

English 9—Curriculum Map 2015-2016

Overview:

Marlboro Central School District's grade 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for instruction. Module 9.1 establishes key routines and practices for close reading and collaborative discussion, which students will use and refine throughout the year. Module 9.2 provides continued opportunity for students to develop skills in text analysis, evidence-based discussion, and informative writing before being introduced to the research process in Module 9.3 and argument writing in Module 9.4.

9-12 ASSESSMENTS: In addition to the Common Task assessments which are listed on the Curriculum Maps for each grade level, students in grades 9-12 will be assessed on a variety of assessments. Listed below are assessment tools that teachers use as a menu dependent upon student need, specific texts incorporated, and balance determined appropriate for each instructional unit:

- Blogging
- Castle Learning
- Close Reading Worksheets
- Collaborative Projects
- Emulations
- Essays
- Graphic Organizers & Template
- Holt Online Essays
- Homework Packets
- Multimedia Presentations
- Multiple Choice Exams
- Oral Presentations
- Paragraph Portfolio
- Poetry Anthology
- Research Assignments
- Socratic Seminars
- Writer's Notebook
- Word of the Week: daily activities, quizzes, and tests

VOCABULARY DEVELOPMENT: The MCHS English Department is committed to providing direct vocabulary instruction in each of the following ways:

- Tier 3 vocabulary is taught in conjunction with stylistic, literary, and rhetorical analysis;
- Tier 2 vocabulary is taught through content—both literature and informational texts;
- Tier 2 vocabulary is also systematically taught through our Word of the Week Program, the heart and soul of our program.

GRAMMAR & USAGE: Using methodology consistent with the teachings of William VanCleave, our department systematically provides direct instruction and reinforcement in parts of speech, sentence types, and skills identified in the CCLS Language Strand.

1st Marking Period: MODULE 9.1			
Reading Closely and Writing to Analyze Author’s Style			
<p>In Module 9.1, students dive into complex text. Through collaborative discussion and multiple encounters with the text, students access the richness of language, description, and meaning, particularly around the ideas of identity, which students consider over the course of the module. In their study of literature, students have the opportunity to consider representations of the text across artistic mediums, including film excerpts and fine art. Students produce writing appropriate to task and support their claims with evidence from the text. By the module’s conclusion, students have begun to amass a foundation of critical reading, writing, thinking, and speaking habits which lays the foundation for college and career readiness.</p>			
TEXT	LITERACY SKILLS & HABITS	ASSESSED & ADDRESSED STANDARDS	COMMON TASK and/or MODULE ASSESSMENTS
<ul style="list-style-type: none"> • 1 full-length text taken from the MCS D Approved Textbook List • Supplemental literature (poems, short stories, & informational texts) 	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions/conversations about texts • Collect and organize evidence from texts to support analysis in writing • Make claims about texts using specific textual evidence • Use vocabulary strategies to define unknown words • Analyze an author’s craft • Determine meaning of unknown vocabulary • Independently preview text in preparation for supported analysis 	<p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.7 & 7a RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.10 W.9-10.1 & c-e W.9-10.2 W.9-10.2.a-f W.9-10.3c, d W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8 W.9-10.9 W.9-10.9a SL.9-10.1 & a-e SL.9-10.3 SL.9-10.6 L.9-10.1 & a, b L.9-10.2 & a, b, c L.9-10.3 & a</p>	<p>End-of-Module Assessment/Common Task: Style Analysis Paragraph response to the following prompt: Identify the ways in which diction and sentence structure convey the author’s purpose.</p>

	<ul style="list-style-type: none"> Paraphrase and quote relevant evidence from a text 	L.9-10.4 & a-d L.9-10.5 &a, b L.9-10.6	
2nd Marking Period: MODULE 9.2 Exploring Literature to Establish Central Idea: How do Authors Structure Texts and Develop Ideas?			
Module 9.2 continues to explore texts that examine human motivations, actions, and consequences. Students build on work from Module 9.1 as they track character development in literature. Through texts, students analyze the effects of an author’s structural choices on the development of central ideas. Students also engage with informational texts as they continue to exercise and develop their ability to identify and make central idea. Students strengthen their writing by revising and editing, and refine their speaking and listening skills through discussion-based assessments.			
TEXT	LITERACY SKILLS & HABITS	ASSESSED & ADDRESSED STANDARDS	COMMON TASK and/or ASSESSMENTS
<ul style="list-style-type: none"> 1 full-length text taken from the MCSD Approved Textbook List Supplemental literature (poems, short stories, & informational texts) 	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Provide a theme or central idea of a text Analyze an author’s craft Paraphrase and quote relevant evidence from a text. Write original poetry Critique one’s own writing Revise writing Participate in collaborative discussions Engage in productive evidence-based discussions/conversations about texts Generate and respond to questions in scholarly discourse 	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 & a RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.9 W.9-10.1 & c, d, e W.9-10.2 W.9-10.2.a-f W.9-10.3. b, c, d, &e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8 W.9-10.9 W.9-10.9a SL.9-10.1 & a & b--d SL.9-10.3 SL.9-10.6 L.9-10.1 & a, b	End-of-Module Assessment/Common Task: Project-based Assessment: Poetry Anthology Students will use a central idea to focus as a springboard in creating original poetry each of which follows a different poetic form. Students will showcase their skills through a portfolio-based assessment. A letter to the reader (narrative form) will introduce the portfolio. This is not an on-demand assessment; it is a culminating project.

	<ul style="list-style-type: none"> Determine meaning of unknown vocabulary 	L.9-10.2 & a, b, c L.9-10.3 & a L.9-10.4 & a-d L.9-10.5 & a, b L.9-10.6	
3rd Marking Period: MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes			
<p>In a digital world, students have access to an unprecedented amount of information. In Module 9.3, students cultivate an ability to sort through information to determine its validity and relevance. This module engages students in an inquiry-based research process that begins collaboratively and guides students through forming effective questions for inquiry, gathering research about a topic of interest, assessing the validity of that information, generating an evidence-based perspective, and writing an informative/explanatory research assignment that synthesizes and articulates their findings.</p>			
TEXT	LITERACY SKILLS & HABITS	ASSESSED & ADDRESSED STANDARDS	COMMON TASK and/or MODULE ASSESSMENTS
<ul style="list-style-type: none"> 1 full-length text taken from the MCSD Approved Textbook List Supplemental literature (poems, short stories, & informational texts) 	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions/conversations about texts Collect and organize evidence from texts to support analysis in writing Analyze text and multimedia Make claims about the development and refinement of central ideas in texts Use vocabulary strategies to define unknown words Identify potential topics for research within a text Use questioning to guide research Conduct pre-searches to validate the sufficiency of information for exploring potential topics Develop, refine and select inquiry questions for research Develop and continually assess a research frame to guide independent searches Analyze, synthesize, and organize evidence-based claims Write effective introduction body, & conclusion paragraphs for an informational/explanatory research paper Use proper MLA citation methods in writing 	RL.9-10.10 RI.9-10.1 & a RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.7 RI.9-10.8 RI.9-10.9 W.9-10.1 & a, c-e W.9-10.2 & a-f W.9-10.3c, d W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 & a W.9-10.8 W.9-10.9 & b SL.9-10.1.& a & b--d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 L.9-10.1 & a, b L.9-10.2 & 1 a, b, c	<p>End-of-Module Assessment:</p> <p>Complete a research assignment that follows the Inquiry Research model. The assignment must introduce the topic in an interesting manner, make a logical claim based on research, and support it within the body of paper. Internal citations that follow the MLA format must be used to acknowledge indebtedness to sources, and a properly formatted MLA Works Cited page must be included.</p>

	<ul style="list-style-type: none"> • Edit for a variety of purposes including using semicolons, colons, and correct spelling • Use formal style and objective tone in writing • Write coherently and cohesively 	L.9-10.3a L.9-10.4 &.a-d L.9-10.5.b L.9-10.6	
4th Marking Period: MODULE 9.4 Understanding and Evaluating Argument: Analyzing Text to Write Arguments			
Module 9.4 provides students with the opportunity to learn new information about the past that informs the choices they make today. This module also invites students to consider the ethics and consequences of their decisions. Students move through literature with a critical eye, building an understanding of how history helps shape the people, culture, and belief systems of our modern day world. Students apply this lens as they read additional contemporary argument texts related to core texts, considering the structure, development, and efficacy of these authors’ arguments. The module concludes with a culminating argument paper in which students synthesize their understanding of content and the components that interact to create an effective argument.			
TEXT	LITERACY SKILLS & HABITS	ASSESSED & ADDRESSED STANDARDS	COMMON TASK and/or MODULE ASSESSMENTS
<ul style="list-style-type: none"> • 1 full-length text taken from the MCSD Approved Textbook List • Supplemental literature (poems, short stories, & informational texts) 	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Evaluate argument writing • Engage in productive evidence-based discussions/conversations about texts • Collect and organize evidence from texts to support analysis in writing • Build skills for successful argument writing • Analyze author’s use of rhetoric • Revise writing • Use rubrics for self-assessment and peer review of writing • Develop argument-based writing 	RL.9-10.9 RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9 W.9-10.1 & a-e W.9-10.2 & a-f W.9-10.3c, d W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7a W.9-10.9 & b SL.9-10.1& a &b-d SL.9-10.3 SL.9-10.6 L.9-10.1 &a, b L.9-10.2 &a, b, c	End-of-Module Assessment/Common Task: Argumentative essay in response to the following prompt: Carefully read each of the texts provided. Then, using evidence from at least three of the texts, form a claim upon which you will focus a well-developed argument. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument. Do not simply summarize each text.

		L.9-10.3 & a L.9-10.4 & a-d L.9-10.5 & b L.9-10.6	
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Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

Key:

Assessed Standard ●

Addressed Standard ○

Reading for Literature		9.1	9.2	9.3	9.4
Key Ideas and Details					
RL.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●	●		
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development 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.	●	●		
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	○	●		
Craft and Structure		9.1	9.2	9.3	9.4
RL.9-10.4*	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	●	●		
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	●	●		
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		○		
Integration of Knowledge and Ideas		9.1	9.2	9.3	9.4

RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	○	○		
RL.9-10.7.a	Analyze works by authors or artists who represent diverse world cultures.	○	○		
RL.9-10.8	(Not applicable to literature)				
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	○	○		○
Range of Reading and Level of Text Complexity		9.1	9.2	9.3	9.4
RL.9-10.10*	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<i>Yearlong standard.</i>			
Reading for Informational Text					
Key Ideas and Details		9.1	9.2	9.3	9.4
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	○	○	●	○
RI.9-10.1.a	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			●	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	●	●	●	●
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	○	●		○
Craft and Structure		9.1	9.2	9.3	9.4
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	●	●	●	○
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	●	●	●	●
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	●			●
Integration of Knowledge and Ideas		9.1	9.2	9.3	9.4
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.			○	○
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			○	●

RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	○	○	○	
Range of Reading and Level of Text Complexity		9.1	9.2	9.3	9.4
RI.9-10.10*	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	<i>Yearlong standard.</i>			
Writing					
Text Types and Purposes		9.1	9.2	9.3	9.4
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.	●	●	●	●
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			○	●
W.9-10.1.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.				●
W.9-10.1.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.	●	●	●	●
W.9-10.1.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.	●	●	●	●
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	●	●	●	●
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	○	●	●	○
W.9-10.2.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.	●	●	●	●
W.9-10.2.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.	●	●	●	●
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	●	●	●	●
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	●	●	●	●
W.9-10.2.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.	●	●	●	●
W.9-10.2.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).	●	●	●	●

W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		●		
W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.				
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		●		
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	●	●	●	●
W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	●	●	●	●
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		●		
W.9-10.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.				
Production and Distribution of Writing		9.1	9.2	9.3	9.4
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	●	●	●	●
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	●	●	●	●
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	○	●	●	●
Research to Build and Present Knowledge		9.1	9.2	9.3	9.4
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			●	
W.9-10.7.a	Explore topics dealing with different cultures and world viewpoints.			○	○
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	○	○	●	
W.9-10.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●
W.9-10.9.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]”).	○	○		
W.9-10.9.b	Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).			○	●

Range of Writing		9.1	9.2	9.3	9.4
W.9-10.10*	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<i>Yearlong standard.</i>			
Speaking and Listening					
Comprehension and Collaboration		9.1	9.2	9.3	9.4
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	○	○	○	○
SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	●	●	●	●
SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	○	○	○	○
SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	○	○	○	○
SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	○	○	○	○
SL.9-10.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	○	○		
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			○	
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	○	○	○	○
Presentation of Knowledge and Ideas		9.1	9.2	9.3	9.4
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			●	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			●	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	○	○	○	○
Language					
Conventions of Standard English		9.1	9.2	9.3	9.4
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●

Conventions of Standard English		9.1	9.2	9.3	9.4
L.9-10.1.a	Use parallel structure.	○	○	○	○
L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	●	●	●	●
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●
L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	●	●	●	●
L.9-10.2.b	Use a colon to introduce a list or quotation.	○	○	○	○
L.9-10.2.c	Spell correctly.	●	●	●	●
Knowledge of Language		9.1	9.2	9.3	9.4
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	●	●		○
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.	○	○	●	●
Vocabulary Acquisition and Use		9.1	9.2	9.3	9.4
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	○	○	○	○
L.9-10.4.a*	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	○	○	○	○
L.9-10.4.b*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	○	○	○	○
L.9-10.4.c*	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	○	○	○	○
L.9-10.4.d*	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	○	○	○	○
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	●		○
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	●	●		
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.	○	○	○	○
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	●	●	●	●

Standards marked with an asterisk () are yearlong standards included in each module.