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| 9  10  11  12 | **Strand/Substrand** | **Standard** | **Benchmark** | **Curriculum** | **Assessment** |
|  | 4. READING  Literature | 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. | 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | *The Latehomecomer*  (Benchmark 1*)* | Reading Response journal reflections  Assessment on the book  (Benchmark 1) |
|  | 4. READING  Literature | 2. Determine central ideas or themes of a text and analyze their developments; summarize the key supporting details and ideas. | 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments. | *The Latehomecomer*  (Benchmark 2) | Reading Response Journal/reflections  Assessment on the book  (Benchmark 2) |
|  | 4. READING  Literature | 3. Analyze how and why individuals , events, and ideas develop and interact over the course of the text. | 3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond toward or change as the plot moves toward a resolution. | *The Latehomecomer*  (Benchmark 3) | Reading Response Journal/reflections  Assessment on the book  (Benchmark 3) |
|  | 4. READING  Literature | 6. Access how point of view or purpose shapes the content and style of a text. | 6. Explain how an author develops the point of view of the narrator or speaker in a text. | *The Latehomecomer*  (Benchmark 6) | Reading Response Journal/reflections  Assessment on the book  (Benchmark 6) |

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| 9  10  11  12 | **Strand/Substand** | **Standard** | **Benchmark** | **Curriculum** | **Assessment** |
|  | 7. WRITING | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Introduce claim(s) and organize the reasons and evidence clearly. 3. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 4. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from the argument presented. | *The Latehomecomer*  (Benchmark 7) | Reading Response Journal  Discussion Forums  Essays on final test |
|  | 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. | 1. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 2. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 3. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 4. Use appropriate transitions to clarify the relationships among ideas and concepts. 5. Use precise language and domain-specific vocabulary to inform about or explain the topic. 6. Establish and maintain a formal style.   Provide a concluding statement or section that follows from the information or explanation presented. | *The Latehomecomer*  (Benchmark 7 | Reading Response Journal  Discussion Forums  Essays on Final Exam |
|  | 7. WRITING | 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 and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | Moodle Unit is online  (Benchmark 7) | Completed Moodle Unit |
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