two very basic texts on similar topics, indicate "same" or "different" as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart.

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				Ex. After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references or quotes in each message, and the student identifies it with teacher guidance and support, and using word prediction software and a talking word processor types a message indicating the text line and page of the reference or quote and a comment about it. **EEW.9-10.9.b.** With guidance and support, participate in group writing activities applying Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., "Delineate statements that support an argument."). Ex. Use voice output communication devices to interact with peers during collaborative writing projects, asking them to read aloud and point to text as they do so, and indicating "yes" or "no" to keep the information in the text. For "no" responses, peers will defend evidence with text references or eliminate as directed. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.

College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Writing		**Cluster: Range of Writing**	**Grade: 10**	**Standard 10 (W.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.	**Quarter 1:** Recognize: • task • audience • purposes Determine when to write: • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) Determine organizational structure for a range of tasks, purposes, and audiences Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)	**Quarter 2:** Recognize: • task • audience • purposes Determine when to write: • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) Determine organizational structure for a range of tasks, purposes, and audiences Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)	**Quarter 3:** Recognize: • task • audience • purposes Determine when to write: • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) Determine organizational structure for a range of tasks, purposes, and audiences Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)	**Quarter 4:** Recognize: • task • audience • purposes Determine when to write: • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) Determine organizational structure for a range of tasks, purposes, and audiences Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
With practice and support, students: produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames.	write routinely range of tasks, purposes, and audiences extended time frames shorter time frames	Students know: techniques for writing in short and/or extended time frames task specific writing procedures techniques for creating writing appropriate for specific audiences and purposes	Students understand/ are able to: complete various pieces of writing over varying lengths of time organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings Students understand that writing pieces are organized and developed based on task, audience, and purpose.	**Level IV Students will:** **EEW.9-10.10.** N/A. **Level III Students will:** **EEW.9-10.10.** Write routinely over time for a range of tasks, purposes, and audiences. Ex. Write a note to the principal about an upcoming event and return to it the next day to revise and complete it before it is sent to the principal. Ex. Write a research report for social studies class, working on it for several days adding more information to address the areas in the teacher's rubric. **Level II Students will:** **EEW.9-10.10.** With guidance and support, write routinely over time for a variety of tasks, purposes, and audiences. Ex. Using word prediction software with a topic-specific dictionary and a talking word processor on the computer, write notes to the school principal and the teacher about an upcoming event. Ex. Using word prediction software with a topic-specific dictionary and a talking word processor, complete a short research report and then review and revise it. Ex. With guidance and support, write labels to go with a display for a group research project. **Level I Students will:** **EEW.9-10.10.** With guidance and support, communicate routinely for a variety of purposes and audiences. Ex. After shared reading of an informational passage and repeating a word or

				phrase from the passage, use a multiple message voice output device and models from an adult communication partner to make comments during group writing projects which are written on a comments page and read aloud to the student by a peer. Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student.

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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 10**	**Standard 1 (SL.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. 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. 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	**Quarter 1:** Identify key supporting ideas from reading and research as well as in context of larger themes and issues Describe guidelines for collegial discussion Describe ways to make collaborative decisions (e.g., informal consensus) Know how to ask thought-provoking questions Identify new information posed during discussion Identify conclusions posed during discussion or in text Evaluate collegial discussion and decision-making processes used Determine goals, deadlines, and individual roles for discussion groups 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	**Quarter 2:** Identify key supporting ideas from reading and research as well as in context of larger themes and issues Describe guidelines for collegial discussion Describe ways to make collaborative decisions (e.g., informal consensus) Know how to ask thought-provoking questions Identify new information posed during discussion Identify conclusions posed during discussion or in text Evaluate collegial discussion and decision-making processes used Determine goals, deadlines, and individual roles for discussion groups 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	**Quarter 3:** Identify key supporting ideas from reading and research as well as in context of larger themes and issues Describe guidelines for collegial discussion Describe ways to make collaborative decisions (e.g., informal consensus) Know how to ask thought-provoking questions Identify new information posed during discussion Identify conclusions posed during discussion or in text Evaluate collegial discussion and decision-making processes used Determine goals, deadlines, and individual roles for discussion groups 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	**Quarter 4:** Identify key supporting ideas from reading and research as well as in context of larger themes and issues Describe guidelines for collegial discussion Describe ways to make collaborative decisions (e.g., informal consensus) Know how to ask thought-provoking questions Identify new information posed during discussion Identify conclusions posed during discussion or in text Evaluate collegial discussion and decision-making processes used Determine goals, deadlines, and individual roles for discussion groups 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

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.	Analyze evidence that supports personal opinions and ideas as well as those of others Evaluate personal conclusions and the conclusions of others Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Facilitate discussions over designated grade 9-10 topics Collaborate to develop guidelines for successful discussion and decision-making Follow agreed-upon guidelines for discussion Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement Reference evidence from texts and research to support comments and ideas 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 Make connections to new evidence or reasoning posed to justify personal viewpoints	Analyze evidence that supports personal opinions and ideas as well as those of others Evaluate personal conclusions and the conclusions of others Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Facilitate discussions over designated grade 9-10 topics Collaborate to develop guidelines for successful discussion and decision-making Follow agreed-upon guidelines for discussion Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement Reference evidence from texts and research to support comments and ideas 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 Make connections to new evidence or reasoning posed to justify personal viewpoints	Analyze evidence that supports personal opinions and ideas as well as those of others Evaluate personal conclusions and the conclusions of others Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Facilitate discussions over designated grade 9-10 topics Collaborate to develop guidelines for successful discussion and decision-making Follow agreed-upon guidelines for discussion Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement Reference evidence from texts and research to support comments and ideas 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 Make connections to new evidence or reasoning posed to justify personal viewpoints	Analyze evidence that supports personal opinions and ideas as well as those of others Evaluate personal conclusions and the conclusions of others Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Facilitate discussions over designated grade 9-10 topics Collaborate to develop guidelines for successful discussion and decision-making Follow agreed-upon guidelines for discussion Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement Reference evidence from texts and research to support comments and ideas 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 Make connections to new evidence or reasoning posed to justify personal viewpoints

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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students initiate and participate in a range of collaborative discussions with a variety of diverse participants, demonstrating the ability to: be prepared by reading or researching required materials refer to evidence in order to explore and initiate discussions with ideas gained from preparation set rules for collegial discussions and decision-making propel conversations by asking questions that connect the ideas of several speakers and broad themes contribute relevant evidence, observations, and ideas recognize and respond thoughtfully to new	range of collaborative discussions diverse partners grade 9-10 topics, texts, and issues rules for collegial discussions and decision-making informal consensus diverse perspectives track progress toward specific goals and deadlines individual roles	Students know: types of collaborative groups understanding of 9-10 texts, topics and issues other's ideas can be adapted to fit their own techniques to clearly express their own ideas techniques of persuasion to express ideas preparatory techniques for group discussions techniques to integrate research and evidence to stimulate discussion rules for decision making norms and rules for collegial discussions	Students understand/ are able to: prepare for and participate in collaborative discussions by reading, researching, investigating, and reflecting use evidence gained during preparation to explore and express ideas during the discussion listen attentively to discussions about grade 9-10 topics, texts, and issues contribute to discussions about grade 9-10 topics, texts, and issues set rules for collegial discussions and decision-making contribute to and move collegial discussions forward by incorporating other's ideas use other's ideas to build their own opinions Respond to diverse perspectives	**Level IV Students will:** **EESL.9-10.1.a.** Prepare for discussions by collecting information on the topic and referring to it in the discussion. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic, and then refer to that list during a discussion on the topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information, and then refer to that highlighted information during a discussion on the topic. Ex. In preparation for a discussion, preprogram information about a topic on a multiple message voice output device and then use the preprogrammed messages during a discussion. **EESL.9-10.1.b.** Work with peers to set rules for discussions and follow those rules during the discussion. Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides, and then follow the rules during the ensuing discussion. Ex. Work with peers to select rules they will follow from a list of possibilities, and then follow those rules during the discussion. **EESL.9-10.1.c.** Ask and answer questions to verify or clarify own ideas and understandings during a discussion. Ex. Participate in a discussion on an assigned topic by asking questions to clarify or verify comments by peers (e.g., "What did you mean?" "Where did you find out?") and responding to questions to clarify own comments (e.g., "I don't know." "I saw it in this movie."). Ex. While participating in a discussion, ask questions while peers are speaking to clarify their comments (e.g., "What does that mean?") and answer questions posed by peers to verify own information (e.g., "Let me show you."). **EESL.9-10.1.d.** Clarify own views during discussions.

information expressed by others summarize points of agreement or disagreement qualify or justify own views, if necessary		the process of informal consensus and taking votes techniques to propel conversation by relating to larger ideas techniques to bring others into conversation application techniques to clarify, verify or challenge ideas summarizing techniques techniques to justify their own views	summarize points of agreement or disagreement ask questions that connect ideas of several speakers contribute relevant evidence, observations, and ideas acknowledge new information expressed by others qualify or justify their views based on new evidence expressed during the discussion use reasoning and evidence to make new connections Students understand that engaging in effective collaborative discussions involve preparation, following rules for collegial discussions, posing and responding to questions, elaborating details, understanding multiple perspectives, and possibly modifying their own views.	Ex. After stating own view (e.g., "I think the order is wrong."), a peer seeks clarification (e.g., "What is wrong?"), and the student clarifies (e.g., "This one goes first."). Ex. During a discussion with peers, one peer says, "[Student] thinks this is a waste of time." The student clarifies, "No, I don't. It is important." **Level III Students will:** **EESL.9-10.1.a.** Prepare for discussions by collecting information on the topic. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information. **EESL.9-10.1.b.** Work with peers to set rules for discussions. Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides. Ex. Work with peers to select rules they will follow from a list of possibilities. **EESL.9-10.1.c.** Ask and answer questions during a discussion. Ex. During a discussion, use preprogrammed questions on a multiple message voice output device to ask questions or peers (e.g., "Why?" "When did that happen?" "How do you know?"), and respond to questions by pointing to prepared responses or using the device to construct responses. Ex. During a discussion, answer questions about own contributions (e.g., "What else do you know?") and ask questions of others (e.g., "Then what happened?"). **EESL.9-10.1.d.** Indicate agreement or disagreement with others during discussions. Ex. During a discussion about an assigned topic, indicate agreement with the speaker by nodding or offering verbal confirmation, "yeah" or "me too". Ex. During a discussion, one peer says, "I think we're done." and the student agrees, "Yeah, done."

				Level II Students will:
				EESL.9-10.1.a. Prepare for discussions by collecting information on the topic with a group.
				Ex. In preparation for a discussion, work with a peer or group of peers reading and/or listening to text or other multiple media sources to create a list of facts about an assigned topic.
				Ex. In preparation for a discussion, work with a peer or group of peers to read with text displayed on an interactive whiteboard and highlight the important information.
				EESL.9-10.1.b. Follow rules for discussions.
				Ex. Given that the group decided they would take turns, take turns during the discussion.
				Ex. Given that the group decided they would stick to the topic, remain on the topic of the discussion.
				EESL.9-10.1.c. Ask or answer questions during a discussion.
				Ex. Answer questions posed by peers during a discussion (using "yes" or "no" responses or single words, activating a voice output device with preprogrammed messages, or pointing to a picture).
				Ex. Ask peers questions during a discussion (e.g., using single words such as *who, what, where*; single words with a rising intonation; or activating a voice output device with preprogrammed messages, "Can you tell me more?").
				EESL.9-10.1.d. State own views during a discussion.
				Ex. During a discussion, tell the group, "That is the most important part."
				Ex. During a discussion, share views about a topic that the student preprogrammed into a multiple message voice output device.
				Level I Students will:
				EESL.9-10.1.a. With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion.
				Ex. In preparation for a discussion, practice selecting four different messages

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				from a multiple message voice output device programmed by the teacher, and then share the messages during a discussion.
				Ex. In preparation for a discussion, preview a message on a single message voice output device programmed by a peer by activating the message and attending to the peer's explanation, and then activate the message during the ensuing group discussion.
				EESL.9-10.1.b. Follow the discussion.
				Ex. Demonstrate attention to the discussion by nodding, gesturing, or vocalizing appropriately in response to peers and the teacher.
				Ex. Indicate agreement to include a group rule by activating a single message voice output device (e.g., "That's a good idea.").
				EESL.9-10.1.c. Participate in a discussion.
				Ex. During a discussion, use a preprogrammed multiple message voice output device to comment (e.g., "That's interesting." or "I know something about that.").
				Ex. During a discussion, use a preprogrammed single message voice output to comment during a discussion.
				EESL.9-10.1.d. Participate in a discussion.
				Ex. See EESL.9-10.1.c.

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College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 10**	**Standard 2 (SL.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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally) Define credibility Define accuracy Integrate multiple sources of information presented in: • diverse media • formats (e.g., visually, quantitatively, orally) Evaluate the credibility of each source Evaluate the accuracy of each source

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
During or after listening or viewing, students: integrate multiple sources of information from diverse media formats evaluate credibility and accuracy of the sources	integrate multiple sources of information diverse media and formats (e.g., visually, quantitatively, orally) evaluating credibility accuracy	Students know: techniques to integrate multiple sources of information seen or heard in diverse media formats techniques for evaluating credibility of sources from a variety of media formats techniques for evaluating accuracy of sources from a variety of media formats	Students understand/ are able to: integrate multiple sources of information seen or heard in a variety of media or formats evaluate credibility of sources from a variety of media or formats evaluate accuracy of sources from a variety of media or formats Students understand that listeners or viewers form a thorough understanding of a topic, text, or issue by evaluating the credibility and accuracy of information presented in diverse media and formats.	**Level IV Students will:** **EESL.9-10.2.** Determine the credibility of information presented across diverse media or formats. Ex. Compare information on one topic from two or more Internet sources. Ex. Compare information on a topic in a book with the same topic described on the Internet. **Level III Students will:** **EESL.9-10.2.** Determine the credibility of information presented in diverse media or formats. Ex. Use strategies to confirm the credibility of information gathered (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.). Ex. Check information gathered from one source with the information presented on the same topic in another source in order to determine its credibility. **Level II Students will:** **EESL.9-10.2.** Identify information presented in diverse media or formats. Ex. Search the web using terms related to the topic in order to find information about a specific topic. Ex. Look in the index of a book to find a reference to information on an assigned topic. Ex. Stop a video at the appropriate point where information on a particular topic is being shared. **Level I Students will:** **EESL.9-10.2.** With guidance and support, identify information presented in diverse media or formats. Ex. Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic. Ex. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard.

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College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 10**	**Standard 3 (SL.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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Define and identify: • fallacious reasoning • exaggerated evidence • distorted evidence in a speech Define and identify a speaker's: • point of view • reasoning • use of rhetoric • use of evidence Evaluate a speaker's: • point of view • reasoning • use of evidence • use of rhetoric

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
During or after listening or viewing, students: evaluate a speaker's point of view evaluate a speaker's use of reasoning, evidence, and rhetoric identify fallacious reasoning and exaggerated or distorted evidence	evaluate point of view reasoning evidence rhetoric identify fallacious reasoning exaggerated evidence distorted evidence	Students know: techniques for attentive listening techniques for noticing and recording a speaker's point of view, reasoning, and use of evidence techniques of rhetoric used in speaking elements of fallacious reasoning techniques techniques for evaluating exaggeration or distortion of evidence	Students understand/ are able to listen attentively to a speaker to: notice and record speaker's point of view, reasoning, and use of evidence explain how a speaker uses rhetoric identify any fallacious reasoning identify exaggerated or distorted evidence Students understand that discerning listening involves critiquing and evaluating.	**Level IV Students will:** **EESL.9-10.3.** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported). Ex. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion. Ex. Given a written record (notes) of the claims a speaker made, highlight each of the claims that are fact and those that are opinion. Ex. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher. **Level III Students will:** **EESL.9-10.3.** Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported). Ex. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion. Ex. After a peer makes a claim about a text being read and discussed, determine whether the claim is supported by the text. **Level II Students will:** **EESL.9-10.3.** Identify whether claims made by a speaker regarding a known topic are fact or opinion. Ex. Given claims made by a speaker regarding a topic that is known to the student (e.g., *It always snows when it is cold.*), identify whether the claim is true. Ex. While listening to the morning announcements, determine whether announcements are fact (e.g., Tomorrow is an early release day.) or opinion (e.g., Saturday's dance is sure to be the best ever.). **Level I Students will:** **EESL.9-10.3.** Identify facts about self. Ex. Given a list of facts about students in the class, identify those that are facts about self (e.g., I am a boy. I have brown hair. I have green eyes.).

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College and Career Readiness (CCR) Anchor Standard 4: 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.				
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 10**	**Standard 4 (SL.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.	**Quarter 1:**	**Quarter 2:** Identify: • information • findings • supporting evidence Recognize that presentation of information is determined by analysis of: • purpose • audience • task Recognize what constitutes clear, concise, and logical presentation of information and findings Determine: • supporting evidence • logical organization and • appropriate development • appropriate substance • appropriate style	**Quarter 3:**	**Quarter 4:** Identify: • information • findings • supporting evidence Recognize that presentation of information is determined by analysis of: • purpose • audience • task Recognize what constitutes clear, concise, and logical presentation of information and findings Determine: • supporting evidence • logical organization and • appropriate development • appropriate substance • appropriate style

		for purpose, audience, and task Present: • information • findings • supporting evidence clearly, concisely, and logically such that listeners can following the line of reasoning and the: • organization • development • substance • style are appropriate to: • purpose • audience • task		for purpose, audience, and task Present: • information • findings • supporting evidence clearly, concisely, and logically such that listeners can following the line of reasoning and the: • organization • development • substance • style are appropriate to: • purpose • audience task

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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students orally present information, findings, and supporting evidence:

clearly, concisely, and logically

in a way that allows listeners to follow the line of reasoning

with organization appropriate to purpose, audience, and task

with development appropriate to purpose, audience, and task

with substance appropriate to purpose, audience, and task

with style appropriate to purpose, audience, and task | information

findings

supporting evidence

clearly, concisely, and logically

line of reasoning

organization

development

substance

style

purpose

audience

task | Students know:

techniques for orally presenting information, findings, and supporting evidence

techniques for orally presenting information clearly, concisely, and logically

importance of considering the audience when presenting

techniques for presenting information with a clear line of reasoning

techniques for organizing and developing the substance of an argument and task | Students understand/ are able to:

orally present information, findings and supporting evidence

orally present information clearly, concisely and logically

orally present information using a clear line of reasoning

use organization, development, substance, and style appropriate to purpose, audience, and task

Students understand that the technique, ideas, and organization of a speaker impact the engagement and understanding of the audience. | **Level IV Students will:**
EESL.9-10.4. Present information and supporting evidence logically with an organization that is appropriate to the purpose, audience, and task.
Ex. Given the assignment to present information to teach others how to complete a task, gather the information with supporting evidence, organize it, and present it to the class.
Ex. Match information with supporting evidence, organize it to display in a multimedia presentation, and present it to the group (e.g., PowerPoint notes with PowerPoint presentation).

Level III Students will:
EESL.9-10.4. Present information logically with an organization that is appropriate to the purpose, audience, and task.
Ex. Create a presentation for parents about a project the class completed that begins with a picture of the final product and then explains each step and presents it at an open house.
Ex. Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with important details that appear throughout.
Level II Students will:
EESL.9-10.4. Present information.
Ex. Share information on assigned topic that has been prepared with peers.
Ex. Assist peers in presenting information that has been compiled working with the group.
Level I Students will:
EESL.9-10.4. Communicate with peers on an assigned topic.
Ex. Speak, sign, use symbols or technology to share an idea on a topic with peers (e.g., "Dogs are good pets."). |

College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 10**	**Standard 5 (SL.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.	**Quarter 1:**	**Quarter 2:** Recognize digital media Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence Evaluate the usefulness of digital media in presentations to add interest Use digital media strategically in presentations to: • enhance understanding • add interest	**Quarter 3:**	**Quarter 4:** Recognize digital media Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence Evaluate the usefulness of digital media in presentations to add interest Use digital media strategically in presentations to: • enhance understanding • add interest

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students include multimedia components and visual displays to: clarify information strengthen claims and evidence add interest in presentations	integrate multimedia visual displays presentations clarify information strengthen claims and evidence add interest	Students know: varied multimedia components techniques to integrate multimedia and visual displays into presentations when multimedia components and visual displays can be used for clarification, emphasis, and interest techniques for creating multimedia components or visual displays for clarification, emphasis, and interest	Students understand/ are able to: clarify information strengthen claims and evidence add interest to a presentation through the integration of multimedia components and visual displays Students understand that a speaker can clarify, emphasize information, and add interest through multimedia components and visual displays	**Level IV Students will:** **EESL.9-10.5.** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest. Ex. Use a combination of text, graphics, and video clips in a presentation about their own responsibilities as part of a unit on personal responsibility. Ex. Strategically place text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic. **Level III Students will:** **EESL.9-10.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. Ex. Put text and graphics together in a multimedia presentation about their own responsibilities as part of a unit on personal responsibility. Ex. Place a text and graphic images on a tri-fold science display and use it to support an oral presentation. **Level II Students will:** **EESL.9-10.5.** Select an image or other digital media to add to a presentation. Ex. Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation. Ex. Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation. **Level I Students will:** **EESL.9-10.5.** Assist with media presentation. Ex. Indicate approval of images a peer has selected to include in a media presentation. Ex. Use a switch to give a presentation prepared with a group of peers.

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College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 10**	**Standard 6 (SL.10.6)**
	Quarter 1:	**Quarter 2:** Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings Evaluate audience needs (including perceptions and misconceptions) Distinguish between formal and informal speech Analyze the situation to determine if it requires formal or informal language Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when appropriate **(The underpinning learning targets are found in Language Standards 1 and 3)**	**Quarter 3:**	**Quarter 4:**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)				

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students: adapt speech to a variety of contexts and tasks. demonstrate command of speaking in formal English when indicated or appropriate	adapt speech variety of contexts and tasks demonstrating command of formal English when indicated or appropriate	Students know: what types of contexts call for formal English techniques for evaluating whether formal English is appropriate to a task and situation vocabulary: formal English	Students understand/ are able to: adapt their speech appropriately to task and situation demonstrate command of formal English when appropriate to task and situation Students understand that a speaker is flexible in his/her use of language and technique based on task and situation.	**Level IV Students will:** N/A **Level III Students will:** **EESL.9-10.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. Ex. Shift from informal communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., holds up milk carton and says, "help") to complete sentences when an adult stops to ask a question (e.g., "We can go now."). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers. **Level II Students will:** **EESL.9-10.6.** Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. Expand an initial single-word communication to a complete sentence when asked (e.g., The student says, "more" and expands it to say, "I want more." when asked). Ex. Use a multiple message voice output device to expand an initial communication to a complete sentence (e.g., The student uses a multiple message voice output device to say, "bad class," and expands it to say, "The class was bad." when asked to say it in a complete sentence.). Ex. Use a multiple voice output device to expand an initial communication

				when asked for clarification (e.g., The student says, "basketball game," a peer says "What about the basketball game?," and the student says, "See basketball game?").
				Level I Students will: **EESL.9-10.6.** Communicate in a variety of contexts. Ex. When working with peers, eye gazes to choices offered by peers to make choices and contribute. Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities.

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College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Strand: Language		**Cluster: Conventions of Standard English**	**Grade: 10**	**Standard 1 (L.10.1)**
	Quarter 1: Define and identify parallel structure Recognize various types of phrases: • noun • verb • adjectival • adverbial • participial • prepositional • absolute Identify types of clauses: • independent, dependent • noun, relative, adverbial Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to: • add variety and interest to writing • convey specific meanings in writing	**Quarter 2:** Define and identify parallel structure Recognize various types of phrases: • noun • verb • adjectival • adverbial • participial • prepositional • absolute Identify types of clauses: • independent, dependent • noun, relative, adverbial Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to: • add variety and interest to writing	**Quarter 3:** Define and identify parallel structure Recognize various types of phrases: • noun • verb • adjectival • adverbial • participial • prepositional • absolute Identify types of clauses: • independent, dependent • noun, relative, adverbial Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to: • add variety and interest to writing	**Quarter 4:** Define and identify parallel structure Recognize various types of phrases: • noun • verb • adjectival • adverbial • participial • prepositional • absolute Identify types of clauses: • independent, dependent • noun, relative, adverbial Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to: • add variety and interest to writing • convey specific meanings in
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.				

Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: • add variety and interest to presentations convey specific meanings in presentations	• convey specific meanings in writing Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: • add variety and interest to presentations convey specific meanings in presentations	• convey specific meanings in writing Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: • add variety and interest to presentations convey specific meanings in presentations	writing Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: • add variety and interest to presentations • convey specific meanings in presentations

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students, depending on the intended audience and purpose: demonstrate command of the conventions of standard English grammar when writing or speaking The student's writing and/or speaking is easily understood by the intended audience because of appropriate standard English grammar and usage (e.g. use of parallel structure; use of various types of phrases and clauses to convey meaning and add variety).	parallel structure noun phrase verb phrase adjectival phrase adverbial phrase participial phrase prepositional phrase absolute phrase independent clause dependent clause noun clause relative clause adverbial clause	Students know: correct grammar and usage impact how well a message is understood various types of phrases and clauses, and structures influence meaning and add interest vocabulary: parallel structure, types of phrases, types of clauses	Students understand/ are able to: apply conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience use various clauses, phrases and structures to convey a message Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.	**Level IV Students will:** **EEL.9-10.1.a-b.** N/A **Level III Students will:** **EEL.9-10.1.a.** N/A **EEL.9-10.1.b.** Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. Ex. Give an oral report on a topic (e.g., explain a simple process) using sentences that includes a variety of parts of speech. Ex. Write a brief, written report using sentences that includes a variety of parts of speech. **Level II Students will:** **EEL.9-10.1.a.** N/A **EEL.9-10.1.b.** Use complete sentences to convey information in spoken and written English. Ex. Write grammatically complete sentences when making entries in a journal. Ex. Use grammatically complete sentences to tell about science class. **Level I Students will:** **EEL.9-10.1.a.** N/A **EEL.9-10.1.b.** Understand the meaning of words. Ex. Selects from an array of pictures, objects, or other symbols to demonstrate understanding of spoken words.

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College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Strand: Language		**Cluster: Conventions of Standard English**	**Grade: 10**	**Standard 2 (L.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.	**Quarter 1:** Apply correct capitalization, punctuation, and spelling when writing Know rules for semicolon use Use a semicolon to link two or more closely related independent clauses Use a conjunctive adverb to link two or more closely related independent clauses Know rules for colon use Use a colon to introduce a list/quotation Recall and apply spelling rules Identify and correct misspelled words	**Quarter 2:** Apply correct capitalization, punctuation, and spelling when writing Know rules for semicolon use Use a semicolon to link two or more closely related independent clauses Use a conjunctive adverb to link two or more closely related independent clauses Know rules for colon use Use a colon to introduce a list/quotation Recall and apply spelling rules Identify and correct misspelled words	**Quarter 3:** Apply correct capitalization, punctuation, and spelling when writing Know rules for semicolon use Use a semicolon to link two or more closely related independent clauses Use a conjunctive adverb to link two or more closely related independent clauses Know rules for colon use Use a colon to introduce a list/quotation Recall and apply spelling rules Identify and correct misspelled words	**Quarter 4:** Apply correct capitalization, punctuation, and spelling when writing Know rules for semicolon use Use a semicolon to link two or more closely related independent clauses Use a conjunctive adverb to link two or more closely related independent clauses Know rules for colon use Use a colon to introduce a list/quotation Recall and apply spelling rules Identify and correct misspelled words

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students, depending on the intended audience and purpose: apply conventions of standard English, capitalization, punctuation, and spelling when writing The student's writing is easily understood by the intended audience because of appropriate standard English, capitalization, punctuation, and spelling usage (e.g. use of semicolon to link closely related independent clauses; use of colon to introduce list or quotation; correct spelling).	demonstrate command conventions of standard English capitalization punctuation spelling semicolon conjunctive adverb independent clause	Students know: correct grammar and usage impacts how well a message is understood vocabulary: semicolon, conjunctive adverb, independent clause, colon	Students understand/ are able to: apply conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience. This includes: using semicolons to link related independent clauses introducing lists or quotations with a colon Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.	**Level IV Students will:** **EEL.9-10.2.a.** Use correct punctuation when writing. Ex. Write a letter and include a comma after greeting and closing as well as ending punctuation throughout. Ex. Write a brief dialogue using quotation marks appropriately. **EEL.9-10.2.b.** N/A **EEL.9-10.2.c.** Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words. Ex. Using words from a story just read, write a letter to the character spelling the words correctly. Ex. Spell words with common roots and predetermined prefixes (e.g., un-, re-) when writing. **Level III Students will:** **EEL.9-10.2.a.** Use correct punctuation when writing. Ex. Write a series of sentences using correct ending punctuation on each sentence. **EEL.9-10.2.b.** N/A **EEL.9-10.2.c.** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. Ex. Given a list of focus words for the week, retell a story read, spelling focus words correctly. Ex. Given index cards with various word chunks, match cards to create words recited by the teacher. **Level II Students will:** **EEL.9-10.2.a.** Use correct punctuation when writing a sentence. Ex. Use correct punctuation in writing one simple sentence.

				EEL.9-10.2.b. N/A
				EEL.9-10.2.c. With guidance and support, spell familiar single-syllable words correctly.
				Ex. Use a word wall to spell words correctly when writing.
				Level I Students will:
				EEL.9-10.2.a. With guidance and support during shared writing, indicate the need to use any form of punctuation.
				EEL.9-10.2.b. N/A
				EEL.9-10.2.c. Demonstrate knowledge of capital letters.
				Ex. Identify the first letter of first name.
				Ex. Identify uppercase letters from an array of letters.
				Ex. Distinguish letters from numbers in an array.

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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Language		**Cluster: Knowledge of Language**	**Grade: 10**	**Standard 3 (L.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	**Quarter 1:**	**Quarter 2:** Understand how language functions in different context Identify and understand various guidelines in style manuals Recognize that the style of a written work should be appropriate to the discipline and writing type. Apply knowledge of language to: • understand how language functions differently in different contexts • to make effective choices for meaning or style to comprehend more fully when reading or writing Write and edit work according to style manual guidelines, appropriate for the discipline and writing type	**Quarter 3:** Understand how language functions in different context Identify and understand various guidelines in style manuals Recognize that the style of a written work should be appropriate to the discipline and writing type. Apply knowledge of language to: • understand how language functions differently in different contexts • to make effective choices for meaning or style to comprehend more fully when reading or writing Write and edit work according to style manual guidelines, appropriate for the discipline and writing type	**Quarter 4:**

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Depending on the intended audience and purpose, students: apply knowledge of language to understand how it functions in different contexts, use language to effect meaning and style use style manual for writing and editing	apply function context meaning style comprehend edit MLA	Students know: language functions in different contexts language can be manipulated for meaning or style knowledge of language increases comprehension different style guidelines exist such as MLA various writing, editing choices, and guidelines are used in different disciplines vocabulary: meaning, style, MLA	Students understand/ are able to: apply knowledge of language when reading and listening to comprehend more fully make choices for meaning and style understand how language functions in differing contexts conform to various style guidelines when writing and editing Students understand that choosing and applying precise language can achieve particular effects, increase comprehension, and communicate complex ideas, actions, moods, and states.	**Level IV Students will:** **EEL.9-10.3.** Write and revise work using knowledge of language to achieve the desired meaning for the intended audience. Ex. Write a short report on a content topic, reread and revise for clarity. Ex. Write instructions for a process, reread, and revise for proper sequence. **Level III Students will:** **EEL.9-10.3.** Write and revise work so that it communicates clearly to the intended audience. Ex. Write a letter, reread to make sure it says what is intended, and revise to clarify. **Level II Students will:** **EEL.9-10.3.** Write and add more to clarify intended message. Ex. Adds an adjective to the sentence to clarify meaning. **Level I Students will:** **EEL.9-10.3.** Select words to communicate desired message. Ex. Select from an array of pictures, objects, or symbols to communicate desired message.

College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 10**	**Standard 4 (L.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*).	**Quarter 1:** Identify words and phrases with multiple meanings Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) Consult general and specialized reference materials (print and digital) to find: • word pronunciation, • meaning • part of speech • etymology Apply context clues (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 Determine or clarify the meaning of	**Quarter 2:** Identify words and phrases with multiple meanings Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) Consult general and specialized reference materials (print and digital) to find: • word pronunciation, • meaning • part of speech • etymology Apply context clues (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 Determine or clarify the meaning of unknown or multiple meaning words and phrases	**Quarter 3:** Identify words and phrases with multiple meanings Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) Consult general and specialized reference materials (print and digital) to find: • word pronunciation, • meaning • part of speech • etymology Apply context clues (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 Determine or clarify the meaning of	**Quarter 4:** Identify words and phrases with multiple meanings Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) Consult general and specialized reference materials (print and digital) to find: • word pronunciation, • meaning • part of speech • etymology Apply context clues (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

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).	unknown or multiple meaning words and phrases Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary) Use word patterns that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*)	Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary) Use word patterns that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*)	unknown or multiple meaning words and phrases Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary) Use word patterns that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*)	Determine or clarify the meaning of unknown or multiple meaning words and phrases Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary) Use word patterns that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*)

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students employ a variety of strategies in writing and/or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content by: using context clues to determine meaning (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence) identifying and correctly using patterns of word changes indicating meaning or part of speech (e.g., analyze, analysis, analytical; advocate, advocacy) checking reference materials (e.g., glossaries, dictionaries, thesauruses) in print or digital format for the pronunciation, precise meaning of a word, its part of speech, or its etymology	grades 9-10 reading and content context patterns of word changes parts of speech etymology inferred meaning	Students know: context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) is a clue to the meaning of the word patterns of word changes indicate different meanings or parts of speech reference materials (e.g. glossaries, dictionaries, thesauruses) provide information about words reference materials are in print and digital formats techniques to verify their preliminary determination of the meaning of a word techniques to determine a word's etymology vocabulary: context, clue, sentence, glossaries, dictionaries,	Students understand/ are able to: determine the meaning of unknown words or phrases by drawing upon context clues (e.g. the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence) identify patterns of word changes to indicate meanings or parts of speech. use reference materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain or verify a word's pronunciation, precise meaning, etymology, or part of speech Students understand that they will determine meaning of unknown words or phrases by using context, knowledge of word parts, and consulting reference materials.	**Level IV Students will:** **EEL.9-10.4.a.** N/A **EEL.9-10.4.b.** N/A **EEL.9-10.4.c.** N/A **EEL.9-10.4.d.** See EEL.9-10.4.c. above. **Level III Students will:** **EEL.9-10.4.a.** Use context to determine the meaning of unknown words. Ex. Determine the meaning of untaught words using knowledge of the topic of the passage and the context surrounding the word. **EEL.9-10.4.b.** N/A **EEL.9-10.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. **EEL.9-10.4.d.** See EEL.9-10.4.c. above. **Level II Students will:** **EEL.9-10.4.a.** Determine meaning of a word or phrase from context in a sentence. Ex. Given choices of old and new words, correctly fills in a word to complete a sentence. **EEL.9-10.4.b.** N/A **EEL.9-10.4.c.** With guidance and support, consult reference materials

| verifying the determination of the meaning of a word or phrase by using context or by using a dictionary | | thesauruses, reference materials, digital, pronunciation, part of speech, etymology | | (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
Ex. Double-click on a word to reveal the definition of a word in multimedia reading software.
Ex. With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning.
EEL.9-10.4.d. See EEL.9-10.4.c. above.

Level I Students will:
EEL.9-10.4.a. Recognize the meaning of word from a picture.
Ex. When shown a picture of an elephant and the teacher says, "This elephant is huge. Does huge mean big or small?," the student chooses symbol for big.
Ex. Point to object (computer) in response to word to indicate meaning.
EEL.9-10.4.b. N/A
EEL.9-10.4.c. Asks for clarification when needed.
Ex. Indicates confusion or lack of understanding saying, "I don't know."
Ex. Indicates "yes" or "no" when asked, "Do you understand?" or "Do you have any questions?"
Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.
EEL.9-10.4.d. See EEL.9-10.4.c. above. |

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College and Career Readiness (CCR) Anchor Standard 5: 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.				
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 10**	**Standard 5 (L.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.	**Quarter 1:** Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron) Recognize and understand the different types of relationships of words Recognize and understand nuances in word meanings Interpret the role of figurative language in the text Analyze text's use of language Analyze nuances of words with similar denotations to understand words in context	**Quarter 2:** Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron) Recognize and understand the different types of relationships of words Recognize and understand nuances in word meanings Interpret the role of figurative language in the text Analyze text's use of language Analyze nuances of words with similar denotations to understand words in context	**Quarter 3:** Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron) Recognize and understand the different types of relationships of words Recognize and understand nuances in word meanings Interpret the role of figurative language in the text Analyze text's use of language Analyze nuances of words with similar denotations to understand words in context	**Quarter 4:** Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron) Recognize and understand the different types of relationships of words Recognize and understand nuances in word meanings Interpret the role of figurative language in the text Analyze text's use of language Analyze nuances of words with similar denotations to understand words in context

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students use writing and/or speaking to demonstrate understanding of figurative language, word relationships and nuances in word meanings including: euphemism in context and analyze their role in the text oxymoron in context and analyze their role in the text and analyzing nuances in word meanings with similar denotations	"demonstrate understanding" figurative language word relationships nuances euphemism oxymoron analyze denotation	Students know: the relationship between words can be used to understand words uses and types of figurative language the effects of nuances in word meanings figures of speech such as euphemism and oxymoron the role figures of speech play in context words with similar denotations can have different meanings vocabulary: oxymoron, euphemism, nuance	Students understand/ are able to: interpret types of figurative language understand nuances in word meanings use the relationship between particular words to better understand each of the words distinguish among the connotations of words with similar denotations Students understand that writers and speakers carefully select and craft words and phrases to convey specific meanings, ideas, and relationships.	**Level IV Students will:** **EEL.9-10.5.** N/A **EEL.9-10.5.b.** N/A **Level III Students will:** **EEL.9-10.5.a.** Distinguish understanding of multiple meaning of words and figures of speech. Ex. Use same word in two ways. Ex. Use figurative language (e.g., *It's raining cats and dogs.*). **EEL.9-10.5.b.** N/A **Level II Students will:** **EEL.9-10.5.a.** Recognize when a multiple meaning word is used two ways. Ex. Given two sentences in which the same word is used two ways, point to or indicate the repeated word in each sentence. **EEL.9-10.5.b.** N/A **Level I Students will:** **EEL.9-10.5.a.** Respond to the use of a word in two ways. Ex. Follow two directions that include the use of the same word in two different ways (e.g., "Move *back.*" and "Show me your *back.*"). **EEL.9-10.5.b.** N/A

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College and Career Readiness (CCR) Anchor Standard 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.				
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 10**	**Standard 6 (L.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.	**Quarter 1:** Identify academic and domain-specific words and phrases sufficient for: • reading • writing • speaking and listening Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: • reading • writing • speaking and listening	**Quarter 2:** Identify academic and domain-specific words and phrases sufficient for: • reading • writing • speaking and listening Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: • reading • writing • speaking and listening Acquire and use appropriate contextual clues when demonstrating independence	**Quarter 3:** Identify academic and domain-specific words and phrases sufficient for: • reading • writing • speaking and listening Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: • reading • writing • speaking and listening Acquire and use appropriate contextual clues when demonstrating independence	**Quarter 4:** Identify academic and domain-specific words and phrases sufficient for: • reading • writing • speaking and listening Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: • reading • writing • speaking and listening Acquire and use appropriate

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	Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge U se general and domain-specific words and phrases at the college and career readiness level sufficient for: • reading • writing • speaking and listening Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by: • contextual clues references/resources	in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge U se general and domain-specific words and phrases at the college and career readiness level sufficient for: • reading • writing • speaking and listening Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by: • contextual clues • references/resources	in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge U se general and domain-specific words and phrases at the college and career readiness level sufficient for: • reading • writing • speaking and listening Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by: • contextual clues references/resources	contextual clues when demonstrating independence in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge U se general and domain-specific words and phrases at the college and career readiness level sufficient for: • reading • writing • speaking and listening Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by: • contextual clues references/resources

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
Students: acquire and use general appropriate vocabulary and academic words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level demonstrate independence in acquiring vocabulary appropriate to specific comprehension and/or expression	acquire use accurately grade-appropriate general academic words college and career-ready phrases gather vocabulary knowledge independence important to comprehension important to expression	Students know: techniques for collecting a variety of new words grade-appropriate general academic words and phrases grade-appropriate domain-specific words and phrases words and phrases appropriate to and sufficient for reading, writing, speaking, and listening at a college or career level. techniques for determining whether a word or phrase is important to comprehension techniques for determining whether a word or phrase is important to expression techniques for using context and resources to understand important vocabulary	Students understand/ are able to: acquire and use accurately grade-appropriate general academic words and phrases appropriate to and sufficient for reading writing, speaking, and listening at a college or career level. acquire and use accurately grade-appropriate domain-specific words and phrases appropriate to and sufficient for reading writing, speaking, and listening at a college or career level. identify and investigate vocabulary important to comprehension independently identify and investigate vocabulary important to expression independently Students understand that the extensive vocabulary needed for success in and beyond school is built through reading and study.	**Level IV Students will:** **EEL.9-10.6.** Acquire and use general academic and domain-specific words and phrases common to the student's experience. Ex. Use words and phrases from reading to write answers to questions. **Level III Students will:** **EEL.9-10.6.** Acquire and use general academic and domain-specific words and phrases. Ex. Use words and graphics from reading in social studies and science. Ex. Use academic words learned in reading to answer questions. **Level II Students will:** **EEL.9-10.6.** Recognize general academic language. Ex. Asked "Which do you learn about in science, animals or sewing?" Answer "Animals." Ex. Point to dictionary when asked, "Where do you go to find out what words mean?" **Level I Students will:** **EEL.9-10.6.** Respond to general academic language. Ex. Ask for assistance when encountering new academic vocabulary. Ex. Point to, underline, or use a preprogrammed switch to indicate that a new academic word has been used by the speaker or reader.