

<p>5. READING Informational Text</p>	<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students will research materials and identify central ideas and answers to questions on the subject.</p>	<p>Students will synthesize understanding of this reading in discussion notes, and a final written essay.</p>
<p>5. READING Informational Text</p>	<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Students will research materials and identify central ideas and answers to questions on the subject.</p>	<p>Students will synthesize understanding of this reading in discussion notes, and a final written essay.</p>
<p>5. READING Informational Text</p>	<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>1. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Students will research materials and identify central ideas and answers to questions on the subject.</p>	<p>Students will synthesize understanding of this reading in discussion notes, and a final written essay.</p>
<p>5. READING Informational Text</p>	<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Students will research materials and identify central ideas and answers to questions on the subject.</p>	<p>Students will synthesize understanding of this reading in discussion notes, and a final written essay.</p>

5. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	3. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Students will research materials and identify central ideas and answers to questions on the subject.	Students will synthesize understanding of this reading in discussion notes, and a final written essay.
5. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	4. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Students will research materials and identify central ideas and answers to questions on the subject.	Students will synthesize understanding of this reading in discussion notes, and a final written essay.
5. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	5. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Students will research materials and identify central ideas and answers to questions on the subject.	Students will synthesize understanding of this reading in discussion notes, and a final written essay.
5. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	6. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Students will research materials and identify central ideas and answers to questions on the subject.	Students will synthesize understanding of this reading in discussion notes, and a final written essay.
5. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address,		

<p>nal Text</p>	<p>approaches the authors take.</p>	<p>the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail,” and <b>other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton</b>), including how they address related themes and concepts.</p>		
<p>5. READING Informational Text</p>	<p>10. Read and comprehend complex literary and information texts independently and proficiently.</p>	<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p><b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b></p>	<p>Students will research materials and identify central ideas and answers to questions on the subject.</p>	<p>Students will synthesize understanding of this reading in discussion notes, and a final written essay.</p>
<p>7. WRITING</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s),</p>	<p>Students will find research answering an individual questions and develop a</p>	<p>Students will go through the process of brainstorming, drafting, gathering information, posting drafts on the web, giving and receiving feedback with peers, reevaluating own work, and finally posting draft that reflects their position and understanding on a topic.</p>

		<p>distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"><li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li><li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that</li></ul>	<p>research essay, complete with argument/thesis, based on that research.</p>	
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		follows from and supports the argument presented.		
7. WRITING	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.	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the</p>	Students will find research answering an individual questions and develop a research essay, complete with argument/thesis, based on that research.	Students will go through the process of brainstorming, drafting, gathering information, posting drafts on the web, giving and receiving feedback with peers, reevaluating own work, and finally posting draft that reflects their position and understanding on a topic.

		<p>relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		
<p>7. WRITING</p>	<p>3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>3. Write narratives <b>and other creative texts</b> develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or</p>		

		<p>events.</p> <p>b. Use <b>literary and</b> narrative techniques, such as dialogue, pacing, <b>rhythm, repetition, rhyme,</b> description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, <b>figurative and</b> sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion (<b>when appropriate to the genre</b>) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or <b>creative text</b>.</p>		
7. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-		

		specific expectations for writing types are defined in standards 1–3 above.)		
7. WRITIN G	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 75.)	Students will find research answering an individual questions and develop a research essay, complete with argument/thesis, based on that research.	Students will go through the process of brainstorming, drafting, gathering information, posting drafts on the web, giving and receiving feedback with peers, reevaluating own work, and finally posting draft that reflects their position and understanding on a topic.
7. WRITIN G	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	Students will find research answering an individual questions and develop a research essay, complete with argument/thesis, based on that research.	Students will go through the process of brainstorming, drafting, gathering information, posting drafts on the web, giving and receiving feedback with peers, reevaluating own work, and finally posting draft that reflects their position and understanding on a topic.
7. WRITIN G	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on	Students will find research answering an individual questions and develop a research essay,	Students will go through the process of brainstorming, drafting, gathering information, posting drafts on the web, giving and receiving feedback with peers, reevaluating own work, and finally posting draft that reflects their position and understanding on a topic.

		the subject, demonstrating understanding of the subject under investigation.	complete with argument/thesis, based on that research.	
7. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Students will find research answering an individual questions and develop a research essay, complete with argument/thesis, based on that research.	Students will go through the process of brainstorming, drafting, gathering information, posting drafts on the web, giving and receiving feedback with peers, reevaluating own work, and finally posting draft that reflects their position and understanding on a topic.
7. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific	Students will find research answering an individual questions and develop a research essay, complete with argument/thesis, based on that research.	Students will go through the process of brainstorming, drafting, gathering information, posting drafts on the web, giving and receiving feedback with peers, reevaluating own work, and finally posting draft that reflects their position and understanding on a topic.

		claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		
7. WRITING	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <b>a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</b>	Students will find research answering an individual questions and develop a research essay, complete with argument/thesis, based on that research.	Students will go through the process of brainstorming, drafting, gathering information, posting drafts on the web, giving and receiving feedback with peers, reevaluating own work, and finally posting draft that reflects their position and understanding on a topic.