A **CORE GUIDE** TO THE UTAH **ENGLISH LANGUAGE ARTS (ELA)** STANDARDS

Utah State Board of Education | Teaching and Learning
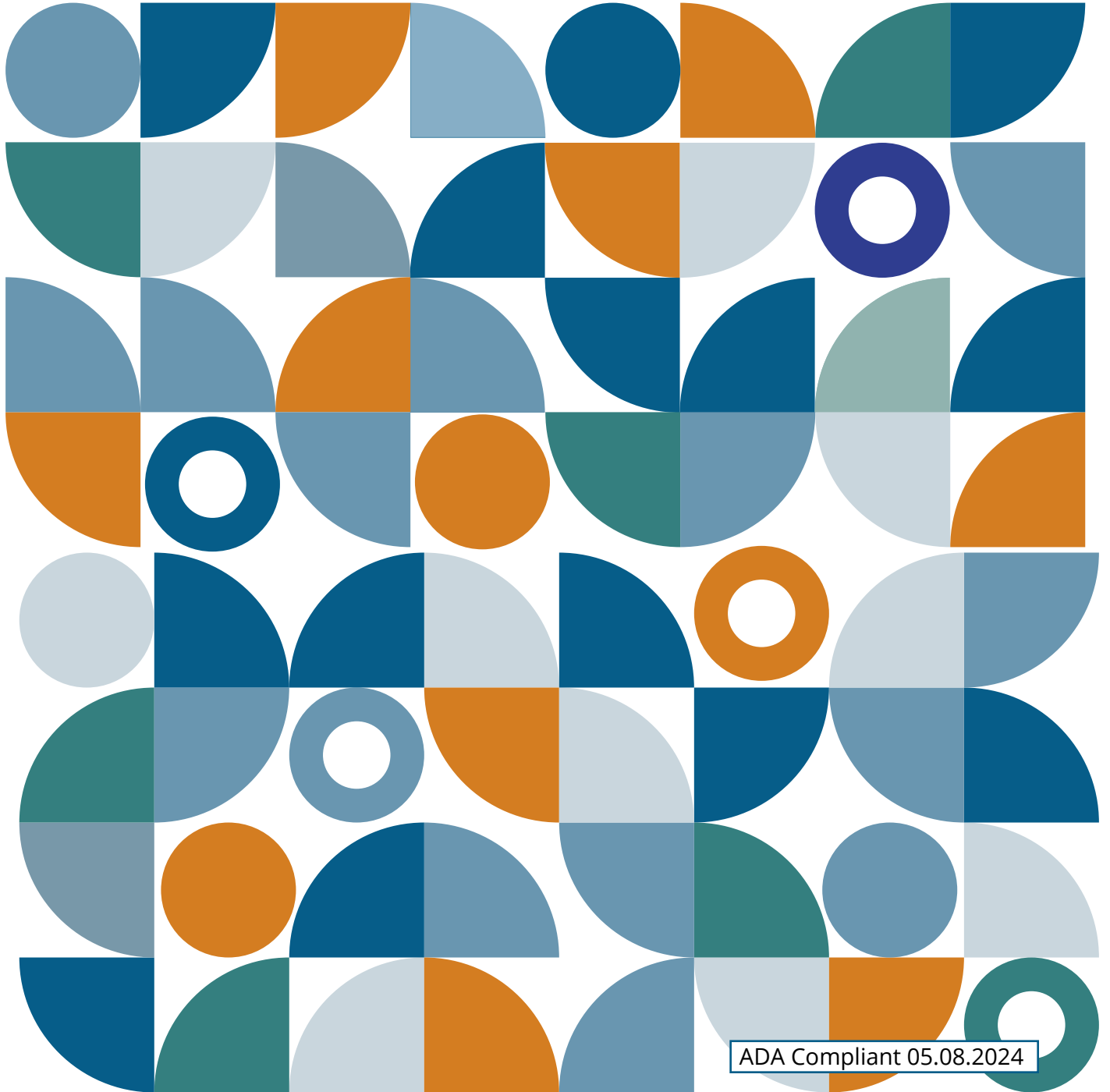
GRADES 9–10

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GRADES 9–10

UTAH CORE GUIDE
for
P–12 ENGLISH LANGUAGE ARTS

Utah State Board of Education | Teaching and Learning

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GRADES 9–10

SPEAKING AND LISTENING

9–10.SL.1

Strand: **SPEAKING AND LISTENING (9–10.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

■ **Standard 9–10.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

    a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.

    b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.

    c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

CONCEPTS AND SKILLS TO MASTER

▮ Asking and responding to questions

▮ Understanding and following various protocols and/or routines for varying collaborative conversational contexts

▮ Generating multiple types of questions for different purposes

▮ Identifying contradictions in fact or judgement

▮ Evaluating the credibility and accuracy of evidence

▮ Distinguishing between factual information and opinions or interpretations

▮ Assessing the credibility and reliability of sources by considering factors like author expertise, source reputation, and evidence provided

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 7-8.SL.1:** Participate effectively in a range of conversations and col-laborations on topics, texts, and issues.
  - a. Respond thoughtfully in democratic discussions that involve decision-making and role-taking and determine if additional information or research is required to deepen the discussion.
  - b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives.

- **Standard 7-8.R.4:** Read grade-level text* with accuracy and fluency to sup-port comprehension. (RL & RI)

- **Standard 7-8.R.5:** Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)

- **Standard 7-8.R.8:** etermine the meaning of words and phrases, including figurative, connotative, and technical meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RL & RI)

- **Standard 7-8.R.13:** Not applicable to RL.Evaluate an argument and specific claims in a text, assessing the validity of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)

- **Standard 7-8.W.4:** Conduct short research projects to craft an argument, answer a question, or provide an analysis.
  - a. Gather, assess, and use information from credible sources on the topic.
  - b. Generate ideas to demonstrate understanding of the topic and purpose.
  - c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
  - d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: **Current Grade Level**

- **Standard 9-10.SL.2:** Interpret and evaluate the credibility of multiple sources of information presented in various formats and media to solve problems and make informed decisions.

■ **Standard 9-10.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.

a. Convey a clear perspective by concisely presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

■ **Standard 9-10.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.13:** Not applicable to RL. Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

a. Gather, assess, and synthesize information from credible sources on the topic.

b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.

b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.

c. Resolve contradictions when applicable, and determine

if additional information or research is required to deepen the investigation or conversation.

ACADEMIC LANGUAGE

Collaborate, claims, evidence, contradictions, democratic, perspective, and synthesize

ASSESSMENT EXEMPLARS

▌ SEED Discussion—Teacher assigns roles (leader, manager, checker, communicator) and begins by providing each student with the reading material and a set of questions to guide students as they target possible "seeds" for discussion. After reading and referencing the questions independently, the next step is to provide students with an opportunity to write and refine their target "seeds." Students meet in their groups and assume their assigned roles. Students begin the discussion by presenting their "seeds" to one another, each "seed" should be discussed by all group members before moving on to the next. Teachers ask students to determine the strongest and weakest "seeds" in the discussion.

▌ Rubrics for Active Speaking and Listening—Assessment could include a rubric with the following elements: communication, active listening, questioning, use of evidence, support and respect, building on and paraphrasing, synthesis, research/preparation, etc.

▌ Example performance assessment: Socratic seminar or fishbowl discussion

1. Give students time to prepare their ideas by reading and annotating the text(s) before the discussion. Consider giving students guiding questions to focus their thinking. (You may also use an audio or video clip for students to analyze and discuss.)

2. Develop norms and provide sentence stems.

3. Assign a partner to each student and give them a letter A and B.

4. Organize a group discussion:
   a. For the first round of discussion, the A group will begin discussion with a question to spark conversation. The B group will mark the number of times their A partner engages in the discussion and how (respond, ask question, interrupt, change subject, etc.). Switch roles after around 15 minutes of discussion.
   b. Repeat with B group engaging in discussion while A group observes.

▌ Reciprocal Teaching/Literature Circles—Roles for collaborative conversations—predict, question, clarify, summarize

▌ Think-Write-Pair-Share

1. Students think individually about a topic or question.

2. Students write individually about a topic or question.

3. Students pair with a partner to share their thoughts. Pairs may then join with another partnership to make a discussion group of four

4. Each partnership or group of four shares their collective thoughts/ answers to the discussion question

❚ Save the Last Word

1. Identify a text, audio, or video excerpt that will serve as the catalyst for this activity.

2. Have students read or view the selected text.
   a. Ask students to highlight three sentences that particularly stood out for them and write each sentence on the front of an index card.
   b. On the back, students should write a few sentences explaining why they chose that quote—what it meant to them, reminded them of, etc. They may have connected it to something that happened in history or is happening in current events.

3. Divide students into groups of three and assign letters A, B, and C to students in each group.
   a. Invite letter A students to read one of their quotes to the group.
   b. Have students B and C discuss the quote: What do they think it means? Why do they think these words might be important? To whom?
   c. After several minutes of discussion, ask student A to read the back of their card thus having "the last word."
   d. The process continues with student B sharing while A and C discuss and ends with C sharing while A and B discuss.

9–10.SL.2

Strand: SPEAKING AND LISTENING (9–10.SL)

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

■ **Standard 9-10.SL.2:** Interpret and evaluate the credibility of multiple sources of information presented in various formats and mediums to solve problems and make informed decisions.

CONCEPTS AND SKILLS TO MASTER

❚ Assessing the credibility and reliability of sources

❚ Distinguishing between factual information and opinions or interpretations

❚ Recognizing and evaluating potential discrepancies in sources

▌ Interpreting individual sources by examining their content, purpose, and audience

▌ Comparing and contrasting information from different sources to identify similarities and differences

▌ Integrating information from multiple sources to create a comprehensive and cohesive understanding of a topic

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 7-8.SL.2:** Evaluate the credibility of multiple sources of information presented in various formats and media to make informed decisions

■ **Standard 7-8.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 7-8.R.5:** Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)

■ **Standard 7-8.R.8:** Determine the meaning of words and phrases, including figurative, connotative, and technical meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RL & RI)

■ **Standard 7-8.R.13:** Not applicable to RL.Evaluate an argument and specific claims in a text, assessing the validity of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)

■ **Standard 7-8.W.4:** Conduct short research projects to craft an argument, answer a question, or provide an analysis.
a. Gather, assess, and use information from credible sources on the topic.
b. Generate ideas to demonstrate understanding of the topic and purpose.
c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.

b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.

c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 9-10.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
a. Convey a clear perspective by concisely presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

■ **Standard 9-10.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.13:** Not applicable to RL.

Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

■ **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.
a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the

relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

a. Gather, assess, and synthesize information from credible sources on the topic.

b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and mediums to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.

> **ACADEMIC LANGUAGE**

Credibility, evaluate, and interpret

> **ASSESSMENT EXEMPLARS**

▌Give one, Get one:

Students respond to an essential question. Then, students circulate the classroom pausing on the teacher's signal to pair up with a partner. Each partner gives or shares one of their ideas as the other partner gets or listens and writes it down. After a few minutes, the teacher signals for students to find a new partner and repeat the process.

▌Graphic organizer (e.g., i-Chart or Venn diagram) used to interpret and evaluate the credibility of multiple sources from different mediums on the same topic

▌Presentation from the integration of information from multiple sources of information and from various formats and mediums

▌Assessment could include a rubric with the following elements: Content/ organization, source evaluation and integration, delivery, audience awareness, grammar, etc.

▌SOAPStone task:

▸ **S**: What is the subject of the piece? What are the general topics/ ideas in the piece?

▸ **O**: What is the occasion? What is the time, place, setting of the piece?

▸ **A**: Who is the audience? To whom is the piece directed?

▸ **P**: What is the purpose or reason this piece was written/ created?

▸ **S**: Who is the speaker? Who is the voice that tells the story?

▸ **Tone**: What is the tone of the piece? What is the attitude or emotional characteristics present in the piece?

9–10.SL.3

> Strand: **SPEAKING AND LISTENING (9–10.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

■ **Standard 9-10.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.

a. Convey a clear perspective by concisely presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

CONCEPTS AND SKILLS TO MASTER

❚ Developing ability to adapt style for audience, purpose, and task

❚ Acquiring knowledge of formal and informal contexts

❚ Developing ability to determine appropriate media to enhance a presentation

❚ Using appropriate tone, volume, and pace to engage and connect with listeners

❚ Selecting and using appropriate media and visual aids to enhance understanding and engagement

❚ Effectively incorporating digital media to support and clarify key points

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.

   a. Present claims and findings, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas or themes.

■ **Standard 6.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.

   a. Use visual displays of data, including digital media, to convey information and engage the audience.

■ **Standard 7-8.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.

   a. Convey a clear perspective by presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

   a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.

   b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.

       c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 9-10.SL.2:** Interpret and evaluate the credibility of multiple sources of information presented in various formats and mediums to solve problems and make informed decisions.

■ **Standard 9-10.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)

       a. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech.

       b. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.

■ **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

■ **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.

       a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

       b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

       c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between

reasons and evidence, and between claims and counterclaims.

d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

a. Gather, assess, and synthesize information from credible sources on the topic.

b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.

a. Strategically use visual displays of data and digital media, to convey information and enhance understanding of presentations.

ACADEMIC LANGUAGE

Purpose, audience, formal, informal, cite, concise, convey, perspective, and line of reasoning

ASSESSMENT EXEMPLARS

▋ Assessment could include a rubric with the following elements: speech, clar-ity, media utilization/ content/ organization, source evaluation and integration, delivery, audience awareness, grammar, etc.

▋ Create an interactive presentation on a topic of study followed by an question and answer session.

▋ Communicate key points using TedTalk, a public service announcement, or el-evator speech with strategic visuals and other data.

▋ **OPTIC** (visual text analysis) and presentation/discussion to peers or other audience(s):

    ▸ **O**: Write a brief overview of the image. In one sentence, explain what this image is about.

    ▸ **P**: List all of the parts that seem important (e.g., color, figures, textures, groupings, shadings, patterns, numbers, repetitions, etc.).

    ▸ **T** (evidence): How does the title or text contribute to the meaning?

    ▸ **I**: Explain the interrelationships in the image. Consider how the parts come together to create a mood or convey an idea or an argument.

    ▸ **C** (claim): Write a concluding paragraph that interprets the meaning of the image as a whole.

READING

9–10.R.4

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaf-folding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

■ **Standard 9-10.R.4:**   Read grade-level text* with accuracy and fluency to sup-port comprehension. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

▋ Reading with fluency, including prosody, accuracy, and automaticity (rate)

▌ Using vocabulary, syntax, grammar, style, and conventions knowledge to aid comprehension

▌ Utilizing knowledge of grammar, style, and conventions

▌ Utilizing higher-level comprehension for students to speak and write about the knowledge gained and synthesized from text

▌ Utilizing text structures to support fluency and comprehension beyond naming the structure(s) of text

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 5.R.3:**   Demonstrate mastery of age-appropriate phonics skills.
a. Read and spell all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multi-syllabic words in context and out of context.

■ **Standard 7-8.R.4:**   Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 7-8.R.8:**   Determine the meaning of words and phrases, including figurative, connotative, and technical meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RL & RI)

■ **Standard 7-8.R.9:**   Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
a. Determine and consult appropriate reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.R.5:**   Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.6:**   When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the

main ideas' relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

■ **Standard 9-10.R.8:** Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)

■ **Standard 9-10.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)

    a. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech.

    b. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.

■ **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

ACADEMIC LANGUAGE

Fluency, prosody, expression, rate, accuracy, comprehension, automaticity, and intonation

ASSESSMENT EXEMPLARS

▮ Whole class choral reading

    While the class is engaged in choral reading a passage, the teacher circulates and listens to individuals reading aloud, marking oral reading proficiency and anecdotal notes on a clipboard.

▮ Timed fluency passages with student's tracking their progress—use as often as needed.

    ▸ Timed fluency passage reading days should occur within the same week.
    ▸ Consider strategically selecting texts to build background knowledge to support comprehension of curriculum.

<div align="right">(Continued)</div>

▸ Timed fluency looks like:

Day 1	Day 2
Part 1: Individuals silent read grade level passage.	**Part 1**: Tricky phrases and words. Partner one listens to partner two read tricky phrases and words out loud to your partner. Then, partners switch roles and repeat.
Part 2: First timed read. Partner one sets timer to one minute and times partner two reading out loud, marking words correct per minute. Then, partners switch roles and repeat. Each partner records their words correct per minute (WCPM) on a fluency chart for the first read.	**Part 2**: Last read. Partner one sets timer to one minute and times partner two reading out loud, marking words correct per minute. Then, partners switch roles and repeat. Each partner records their words correct per minute (WCPM) on a fluency chart for the first read.
Part 3: Comprehension and discussion. Finish reading the passage together and answer comprehension questions. Share one interesting sentence with partner.	**Part 3**: Comprehension and discussion. Finish reading the passage together and answer comprehension questions.
Part 4: Phrase-cued reading. Partner one listens to partner two read the passage out loud in phrases. Then, partners switch roles and repeat.	

▮ Assessment could include a rubric with the following elements: expression and volume, phrasing, smoothness, and pace.

▮ Grade Level MAZE Passage (timed 3 minute silent read)

▮ Fluency Self Assessment—have students read a text with a partner, marking places in the text where they struggled, self-assess using the questions below, clarifying any questions with their partner, then rereading the text.

  ▸ Were you able to read quickly and smoothly?
  ▸ Was it easy to follow the punctuation marks?
  ▸ Did you know when to stop, slow down or speed up, lower or raise your voice?
  ▸ Did you understand what you read?
  ▸ Were there any words you did not recognize?
  ▸ Did your listener understand what you read?
  ▸ Can you guess what will happen next in the text?

9–10.R.5

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 9-10.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Comprehending at both a literal (surface) and deeper (inference/ text base) level to create a mental model
- Identifying and quoting specific words, phrases, and/or passages that directly support analysis
- Using evidence from the text to make logical connections
- Drawing conclusions beyond what is directly stated
- Recognizing and analyzing ambiguity in the text
- Supporting claims with evidence from the text

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 5.R.5:** Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

- **Standard 6.R.5:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)

- **Standard 7-8.R.5:** Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)

RELATED STANDARDS: Current Grade Level

- **Standard 9-10.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
  a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making

and role-taking; synthesize comments, claims, and evidence.

b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.

c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 9-10.SL.2:** Interpret and evaluate the credibility of multiple sources of information presented in various formats and mediums to solve problems and make informed decisions.

■ **Standard 9-10.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.6:** When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas' relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

■ **Standard 9-10.R.7:** Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

■ **Standard 9-10.R.8:** Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)

■ **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

■ **Standard 9-10.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the

perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

■ **Standard 9-10.R.12:** Compare a text to another text in a different medium analyzing the portrayal of the subject, evaluate the advantages and disadvantages of using the different mediums, and explain how and why the content stays faithful to or departs from the text or script. (RL & RI)

■ **Standard 9-10.R.13:** Not applicable to RL. Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

■ **Standard 9-10.R.14:** Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

■ **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.
   a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
   b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
   d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately

through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

a. Gather, assess, and synthesize information from credible sources on the topic.

b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

ACADEMIC LANGUAGE

Cite, relevant, textual evidence, analysis, explicitly, inference, and ambiguity

ASSESSMENT EXEMPLARS

❚ Answering text-dependent questions: What idea does the author leave us with on page ___? How does this fit with the rest of the text? What is the main idea or theme of the text? What is the evidence? Where does the text leave matters uncertain or unstated? Whose story or perspective is not represented?

▌ Dialogue or reading journal

▌ Graphic organizers with text evidence

▌ Text annotations and notes

▌ Rubrics or checklists used for evaluating the citations referenced during class or group discussions

▌ Use a short-response rubric to evaluate comprehension including these key indicators:

▸ Inferences or claims:

(2) Includes valid inferences from the text. Fully and directly responds to the prompt.

(1) Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.

(0) Does not address any of the requirements of the prompt or is totally inaccurate; no evidence is given.

▸ Analysis:

(2) Includes evidence of reflection and analysis of the text.

(1) A mostly literal recounting of events or details from the text.

(0) The response is blank, no evidence given.

▸ Evidence

(2) Includes relevant and sufficient textual evidence to develop a response according to the requirements of the quick write

(1) Includes some relevant facts, definitions, concrete details, and/or other information from the text to develop an analysis of the text according to the requirements of the quick write.

(0) The response includes no evidence from the text.

9–10.R.6

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

■ **Standard 9-10.R.6:**   When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined

by specific details; provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas' relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

CONCEPTS AND SKILLS TO MASTER

- Identifying themes or main ideas
- Explaining and analyzing the theme or main idea
- Understanding how themes or main ideas are introduced, explored, and evolve throughout a text
- Demonstrating analysis of textual evidence; citing specific phrases, sentences and passages to support analysis of the themes or main ideas
- Providing a concise and impartial summary of a text's theme (RL)
- Combining information from multiple texts to create a cohesive and unbiased summary (RI)
- Analyzing multiple texts on the same theme or topic
- Using relevant and accurate textual evidence to support an interpretation or summary

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.6:** When reading texts, including those from diverse cultures, determine the theme, how characters respond to conflict or how the speaker reflects upon a topic, and summarize the text. (RL)

  When reading texts, including those from diverse cultures, determine the main idea of a text, explain how they are supported by key details and summarize the text. (RI)

- **Standard 7-8.R.6:** When reading texts, including those from diverse cultures, determine a theme, analyze its development including its relationship to the characters, settings, and plot, and provide an objective summary that includes textual evidence. (RL)

  When reading texts, including those from diverse cultures, determine the main idea, analyze its relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.

b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.

c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 9-10.SL.2:** Interpret and evaluate the credibility of multiple sources of information presented in various formats and media to solve problems and make informed decisions.

■ **Standard 9-10.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.7:** Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

■ **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

■ **Standard 9-10.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

■ **Standard 9-10.R.14:** Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

■ **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.

 a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

 b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

 c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

 d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

 a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

 b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

 c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

 d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

 e. Use appropriate conventions and style for the audience, purpose, and task

RELATED STANDARDS: Future Grade Level

- **Standard 11-12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)

  When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)

ACADEMIC LANGUAGE

Diverse, theme, analyze, develop, objective summary, textual evidence, main ideas, and supporting ideas

ASSESSMENT EXEMPLARS

- Written response to a prompt about a theme or themes (RL) or two or more main ideas and details (RI) in a paired text or text set
  Example prompt: What is courage? How do writers share their messages of courage?

- Oral response, partner, or small group discussion describing how details support a theme or main idea
  Example text dependent questions to use: Which details support the main idea? How did the author develop the argument, explanation, or narrative? What role do the individual paragraphs, sentences, phrases, or words play? How does organization contribute to meaning? Why do authors begin and end when they do?

- Objective summary of a text or portions of a text
  Example: Summary frames that summarize the main ideas and details in one sentence.
  Here are five different types of frames to use:
  - Description: "A _____ is a kind of _____ that..."
  - Sequence: "_____ begins with... continues with... and ends with..."
  - Compare and contrast: "_____ and _____ are similar, because they both...; but are different because... while..."
  - Cause and effect: "_____ happens, because..."
  - Problem and solution: "_____ wanted... but... and so..."

- Objective summary showing the connection between two or more texts
  Example prompt: "Write an objective summary that clearly illustrates the connections between the two texts. Your summary should focus on identifying a common theme, idea, or argument that links these texts together, and should

provide a clear and concise overview of how they relate to one another. Be sure to use evidence from the texts to support your summary and demonstrate a deep understanding of the connections."

9–10.R.7

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 9-10.R.7:** Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL)

  Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

CONCEPTS AND SKILLS TO MASTER

- Understanding character development (e.g., how characters, evolve, change, or remain consistent throughout a text)
- Analyzing text (i.e., identify key components, main arguments, and overall structure) (RI)
- Understanding character interaction and its impact on plot or theme
- Identifying and analyzing theme development (RL)
- Analyzing an author's analysis or argument (RI)
- Identifying evidence and examples an author uses
- Understanding text structure and its importance in the development of an analysis or argument
- Recognizing relationships and connections between individuals, ideas, or events presented in the text

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.7:** Compare two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)

  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI)

■ **Standard 7-8.R.7:**   Analyze the impact of character and plot development on the overall story or drama.

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.R.5:**   Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.6:**   When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

■ **Standard 9-10.R.10:**   Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

■ **Standard 9-10.R.11:**   Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

■ **Standard 9-10.R.14:**   Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

■ **Standard 9-10.W.2:**   Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis

of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.

a. Engage and orient the reader by describing a problem, situation, or observation.

b. Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.

c. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.

d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.

e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.R.7:** Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL)

Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)

ACADEMIC LANGUAGE

Analyze, plot elements, dialogue, propel, connections, distinctions, comparisons, analogies, and categories

ASSESSMENT EXEMPLARS

▌Analyze interactions between plot elements and dialogue in an oral or written format. (RL)
Examples of text dependent questions: What actions take place in the text? Can you explain how these actions are sequenced and supported by character dialogue?

▌Analyze connections and distinctions between individuals, ideas, or events in an oral or written format. (RI)
Examples of text dependent questions: What do the individual paragraphs, sentences, phrases, or words say? How does organization contribute to the meaning? How did the author develop the argument, explanation, or narrative? Are there any shifts or patterns in the writing? Look for signal words and phrases. How do the parts build to the whole?

▌Compare (orally, on a graphic organizer, or written response) relationships of plot elements and dialogue of characters. (RL)

▌Create a written, oral, or digital timeline and explain.

▌Explain events, procedures, ideas, or concepts as dictated by a task or prompt in an oral, written, or digital format. (RI)
Examples of text dependent questions: What was the quality of the evidence? If data were presented, how was that integrated? If any visual texts (e.g. diagrams, tables, illustrations, photos) were presented, how were they integrated?

9–10.R.8

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

■ **Standard 9-10.R.8:** Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

❚ Understanding denotative and connotative meanings of words and phrases

❚ Recognizing that words may have multiple meanings and their meaning may change based on context or use

❚ Identifying and analyzing figurative language

❚ Building domain-specific vocabulary dependent on a text under study

❚ Developing syntactic knowledge

❚ Understanding how language differs across genres and text types

❚ Understanding that language choices affect an audience's perception of a text(s)

❚ Recognizing variations from standard English in writing and speaking

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 6.R.8:**   Determine the meaning of words and phrases, including figurative language, connotative meanings, and figures of speech. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings within a text. (RL & RI)

■ **Standard 7-8.R.8:**   Determine the meaning of words and phrases, including figurative, connotative, and technical meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RL & RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.R.4:**   Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.9:**   Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)

   a. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech.

   b. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.

■ **Standard 9-10.R.11:**   Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

■ **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.

    a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

    b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

    d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

    a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

    b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

■ **Standard 9-10.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.

    a. Engage and orient the reader by describing a problem, situation, or observation.

    b. Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.

    c. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.

      d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.

      e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

      a. Gather, assess, and synthesize information from credible sources on the topic.

      b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

      c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

      d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.R.8:** Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

ACADEMIC LANGUAGE

Meaning, tone, mood, figurative language, connotative meaning, and genre

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ASSESSMENT EXEMPLARS

❚ Text dependent questions focused on language use
Examples: Does the meaning of words go beyond the denoted meaning? What is the connotative meaning of the word(s) ____? When is figurative language used and to what effect? How can meaning be altered by changing key words? Why would the author choose this specific word or phrase?

❚ Multigenre glossaries

❚ Poetry portfolio

❚ Synonymous gradients—organizing words on a thermometer to highlight the changes in shades of meaning for related words

❚ Semantic feature analysis—selecting a category or topic, providing students with key vocabulary words and important features related to the topic, listing

vocabulary words down the left column, listing features of the topic across the top row of the chart.

Example: Have students place a plus sign (**+**) in the matrix when a vocabulary word aligns and a dash (—) in the grid if it doesn't. Complete and analyze the grid and have students discuss their observations, predictions, and connections.

9–10.R.9

Strand: **READING (9–10.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 9-10.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
  - **a.** Identify and correctly use patterns of word parts that indicate different meanings or parts of speech.
  - **b.** Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.

CONCEPTS AND SKILLS TO MASTER

- Developing knowledge and ability to use a variety of vocabulary strategies to determine and clarify words and phrases
- Understanding morphology and how to use word parts analysis
- Recognizing words that have multiple meanings based on the text's context
- Analyzing how words change based on inflectional and derivational processes
- Acquiring knowledge of parts of speech and their function
- Understanding etymology—Greek or Latin affixes and roots
- Developoing an ability to flexibly choose from a variety of reference materials (e.g., dictionaries, context-specific references, thesauruses, etymology guides, etc.) appropriate to the task

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.R.9:** Determine or clarify the meaning of unknown and

multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)

a. Consistently use context as a clue to the meaning of a word or phrase.

b. Consistently use Greek or Latin affixes and roots as clues to the meaning of a word.

c. Consult reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.

■ **Standard 7-8.R.9:**   Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)

a. Determine and consult appropriate reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.R.4:**   Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.5:**   Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.8:**   Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)

■ **Standard 9-10.W.1:**   Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.

a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

■ **Standard 9-10.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.

a. Engage and orient the reader by describing a problem, situation, or observation.

b. Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.

c. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.

d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.

e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

a. Gather, assess, and synthesize information from credible sources on the topic.

b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

    c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

    d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

- **Standard 11-12.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)

  a. Analyze patterns of word changes that indicate different meanings or parts of speech.

  b. Determine and consult appropriate reference materials, to find the pronunciation of a word, its precise meaning, its part of speech, its etymology including Greek or Latin affixes and roots, and its usage.

ACADEMIC LANGUAGE

Parts of speech, reference materials, pronunciation, precise, etymology, affix, and root

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ASSESSMENT EXEMPLARS

- Use reference materials with morphemic clues organizer. Columns can include: vocabulary word, prefix, root, suffix, possible meaning and reasoning, and dictionary definition.

- Semantic Word Web

- Effectively use targeted vocabulary in authentic writing prompts that connect with content.

- Identify and discuss word meanings, parts, and word sorts with affixes in group conversation(s).

9–10.R.10

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative,

including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

▮ Identifying and understanding how organizational structures are used in different texts (e.g., chronological, cause-effect, problem-solution, etc.)

▮ Evaluating effective text structure(s)

▮ Analyzing text structure(s) and their impact on the audience

▮ Assessing strengths and weaknesses of text structure(s)

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 6.RL.10:** Analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, main idea, settings, or plot. (RL)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the main idea. (RI)

■ **Standard 6.R.12:** Compare how different mediums, including print and digital media, contribute to the understanding of a text. (RL & RI)

■ **Standard 7-8.R.10:** Analyze the structure an author uses to organize a text, and how it contributes to the text meaning. (RL & RI)

■ **Standard 7-8.R.12:** Compare a text to another text in a different medium about the same topic and evaluate the impact of the differences on the audience. (RL & RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
a. Convey a clear perspective by concisely presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

■ **Standard 7-8.R.6:** When reading texts, including those from diverse cultures, determine a theme, analyze its development including its relationship to the characters, settings, and plot, and provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine the main idea, analyze its relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

■ **Standard 9-10.R.12:** Compare a text to another text in a different medium analyzing the portrayal of the subject, evaluate the advantages and disadvantages of using the different mediums, and explain how and why the content stays faithful to or departs from the text or script. (RL & RI)

■ **Standard 9-10.R.14:** Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

■ **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.

  a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

  b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

  d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

■ **Standard 9-10.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.

a. Engage and orient the reader by describing a problem, situation, or observation.

b. Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.

c. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.

d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.

e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI

ACADEMIC LANGUAGE

Analyze, evaluate, text structure, exposition, argument, and narrative

ASSESSMENT EXEMPLARS

❚ Compare or contrast text structure graphic organizer used to analyze and evaluate text structures

❚ Identify and analyze text structures used in a given text or texts.
Examples of text dependent questions: What structure does each author use? How does the use of text structure help to understand the author's ideas or the meaning of the text? How is the structure similar in each text? How is it

different? How do these similarities and difference help to understand each text better? Cite evidence to support the analysis.

❚ Provide short writing samples using the text structures in different genres of writing and supply reflections on why each was or wasn't effective at achieving a specific goal or purpose.

9–10.R.11

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

■ **Standard 9-10.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

❚ Providing a literary analysis by examining and interpreting a collective body of work to understand underlying themes and messages

❚ Defining "collective body of work"

❚ Understanding an author's context—historical, cultural, and social within a given time period

❚ Identifying and understanding an author's identity or background and its influence on writing style, themes, and perspective.

❚ Analyzing a knowledge of authorial purpose and intent

❚ Developing an ability to differentiate between implicit and explicit messages

❚ Recognizing perspectives and cultures in a collective body of work

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 6.R.11:** Explain how an author's perspective develops the point of view of the narrator or speaker in multiple texts. (RL)

Analyze how the author distinguishes a perspective and/or position from that of others. (RI)

■ **Standard 7-8.R.11:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text and

how this creates a variety of effects (e.g., humor, sadness, suspense). (RL)

Determine an author's point of view or purpose in a text and analyze how the author distinguishes their position from that of others and responds to conflicting evidence or viewpoints. (RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
  a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
  b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.
  c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 7-8.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 7-8.R.5:** Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)

■ **Standard 7-8.R.6:** When reading texts, including those from diverse cultures, determine a theme, analyze its development including its relationship to the characters, settings, and plot, and provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine the main idea, analyze its relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

■ **Standard 9-10.R.7:** Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

■ **Standard 9-10.R.14:** Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

■ **Standard 9-10.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.

    a. Engage and orient the reader by describing a problem, situation, or observation.

    b. Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.

    c. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.

    d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.

    e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)

ACADEMIC LANGUAGE

Geographic location, perspective, point of view, purpose, implicit, and explicit

ASSESSMENT EXEMPLARS

❚ Reciprocal teaching with information articles, short fiction, poetry, etc. all from the same author

❚ Provide a written or oral analysis of a collection of texts under study.
Example: Part A or Part B Writing Assessment (can be converted into a multimodal/multigenre prompt)
    ▶ **Part A.** Select two or more of the text studied and make an

evidence-based claim about the role of the place or culture in creating an identity. Discuss the role of place or culture in creating an identity using textual evidence for support.

▶ **Part B.** Write a one- to two-page personal narrative about the influence of place or culture on your identity. Ground your narrative in a quote from one of the texts or an experience of one of the characters.

❚ Brief written or oral responses to questions focused on how the author unfolds events or ideas, develops and refines a main idea, or advances their purpose in a collection of texts they've authored. This may also include the development of factual, interpretive, and evaluative questions for further exploration of research topics and pre-searches to narrow down selected areas of investigation.

9–10.R.12

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

■ **Standard 9-10.R.12:** Compare a text to another text in a different medium analyzing the portrayal of the subject, evaluate the advantages and disadvantages of using the different mediums, and explain how and why the content stays faithful to or departs from the text or script. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

❚ Analyzing media—critical analysis of different forms of media (e.g., written texts, visual art, audio recordings, videos, etc.)

❚ Comprehending subject and content

❚ Comparing and contrasting skills

❚ Recognizing strengths and weaknesses of various types of mediums

❚ Identifying details, evidence, or examples in two or more mediums

❚ Understanding media techniques and features for content or subject being analyzed

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama

with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)

Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)

■ **Standard 5.R.12:**   Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)

Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

■ **Standard 6.R.12:**   Compare how different mediums, including print and digital media, contribute to the understanding of a text. (RL & RI)

■ **Standard 7-8.R.12:**   Compare a text to another text in a different medium about the same topic and evaluate the impact of the differences on the audience. (RL & RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.2:**   Interpret and evaluate the credibility of multiple sources of information presented in various formats and mediums to solve problems and make informed decisions.

■ **Standard 7-8.R.5:**   Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)

■ **Standard 9-10.R.14:**   Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

■ **Standard 9-10.W.1:**   Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.
a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.R.12:** Analyze how a subject and/or content is presented in two or more mediums by determining which details are emphasized, altered, or absent in each account and how these details influence audiences' experiences and interpretations. (RL & RI)

ACADEMIC LANGUAGE

Compare, medium, portrayal, analyze, and evaluate

ASSESSMENT EXEMPLARS

❚ Develop a compare or contrast graphic orgnizer to look at two different mediums on the same topic.

❚ Provide a written or oral comparison of at least two texts from different mediums.

❚ First, read the text, then watch or listen to a filmed or audio interpretation of the text, and provide an evaluation about how each version interprets the source text and the resulting effect on the audience.

❚ Prepare a SEED discussion—Teacher assigns roles (leader, manager, checker, communicator) and begins by providing each student with the reading material and a set of questions to guide students as they target possible "seeds" for discussion.

> ▸ After reading and referencing the questions independently, the next step is to provide students with an opportunity to write and refine their target "seeds."
> ▸ Students meet in their groups and assume their assigned roles.
> ▸ Students begin the discussion by presenting their "seeds" to one another.
> ▸ Each "Seed should be discussed by all group members before moving on to the next.
> ▸ Teachers ask students to determine the strongest and weakest "seeds" in the discussion.

9–10.R.13

Strand: **READING (9–10.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

■ **Standard 9-10.R.13:** Not applicable to RL.

Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

CONCEPTS AND SKILLS TO MASTER

❚ Analyzing main arguments and specific claims in a text

❚ Understanding and distinguishing between claims and evidence

❚ Recognizing validity in arguments and logical soundness

❚ Identifying and understanding fallacies

❙ Evaluating evidence presented, based on relevance and sufficiency, to support claims

❙ Understanding purpose and the use of counterarguments

❙ Identifying rhetorical features

❙ Recognizing irrelevant evidence and understand its influence on perspectives in texts

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 5.R.13:**   Not applicable to RL.

Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)

■ **Standard 6.R.13:**   Not applicable to RL.

Evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI)

■ **Standard 7-8.R.13:**   Not applicable to RL.

Evaluate an argument and specific claims in a text, assessing the validity of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.1:**   Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
  a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
  b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.
  a. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation

■ **Standard 9-10.SL.2:**   Interpret and evaluate the credibility of multiple sources of information presented in various formats and mediums to solve problems and make informed decisions.

■ **Standard 7-8.R.5:**   Cite textual evidence that supports an analysis of what

the text says explicitly as well as inferences drawn from the text. (RL & RI)

■ **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

■ **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.

a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

a. Gather, assess, and synthesize information from credible sources on the topic.

b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.R.13:** Not applicable to RL.

Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

ACADEMIC LANGUAGE

Delineate, evaluate, argument, claims, validity, fallacy, evidence, relevant, sufficient, and irrelevant

ASSESSMENT EXEMPLARS

❚ Trace to organizer of and evaluate the effectiveness of an argument with evidence in a graphic organizer

❚ Article annotation with assessment of claims and evidence using text-dependent questions

Examples: What is your opinion about the text? What evidence do you have to support your opinion? Which forms of rhetoric are used? To what effect? What other texts support or refute the claims and counterclaims made in this text? What other texts represent a similar or different experience or perspective? What questions does the text leave unanswered or unexamined that may be worthy of being researched?

❚ Argument analysis

Example questions for students to consider: What evidence is given? What conclusions are made? What assumptions (likely not stated) are made? What outcomes (perhaps not stated) would necessarily follow from the author's

argument? What leaps are being made from one point of logic to another? Are logical flaws evident?

❚ SOAPStone task

▸ **S**: What is the subject of the piece? What are the general topics/ ideas in the piece?

▸ **O**: What is the occasion? What is the time, place, setting of the piece?

▸ **A**: Who is the audience? To whom is the piece directed?

▸ **P**: What is the purpose or reason this piece was written/ created?

▸ **S**: Who is the speaker? Who is the voice that tells the story?

▸ **Tone**: What is the tone of the piece? What is the attitude or emotional characteristics present in the piece?

9–10.R.14

Strand: READING (9–10.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

■ **Standard 9-10.R.14:** Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

CONCEPTS AND SKILLS TO MASTER

❚ Identifying and understanding patterns of events and character types

❚ Analyzing authors purpose and stylistic choices (e.g. literary devices, figurative language, narrative techniques, etc.)

❚ Identifying and comparing facts and interpretations

❚ Comparing analyses of texts with similar themes or topics

❚ Identifying and analyzing themes and main ideas

❚ Synthesizing information

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 5.R.14:**　　Compare stories in the same genre on their approaches to similar themes and topics. (RL) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

■ **Standard 6.R.14:**　　Compare texts across different media or genres in terms of their approaches to similar themes and topics. (RL) Compare one author's presentation of events with that of another. (RI)

■ **Standard 7-8.R.14:**　　Compare two or more works of fiction with similar themes or topics, drawing on patterns of events or character types. (RL)

Compare how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.1:**　　Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
  a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
  b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.
  c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 9-10.R.4:**　　Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.5:**　　Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.8:**　　Determine the meaning and impact of words and phrases

on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)

■ **Standard 9-10.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

■ **Standard 9-10.R.12:** Compare a text to another text in a different medium analyzing the portrayal of the subject, evaluate the advantages and disadvantages of using the different mediums, and explain how and why the content stays faithful to or departs from the text or script. (RL & RI)

■ **Standard 9-10.R.13:** Not applicable to RL.

Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

■ **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.

   a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

   b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

   d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis

of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

a. Gather, assess, and synthesize information from credible sources on the topic.

b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)

Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

ACADEMIC LANGUAGE

Theme, style, and interpretation

ASSESSMENT EXEMPLARS

❚ Portfolio of short, evidence-based responses examining two or more texts

Example prompt:
  ‣ Compare the approaches the authors take in developing a similar or related idea.
  ‣ Discuss how each author uses at least one of the following to develop the related or similar main idea: word choice, point of view, purpose, character types, or events.
  ‣ Use evidence from the texts to support and connect ideas.

❚ Venn Diagram or iChart to compare and contrast two or more texts on the same topic

WRITING

9–10.W.1

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.

    a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

    b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

    d. Use appropriate conventions and style for the audience, purpose, and task.

CONCEPTS AND SKILLS TO MASTER

- Comprehending and analyzing complex texts and topics
- Developing a lnowledge of argument writing and understanding of the different purposes
- Using logical reasoning and critical thinking to develop and support arguments
- Crafting clear and concise claims and distinguishing them from alternate or opposing claims
- Sequencing claims, counterclaims, reasons, and evidence in a logical and coherent manner
- Selecting and using an effective organizational structure for the argument being crafted
- Identifying, evaluating, and verifying accurate credible sources
- Discerning strengths and limitations of credible sources

❚ Anticipating potential counterarguments and how to address them accordingly

❚ Using words, phrases, and clauses to link major sections

❚ Establishing transitions between sections to create text cohesion

❚ Applying appropriate grammar, punctuation, and sentence structure to fit the purpose, task, and audience

❚ Considering the audience to adapt style

❚ Understanding citation and plagiarism to ensure academic integrity

❚ Understanding and using a standard format for citations

❚ Maintaining consistency in style and tone

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 6.W.1:** Write arguments to support claims with clear reasons and relevant evidence, and provide a concluding section related to the argument presented.

a. Introduce claims supported by evidence from credible sources, and create an organizational structure in which claims are logically grouped to support the writer's purpose.

b. Use words, phrases, and clauses to clarify the relationships among claims and evidence.

c. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 7-8.W.1:** Write arguments to support claims with logical reasoning, relevant evidence from accurate and credible sources, and provide a conclusion that follows from and supports the argument presented.

a. Introduce claims, distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.

b. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.

c. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.2:** Interpret and evaluate the credibility of multiple sources of information presented in various formats and mediums to solve problems and make informed decisions.

■ **Standard 9-10.R.4:**   Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.5:**   Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.7:**   Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

■ **Standard 9-10.R.9:**   Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
a. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech.
b. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.

■ **Standard 9-10.R.10:**   Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

■ **Standard 9-10.R.11:**   Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

■ **Standard 9-10.R.13:**   Not applicable to RL.

Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

■ **Standard 9-10.R.14:**   Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different

evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

　a. Gather, assess, and synthesize information from credible sources on the topic.

　b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

　c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

　d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.

　a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

　b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.

　c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

　d. Use appropriate conventions and style for the audience, purpose, and task.

ACADEMIC LANGUAGE

Claims, analysis, logical reasoning, evidence, distinguish, alternate, counterclaim, accurate, credible, limitations, and cohesion

ASSESSMENT EXEMPLARS

▮ Assessment could include a rubric with the following elements: claim/focus, organization, development of evidence and reasoning, elaboration, citation, conventions, etc.

❚ Other available resources that could be used:
  ‣ UEN Writing Collection Project sample essays and rubrics from prompts
  ‣ Utah Compose essay prompts and rubrics
  ‣ ACT writing sample essays

❚ Extended evidence-based argument from a text set or research prompt could be used as exemplars.

  ‣ Rely on the text(s) studied and evidence gathered to write and evidence-based argument.
  ‣ In crafting the paper, include a precise central claim that is derived from your research and supported by relevant and sufficient evidence and valid reasoning.
  ‣ Be sure to use evidence from the identified sources, distinguishing claims from alternate and opposing claims.
  ‣ Use specific and objective language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning.
  ‣ Use checklists, rubrics, and previous version(s) with peer feedback to guide the creation of the final draft.

9-10.W.2

Strand: WRITING (5.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

❚ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

e. Use appropriate conventions and style for the audience, purpose, and task.

CONCEPTS AND SKILLS TO MASTER

▌ Developing an understanding of informative or explanatory writing purposes and structures

▌ Selecting and organizing information into an appropriate text structure

▌ Utilizing formatting techniques (e.g.,headings, subheadings, bullet points, lists) strategically

▌ Introducing a topic in a clear and engaging manner

▌ Conveying complex ideas and information to an intended audience

▌ Using relevant facts, extended definitions, concrete details, quotations, examples, and figurative language to provide comprehensive coverage of the selected subject matter

▌ Understanding and using a standard format for citation

▌ Developing a conclusion that supports the information or explanation presented

▌ Incorporating graphics and multimedia elements as appropriate to support and enhance the text

▌ Employing appropriate, varied transitions and syntax to clarify relationships among complex ideas

▌ Demonstrating a command of precise language and content-specific vocabulary

▌ Understanding and applying appropriate conventions and grammar for purpose, task, and audience

▌ Understanding and avoiding plagiarism

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 6.W.2:** Write informative/explanatory texts to examine a topic that conveys ideas and information clearly and provide a concluding section that supports the information or explanation presented.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and content-specific vocabulary to inform about or explain the topic.

e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 7-8.W.2:**   Write informative/explanatory texts to examine a topic and convey ideas and information through the selection, organization, and analysis of relevant content, and provide a conclusion that supports the information or explanation presented.

a. Introduce a topic, previewing what is to follow; organize ideas and information into broader categories; utilize formatting, graphics, and multimedia related to the topic.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

d. Use precise language and content-specific vocabulary to inform about or explain the topic.

e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.2:**   Interpret and evaluate the credibility of multiple sources of information presented in various formats and mediums to solve problems and make informed decisions.

■ **Standard 9-10.SL.3:**   Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.

a. Convey a clear perspective by concisely presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

■ **Standard 9-10.R.4:**   Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.5:**   Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.6:**   When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL)

When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas' relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

■ **Standard 9-10.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)

    a. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech.

    b. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.

■ **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

■ **Standard 9-10.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

■ **Standard 9-10.R.14:** Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

■ **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.

    a. Gather, assess, and synthesize information from credible sources on the topic.

    b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.

    c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

    d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Future Grade

■ **Standard 11-12.W.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, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.

b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.

d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.

e. Use appropriate conventions and style for the audience, purpose, and task.

ACADEMIC LANGUAGE

Convey, analysis, distinction, relevant facts, extended definition, concrete details, cohesion, precise, and clarify

ASSESSMENT EXEMPLARS

❚ Assessment could include a rubric with the following elements: claim/focus, organization, development of evidence and reasoning, elaboration, citation, conventions, etc.

❚ Other available resources that could be used as exemplars:
  ▸ UEN Writing Collection Project sample essays and rubrics from prompts
  ▸ Utah Compose essay prompts and rubrics
  ▸ ACT writing sample essays

❚ Multi-paragraph informative extended response to a given prompt or research topic could be used.
  ▸ Students write a multi-paragraph response, using textual evidence and source material to support ideas.
  ▸ Use checklists, rubrics, and a previous version with peer feedback to guide the creation of the final draft.

❚ An infographic, brochure, or pamphlet could be created.

9–10.W.3

Strand: WRITING (9–10.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 9-10.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.
  - **a.** Engage and orient the reader by describing a problem, situation, or observation.
  - **b.** Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.
  - **c.** Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
  - **d.** Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
  - **e.** Use appropriate conventions and style for the audience, purpose, and task.

CONCEPTS AND SKILLS TO MASTER

- ❚ Developing real or imagined experiences or events
- ❚ Developing well-structured event sequences by organizing events in a logical order
- ❚ Describing a problem, situation, or observation to engage the intended audience
- ❚ Establishing and develeing one or more points of view
- ❚ Introducing a setting, narrator, and characters
- ❚ Applying narrative techiques such as dialogue, pacing, description, reflection, and multiple plot lines to develop characters and well-structured event sequences
- ❚ Undersanding mood and tone and selecting precise language in order to develop it appropriately to the purpose, task, and audience
- ❚ Selecting conventions and style that are appropriate to and enhance the chosen narrative structure
- ❚ Creating a resolution that connects to what is experienced, observed, or resolved

CRITICAL BACKGROUND KNOWLEDGE

■ **Standard 6.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences, and provide a resolution.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words, phrases and complex sentences, relevant descriptive details, and sensory language to convey experiences and events.

e. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 7-8.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, descriptive details, and provide a logical resolution.

a. Engage and orient the reader by describing a problem, situation, or observation.

b. Introduce a setting, narrator and/or characters.

c. Apply narrative techniques, such as dialogue and description, to develop characters and well-structured event sequences.

d. Utilize descriptive language to create a mood and tone appropriate to purpose, task, and audience.

e. Use appropriate conventions and style for the audience, purpose, and task.

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.

    b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.

    c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 9-10.R.6:**   When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL)

    When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas' relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

■ **Standard 9-10.R.7:**   Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

■ **Standard 9-10.R.8:**   Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)

■ **Standard 9-10.R.10:**   Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

■ **Standard 9-10.R.11:**   Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.W.3:**   Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.

a. Engage and orient the reader by describing a complex problem, situation, or observation.

b. Establish one or multiple point(s) of view, and develop a setting, narrator and/or characters.

c. Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.

d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.

e. Use appropriate conventions and style for the audience, purpose, and task.

ACADEMIC LANGUAGE

Technique, sequences, resolution, orient, points of view, dialogue, plot lines, syntax, mood, tone, narrative, and pacing

ASSESSMENT EXEMPLARS

▮ Assessment could include a rubric with the following elements: Focus/exposition, organization/plot development, use of narrative techniques, use of precise language appropriate to the purpose, task, and audience, effective use of figurative and/or descriptive language, appropriate and consistent style that enhances the chosen narrative structure, correct punctuation and use of dialogue, varied sentence structures, conventions, etc.

Use checklists, rubrics, and a previous version with peer feedback to guide the creation of the final draft.

▮ Fictional narrative prompt example—evaluate with a rubric: ⊹. Choose your favorite character from any fairy tale or superhero story and write an alternate story for that character.

▮ Other resources that could be used.:
 ‣ Utah Compose essay prompts and rubrics
 ‣ College admission or scholarship prompts
 ‣ This I Believe essay prompts
 ‣ Flash Fiction or Tiny Memoirs (100 word narratives)

9–10.W.4

Strand: WRITING (9–10.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style..

- **Standard 9-10.W.4:** Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.
  - a. Gather, assess, and synthesize information from credible sources on the topic.
  - b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.
  - c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
  - d. Interact and collaborate with others throughout the writing process.

CONCEPTS AND SKILLS TO MASTER

- ❚ Developing research skills and using various sources to conduct research
- ❚ Defining the scope and purpose of the project or task
- ❚ Formulating a focused research question
- ❚ Gathering, evaluating, and assessing sources for credibility, reliability, and relevance
- ❚ Combining information from multiple sources to develop a comprehensive understanding of the topic
- ❚ Organizing evidence and ideas appropriate to purpose, task, and audience.
- ❚ Understanding and avoiding plagiarism
- ❚ Quoting and paraphrasing to integrate information from sources to maintain academic integrity
- ❚ Understanding and using a standard format for citations throughout the project to ensure academic integrity
- ❚ Engaging in collaborative sessions with peers, instructors, or experts to gather insights, feedback, and perspectives
- ❚ Engaging in revision and editing with instructors and peers to enhance and refine projects

CRITICAL BACKGROUND KNOWLEDGE

- **Standard 6.W.4:** Conduct short research projects to craft an argument or answer a question.

a. Gather, synthesize, and use information from credible sources on the topic.

b. Generate ideas to demonstrate understanding of the topic under investigation.

c. Avoid plagiarism by quoting or paraphrasing and provide basic bibliographic information for sources.

d. Interact and collaborate with others throughout the writing process.

■ **Standard 7-8.W.4:**   Conduct short research projects to craft an argument, answer a question, or provide an analysis.

a. Gather, assess, and use information from credible sources on the topic.

b. Generate ideas to demonstrate understanding of the topic and purpose.

c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

d. Interact and collaborate with others throughout the writing process.

RELATED STANDARDS: Current Grade Level

■ **Standard 9-10.SL.1:**   Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.

b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.

c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

■ **Standard 9-10.SL.2:**   Interpret and evaluate the credibility of multiple sources of information presented in various formats and mediums to solve problems and make informed decisions.

■ **Standard 9-10.SL.3:**   Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.

a. Convey a clear perspective by concisely presenting and

citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

■ **Standard 9-10.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

■ **Standard 9-10.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

■ **Standard 9-10.R.7:** Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

■ **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

■ **Standard 9-10.R.11:** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)

■ **Standard 9-10.R.13:** Not applicable to RL.

Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

■ **Standard 9-10.R.14:** Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL)

Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

■ **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.

a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counter-claims, reasons, and evidence.

b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

d. Use appropriate conventions and style for the audience, purpose, and task.

■ **Standard 9-10.W.2:** Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

RELATED STANDARDS: Future Grade Level

■ **Standard 11-12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.

a. Gather, assess, and synthesize information from credible sources on the topic.

b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.

c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

d. Interact and collaborate with others throughout the writing process.

ACADEMIC LANGUAGE

Research, sustained, argument, analysis, assess, synthesize, credible, evidence, plagiarism, paraphrase, cite, and standard format for citation

ASSESSMENT EXEMPLARS

❚ Create an infographic, brochure, or pamphlet.

❚ Write and record a podcast episode on a given topic or prompt.

❚ Respond to a teacher-directed prompt to conduct a research project and write a formal research paper. Use checklists, rubrics, and a previous version with peer feedback to guide the creation of the final draft.

❚ Compose a student self-assessment, one-page synthesis of personal conclusions and perspectives derived from research.

❚ Create multigenre or interdisciplinary research compositions using prompts derived from units or topics of study.

GRAMMAR AND CONVENTIONS PROGRESSION CHART

The following table provides a suggested list of grammar and conventions for teachers to use when implementing the P-12 Utah English Language Arts Standards, specifically writing standards one through three and speaking and listening standard three. Teaching grammar and conventions is a component of overall language instruction. Therefore, this instruction needs to be embedded within contexts where students are authentically producing and consuming language (i.e., reading, writing, and speaking and listening) rather than taught as isolated skills.

Language and Convention Skills Table ADA compliant

Language and Convention Skills

GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Capitalize the first word in a sentence and the pronoun I.			■	■	■	■	■	■	■	■	■	■
Use common nouns, verbs, and prepositions.			■	■	■	■	■	■	■	■	■	■
Distinguish between common and proper nouns and capitalize appropriately.				■	■	■	■	■	■	■	■	■
Use singular and plural nouns with matching verbs.				■	■	■	■	■	■	■	■	■
Use personal, possessive, and indefinite pronouns.				■	■	■	■	■	■	■	■	■
Use reflexive pronouns.					■	■	■	■	■	■	■	■
Recognize and correct inappropriate shifts in pronoun number and person.									■	■	■	■
Recognize and correct vague pronouns (i.e., those with unclear or ambiguous antecedents).										■	■	■
Use verbs to convey a sense of past, present, and future.				■	■	■	■	■	■	■	■	■
Form and use the past tense of frequently occurring irregular verbs.					■	■	■	■	■	■	■	■
Follow subject-verb and pronoun-antecedent agreement.						■	■	■	■	■	■	■
Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■	■

GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Use common adjectives, conjunctions, and determiners.				●	●	●	●	●	●	●	●	●
Use adjectives and adverbs, and choose between them depending on what is to be modified.					●	●	●	●	●	●	●	●
Use end punctuation for sentences.			●	●								
Use an apostrophe to form contractions and frequently occurring possessives.					●	●	●	●	●	●	●	●
Use punctuation to separate items in a series.				●	●	●	●	●	●	●	●	●
Use punctuation (i.e., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.									●	●	●	●
Select words and phrases for effect.						●	●	●	●	●	●	●
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.							●	●	●	●	●	●
Correctly use frequently confused words and homophones (e.g., to/too/two; there/their).							●	●	●	●	●	●
Use hyphens correctly.										●	●	●
Choose words and phrases to convey ideas precisely and clearly.							●	●	●	●	●	●
Use correct punctuation for effect (i.e., dashes, semi-colons, etc.).										●	●	●
Vary sentence patterns for meaning, reader/listener interest, and style.									●	●	●	●
Maintain consistency in style and tone.									●	●	●	●
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.										●	●	●

GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.										■	■	■
Recognize and correct inappropriate shifts in active/passive voice and mood.										■	■	■
Use parallel structure.										■	■	■

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