

GRADE NINE & TEN

GRADE NINE & TEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING INFORMATION				
KEY IDEAS & DETAILS	9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Characteristics of an analysis Textual evidence/text support Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used) Critical/analytical judgment Concrete/abstract Generalization 	<ul style="list-style-type: none"> Good readers use strong textual evidence, connections to their own lives, and their background knowledge to make inferences about what they read and to draw conclusions. Good readers respond to a variety of texts by drawing conclusions and citing textual evidence to show an understanding of what they read and how it connects to their lives. 	<ul style="list-style-type: none"> Make strongly implied inferences about content, abstract ideas, and events in a text and identify appropriate text support Identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text. Identify how author's choices affect central ideas Differentiate between strong and weak textual support Use the combination of explicitly stated information, background knowledge, , and connections to the text to answer questions they have as they read Make critical or analytical judgments to make generalizations Create self-motivated interpretations of text that are adapted during and after reading Analyze what text says explicitly as well as inferentially Supply strong and thorough textual support for analysis of a text Make connections between conclusions they draw and other beliefs or knowledge Make critical or analytical judgments about what they read Create interpretations of text that are adapted as they continue to read and after they read
		Additional at Grade 10		Additional at Grade 10
		<ul style="list-style-type: none"> Author's decisions (notes to readers) Rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) 		<ul style="list-style-type: none"> Identify rhetorical strategies used by an author in a text Analyze an author's choice of rhetorical strategies Explain an author's use of rhetorical strategies with strong and thorough evidence from the text
	<p>CCSS- Grade Specific Reading Standard 10 (Grade 9) 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>CCSS- Grade Specific Reading Standard 10 (Grade 10) By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></p> <p>Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics</p>			

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KEY IDEAS & DETAILS	9-10.RI.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.	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Central idea • Key details • Types of text structures (e.g. sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, cause/effect) • Relationship between central and specific ideas in an informational text. • Characteristics of an effective summary for informational texts (e.g., objective vs. subjective) • How to summarize • How to analyze 	<ul style="list-style-type: none"> • Authors of informational texts develop texts that have a central idea that is developed over the course of a text. • Good readers develop effective summaries that are objective and capture the central idea of informational text(s). • Good readers analyze how the central idea of an informational text develops, emerges, and is shaped and refined by specific details. 	<ul style="list-style-type: none"> • Describe or graphically represent the relationship between central ideas and specific details • Determine a central idea of an informational text • Describe or graphically represent the relationship between central ideas and specific details • Analyze how authors reveal, shape, and refine a central idea, utilizing specific details • Create an objective summary of an informational text • 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 • Provide an objective summary that includes how the central idea emerges, is shaped and refined by specific details

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KEY IDEAS & DETAILS	<p>9-10.RI.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.</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to analyze effectively (e.g., text-supported explanation of what, why and how) • Patterns of organization (e.g., comparison, analogy, classification, chronological order, definition, process, problem/ solution, cause/effect) • Signal/linking words/phrases that facilitate analysis (e.g., connections/distinctions between and among ideas/ concepts/event) • Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote) • Presentation strategies (e.g., ordering of information, development of information, and explicit and implied connections) • Connections and interactions (e.g., one piece of text “explains” another or influences another) 	<ul style="list-style-type: none"> • Authors control information and their message through their choices of how information is presented and connected. • Good readers understand that making meaning of complex texts requires a careful analysis of author/s choices. 	<ul style="list-style-type: none"> • Identify linking words/phrases that signal presentation of information • Explain how authors’ choices about organization/ presentation of information control readers’ understandings of the message/central idea • Analyze how organization of events and ideas reflects various patterns of organization • Analyze how authors’ choices about presenting and including or excluding information shape the text and its message • Describe and analyze the author’s analysis of information. • 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

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CRAFT AND STRUCTURE	<p>9-10.RI.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).</p>	<ul style="list-style-type: none"> • Informational text • How to analyze • Word/language choices • Context clues • Literal/ Denotative meaning • Connotative meaning • Technical meanings • Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, allusions) • Tone 	<ul style="list-style-type: none"> • Authors make purposeful choices to achieve an intended effect within informational text(s). • Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). 	<ul style="list-style-type: none"> • Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and use domain-specific terms • Identify and interpret figurative language • Explain how figurative language enhances and extends meaning • Explain the impact of specific language choices by the author • Explain how authors use language choices to create an effect • Analyze how specific language choices have a cumulative effect on meaning and tone in informational texts • 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
	<p>9-10.RI.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).</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to analyze • Various text features(e.g., captions, maps, information from charts and graphs, illustrations) • Various text structures (e.g., sentences, paragraphs, sections, chapters) • Relationships between parts of text and whole text (as indicated by text features and structures) • Ideas and Claims • Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution) 	<ul style="list-style-type: none"> • Authors use text structures and text features to chunk and organize the information so readers can deconstruct the text. • Authors' choices of structures, features, etc. control the central idea and the readers' perceptions • Good readers know that recognizing how a text is structured is one key to making meaning from text. • Good readers understand the structures and features of a text, and use them to make sense of what they read. 	<ul style="list-style-type: none"> • Analyze text structures in informative/technical texts to make meaning of text • Analyze the unique features of various informative texts to enhance understanding of the text • Describe the relationship between text organization and development of ideas and claims • Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

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CRAFT AND STRUCTURE	9-10.RI.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.	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to analyze • Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text • Point of view (e.g., first person, third person, limited, omniscient) • Author's viewpoint/focus/attitude/bias • Author's perspective (background) • Author's strategies for developing viewpoint and purpose (e.g., author's choices about when and how to develop information; what information to include or exclude) • Conflicting evidence or viewpoints • Responses to opposing viewpoints (e.g., acknowledge, concede, rebut) • Rhetoric <ul style="list-style-type: none"> • Rhetorical devices • Logos • Ethos • Avoiding logical fallacies (e.g., slippery slope, circular argument, begging the claim, red herring) • Pathos • Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron) • Rhetorical questions • Rhetorical situation (e.g., author, audience, text, context/environment/setting) 	<ul style="list-style-type: none"> • Authors use distinctive language (e.g., rhetorical devices) to influence the audience and/or create an effect that will enhance their purpose. • Good readers recognize that authors use rhetoric to advance the point of view or purpose of informational text(s). 	<ul style="list-style-type: none"> • Explain the author's overall purpose (to inform, to persuade, to explain how, to entertain) for writing a text • Explain how the author's choices reflect his/her viewpoint, focus, attitude, position or bias • Explain how point of view, viewpoint, purpose and perspective affect and informational text (controls the message/information) • Identify the rhetorical context of a text • Analyze the author's use of persuasive techniques, rhetorical devices, logical fallacies, etc. • Analyze how an author uses rhetoric to advance that point of view or purpose • 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 • Support their analysis with examples

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INTEGRATION OF KNOWLEDGE	9-10.RI.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.	<ul style="list-style-type: none"> Characteristics of an analysis Emphasis Compare/contrast Text and media topic/message Author's purpose /intention Audiences' needs Media formats (e.g., visually, quantitatively) Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast) 	<ul style="list-style-type: none"> Creators and presenters of written and visual text choose details to present a particular topic or idea relevant for a specific audience and purpose. Good readers' and viewers' understandings and perceptions of a topic or idea are affected by the ways in which information or details are selectively presented. 	<ul style="list-style-type: none"> Compare how different text/media present information about the same subject Identify aspects of text/media that reveal an author's purpose/intention Analyze the details included (and excluded) in different versions of an account 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
	9-10.RI.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.	<ul style="list-style-type: none"> Identify false statements Define and identify fallacious reasoning Recognize valid reasoning Recognize relevant and sufficient evidence 	<ul style="list-style-type: none"> Delineate the argument and specific claims in a text Evaluate argument or specific claims in a text Assess the validity of reasoning and the relevance and sufficiency of the evidence that supports it Distinguish between fallacious and valid reasoning 	<ul style="list-style-type: none">
	9-10.RI.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.	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to analyze informational texts Seminal texts (refer to CCSS Appendix B to assess texts for appropriateness) Compare/contrast Themes and concepts Historical and literary significance Author's perspective (background) 	<ul style="list-style-type: none"> Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose and historical context. Authors' texts become seminal based on the significance of their historical and literary themes and concepts. Good readers recognize that what makes a text "seminal" is its influence and significance over time. 	<ul style="list-style-type: none"> Identify characteristics of "seminal" texts Identify what gives a work historical significance Identify what gives a work literary significance Describe the authors' overall purposes for writing texts Identify the authors' positions in texts Identify, cite, and explain textual evidence which reveal the themes and concepts of a seminal text Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
RANGE OF READING	9-10.RI.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.	<ul style="list-style-type: none"> Identify and understand key ideas and details Identify and understand craft and structure Identify and understand integration of knowledge and ideas 	<ul style="list-style-type: none"> Comprehend key ideas and details Comprehend craft and structure 	<ul style="list-style-type: none">

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READING LITERATURE				
KEY IDEAS & DETAILS	9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Textual evidence/text support Content/abstract idea Author's decisions (e.g., word choice, point of view, literary elements, tone, style) Critical/analytical judgments Generalizations Background knowledge Explicitly stated information Conclusion Theme 	<p>Authors include key details in literary texts which can help a reader ask and answer questions.</p> <p>Good readers use strong textual evidence, connections to their own lives, and their background knowledge to make inferences about what they read and to draw conclusions.</p> <p>Good readers respond to a variety of texts by drawing conclusions and citing textual evidence to <i>show</i> an understanding of what they read and how it connects to their lives.</p>	<ul style="list-style-type: none"> Make, test and revise predictions as they read Make inferences about content, concrete ideas and author's decisions in a text Identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text Differentiate between strong and weak textual support Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read Make critical or analytical judgments to make generalizations Create self-motivated interpretations of text that are adapted during and after reading Draw conclusions about characters and events in a text and identify how author's choices affect theme Identify how author's choices affect central ideas Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis Analyze connections between self and literary themes
		Additional at Grade 10		Additional at Grade 10
		<ul style="list-style-type: none"> Author's decisions (notes to readers) Rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) 		<ul style="list-style-type: none"> Identify rhetorical strategies used by an author in a text Analyze an author's choice of rhetorical strategies Explain an author's use of rhetorical strategies with strong and thorough evidence from the text
	9-10.RL.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.	<ul style="list-style-type: none"> Literary texts How to analyze Central/main idea Theme The purposes of and relationships between main ideas and supporting details in literary text (e.g., timing of appearance, relationship) Characteristics of an effective summary for literary texts (e.g., objective vs. subjective) 	<ul style="list-style-type: none"> Authors of literary texts include details that help the reader analyze how the theme or central ideas develop, emerge, and are shaped and refined. Good readers develop effective summaries that are objective and include the central ideas of the text. 	<ul style="list-style-type: none"> Compose an objective summary of the text that includes how the central idea emerges, is shaped and refined by specific details. Describe or graphically represent the relationship between central ideas and specific details. Determine a theme or central idea of a text Analyze how authors reveal, shape, and refine a theme or convey the central idea, utilizing specific details. Create an objective summary (excluding personal opinions) 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

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KEY IDEAS & DETAILS	9-10.RL.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.	<ul style="list-style-type: none"> Literary texts How to analyze Story Elements Plot (e.g., rising action, falling action, flashback, foreshadowing, climax/ turning point, resolution, denouement) Episodes Conflicts (e.g., man vs. man, man vs. nature) Character types (e.g., flat/round, static/ dynamic) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain, foil, archetype) Setting (time, place, context) Dialogue (e.g., direct, indirect) Mood and tone Theme Drama Elements Episodes Acts Scenes Dialogue (e.g., aside, monologue, dialogue) Character actions, feelings, words, and implied motivations 	<ul style="list-style-type: none"> Authors create complex literary characters to advance the plot or develop the theme of a text. Rich and complex literary themes result from authors' purposeful choices for literary elements Good readers understand how characters evolve over the course of a text. 	<ul style="list-style-type: none"> Differentiate among complex or multi-dimensional character types and roles within a story or drama Identify multiple and/or conflicting motivations of complex characters Explain what specific lines of dialogue reveal about characters Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society) Explain (tell, write, or graphically represent) how characters, events, setting, and plot elements interact to create/ show mood and tone and theme Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme

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READING LITERATURE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
CRAFT AND STRUCTURE	9-10.RL.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).	<ul style="list-style-type: none"> Literary text How to analyze Word/language choices Context clues Literal/ Denotative meaning Connotative meaning Genre-specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section) Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, idiom) Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions) Mood Tone 	<ul style="list-style-type: none"> Authors make purposeful choices to achieve an intended effect within text(s). Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s). 	<ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and use genre-specific terms to explain author's language choices Identify and interpret figurative language and literary devices Explain how figurative language and literary devices enhance and extend meaning Explain the impact of specific language choices by the author Explain how authors use language choices to create an effect Analyze how specific language choices have a cumulative effect on meaning and tone in literary texts 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
	9-10.RL.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.	<ul style="list-style-type: none"> Literary text How to analyze Author's Choices Patterns of organization (e.g., sequence, chronological order, description, comparison, problem/solution, simple cause/effect, conflict/resolution) Ordering events (e.g., parallel plots) Manipulating time (e.g., pacing, flashbacks) Elements of style (e.g., tone, word choice, sentence structure) Mood and tone (e.g., mystery/suspense, tension, surprise) 	<ul style="list-style-type: none"> Authors make choices that create mood and tone (e.g., how to structure a text, order events within it, and manipulate time) Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s). 	<ul style="list-style-type: none"> Analyze the relationship between text organization and development of ideas Analyze the relationship between form/structure and meaning in text Identify organizational structures (e.g., flashback, foreshadowing, pacing) 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.

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CRAFT AND STRUCTURE	9-10.RL.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.	<ul style="list-style-type: none"> Literary text(s) How to analyze Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text Point of view (omniscient, first-person, third-person limited) Author's view point, perspective, focus, attitude, bias Speaker/Narrator Cultural experiences and influences Audience Elements of style (e.g., word choice, figures of speech) Tone Subjectivity/Objectivity View point/Attitude 	<ul style="list-style-type: none"> An author's decisions about developing a perspective/point of view are influenced by both the readers and author's background knowledge and experience, including cultural differences. Good readers identify point of view or cultural experience that is reflected in literary text(s). 	<ul style="list-style-type: none"> Identify particular view points or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Identify the text details that reflect cultural experiences and perspectives Analyze the author's overall purpose for writing a text Analyze how the author's purposes shape the content Analyze how point of view affects a literary text Evaluate the impact of an author's use of point of view (e.g.; first vs. third, limited vs. omniscient and subjective vs. objective) on the reader. Analyze a particular view point or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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READING LITERATURE				
INTEGRATION OF KNOWLEDGE & IDEAS	9-10.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	<ul style="list-style-type: none"> • How to analyze • Compare • Contrast • Artistic media (e.g., music, sculpture, dance, poetry, graffiti, paintings) • Theme/central idea • Author's choices (e.g., audience, word choice, text structure, style, mood, tone) • Author's intention/purpose (e.g., to reveal a dilemma, to promote self-reflection, to draw attention to an issue or event, to predict the future, to understand the past) • Subject • Key scene 	<ul style="list-style-type: none"> • Authors/artists make unique choices to convey meaning to their audience(s). • Good readers' and viewers' understanding of an artistic media is influenced by the unique choices the authors and artists make. 	<ul style="list-style-type: none"> • Compare and contrast the representation of the same subject or key scenes in two different artistic media • Recognize emphasis (or lack thereof) in more than one treatment of a subject or key scene • Analyze the representation of a subject or key scene in more than one artistic media
	9-10.RL.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).	<ul style="list-style-type: none"> • How to analyze • Theme • Allusions • Source material • Text-to-text connections 	<ul style="list-style-type: none"> • Authors often draw on and transform source material to create a new text. • Good readers better understand works of fiction when they make connections to source material. 	<ul style="list-style-type: none"> • Recognize common allusions • Identify source material which appears in a newer text • Analyze how an author draws on and transforms source material in a specific work • Explain the transformation of source material in the newer text
READING RANGE	9-10.RL.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.	<ul style="list-style-type: none"> • Identify/understand key ideas and details • Identify/understand craft and structure • Identify/understand integration of knowledge and ideas 	<ul style="list-style-type: none"> • Comprehend key ideas and details • Comprehend craft and structure • Comprehend integration of knowledge and ideas 	

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COMMON CORE STANDARDS				
SPEAKING & LISTENING		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
COMPREHENSION & COLLABORATION	<p>9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 9-10.SL.1a: 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. 9-10.SL.1b: 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. 9-10.SL.1c: 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. 9-10.SL.1d: 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. 	<ul style="list-style-type: none"> Identify key supporting ideas from reading and research as well as in context of larger themes and issues Describe guidelines for collegial discussion Describe ways to make collaborative decisions Know how to ask thought-provoking questions Identify new information posed during discussion Identify conclusions posed during discussion or in text 	<ul style="list-style-type: none"> Evaluate collegial discussion and decision-making processes used Determine goals, deadlines, and individual roles for discussion groups Compare and contrast opinions and facts posed by peers on the designated issue or topic Formulate opinions, ideas, and conclusions based on prior and new evidence Analyze evidence that supports personal opinions and ideas as well as those of others Evaluate personal conclusions and the conclusions of others 	<ul style="list-style-type: none"> Do: Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Do: Facilitate discussions Do: Collaborate to develop guidelines for successful discussion and decision-making Do: Follow agreed-upon guidelines for discussion Do: Respond thoughtfully to others’ remarks and arguments, summarizing points of agreement and disagreement Do: Reference evidence from texts and research to support comments and ideas Do: Pose and respond to questions by connecting to larger themes, issues, or contexts Do: Engage others in discussions through questioning or responding to their ideas Do: Question or respond to clarify, verify, or challenge conclusions posed by others Do: Make connections to new evidence or reasoning posed to justify personal viewpoints

GRADE NINE & TEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
SPEAKING & LISTENING				
COMPREHENSION & COLLABORATION	9-10.SL.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.	<ul style="list-style-type: none">Identify information from multiple sources presented in diverse media	<ul style="list-style-type: none">Integrate multiple sources of information presented in diverse media formatsEvaluate the credibility and accuracy of sources	<ul style="list-style-type: none">
	9-10.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<ul style="list-style-type: none">Define and identify fallacious reasoning, as well as, exaggerated or distorted evidence in a speechDefine and identify a speaker's point of view, reasoning, and use of rhetoric and evidence	<ul style="list-style-type: none">Evaluate a speaker's point of view, reasoning, and use of rhetoric and evidence	<ul style="list-style-type: none">

GRADE NINE & TEN

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
SPEAKING & LISTENING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
PRESENTATION OF KNOWLEDGE	9-10.SL.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.	<ul style="list-style-type: none"> Identify information, findings, and supporting evidence Recognize that presentation of information is determined by analysis of purpose, and task Recognize what constitutes clear, concise, and logical presentation of information and findings 	<ul style="list-style-type: none"> Determine supporting evidence, logical organization, and appropriate development, substance and style for purpose, as well as audience and task 	<ul style="list-style-type: none"> Do: Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning Do: Present information so that the organization, development, substance, and style are appropriate to the purpose, audience, and task
	9-10.SL.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.	<ul style="list-style-type: none"> Recognize digital media 	<ul style="list-style-type: none"> Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence Evaluate the usefulness of digital media in presentations to add interest 	<ul style="list-style-type: none"> Use digital media strategically in presentations to enhance understanding and add interest
	9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings 	<ul style="list-style-type: none"> Evaluate audience needs, including perceptions and misconceptions Distinguish between formal and informal speech Analyze the situation to determine if it requires formal or informal language 	<ul style="list-style-type: none"> Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when appropriate

GRADE NINE & TEN

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
LANGUAGE				
CONVENTIONS OF STANDARD ENGLISH	<p>9-10.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 9-10.L1a: Use parallel structure.* 	<ul style="list-style-type: none"> Define and identify parallel structure Recognize various types of phrases Identify types of clauses 	<ul style="list-style-type: none"> Incorporate parallel structure 	<ul style="list-style-type: none"> Do: Demonstrate command of the conventions of standard English grammar and usage when writing Do: Use various phrases and clauses to add variety and interest and to convey specific meanings in writing Do: Demonstrate command of the conventions of standard English grammar and usage when speaking Do: Use parallel structure Do: Use various phrases and clauses to add variety and interest and to convey specific meanings in presentations
	<p>9-10.L2: 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.</p> <ul style="list-style-type: none"> 9-10.L2a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 9-10.L2b: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 9-10.L2c: Spell correctly. 9-10.L2d: 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. 9-10.L2e: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. 9-10.L2f: Use a colon to introduce a list or quotation. 	<ul style="list-style-type: none"> Know rules for semi-colon use Identify and correct misspelled words 		<ul style="list-style-type: none"> Do: Apply correct capitalization, punctuation, and spelling when writing Do: Use a semicolon to link two or more closely related independent clauses Do: Use a conjunctive adverb to link two or more closely related independent clauses Do: Use a colon to introduce a list/quotation

GRADE NINE & TEN

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
LANGUAGE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
VOCABULARY ACQUISITION & USE	9-10.L3: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading words and content, choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> Understand how language functions in different context Understand how language functions in different context Recognize that the style of a written work should be appropriate to the discipline and writing type 	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions differently in different contexts Apply knowledge of language to make effective choices for meaning or style Apply knowledge of language to comprehend more fully when reading or writing 	<ul style="list-style-type: none"> Do: Write and edit work according to style manual guidelines, appropriate for the discipline and writing type
	9-10.L4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). <ul style="list-style-type: none"> 9-10.L4a: 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. 9-10.L4b: 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). 9-10.L4c: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 9-10.L4d: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 	<ul style="list-style-type: none"> Identify words and phrases with multiple meanings Recognize patterns of word changes that indicate different meanings or parts of speech Consult general and specialized reference materials to determine pronunciation, meaning, a word's speech, or etymology 	<ul style="list-style-type: none"> Apply context clues to ascertain the meaning of a word or phrase Determine or clarify the meaning of unknown or multiple-meaning words and phrases 	<ul style="list-style-type: none"> Do: Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple-meaning word or phrase Do: Verify preliminary determination of the meaning of a word or phrase Do: Use word patterns that indicate different meanings or parts of speech

GRADE NINE & TEN

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
LANGUAGE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
VOCABULARY ACQUISITION & USE	<p>9-10.L5: Analyze nuances in the meaning of words with similar denotations.</p> <ul style="list-style-type: none"> 9-10.L5a: 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. 9-10.L5b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	<ul style="list-style-type: none"> Recognize and understand the meaning of figurative language Recognize and understand the different types of relationships between words Recognize and understand nuances in word meanings 	<ul style="list-style-type: none"> Interpret the role of figurative language in the text Analyze a text's use of language Analyze nuances of words with similar denotations to understand words in context 	<ul style="list-style-type: none">
	<p>9-10.L6: 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.</p>	<ul style="list-style-type: none"> Identify general academic and domain-specific words and phrases Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge 	<ul style="list-style-type: none"> Make meaning of and use words and phrases important to the comprehension of academic and domain-specific words, accurately Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge 	<ul style="list-style-type: none"> Do: Use general and domain-specific words and phrases at the college and career readiness level Do: Use appropriate contextual clues when demonstrating independence in gathering vocabulary

GRADE NINE & TEN			
LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS			
WRITING	(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
<p>TEXT TYPES & PURPOSES</p> <p>9-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> 9-10.W.1a: 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. 9-10.W.1b: 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. 9-10.W.1c: 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. 9-10.W.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 9-10.W.1e: Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> Persuasion and argument Difference between relevant and irrelevant evidence Reason(s) (e.g., position, claims/counterclaims, support, debatable issue as opposed to single-sided issue or report topic) Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts) Style (e.g., formal, informal, specific to audience) Reasoned and logical argument/case Primary sources Secondary sources (e.g., UDLlib/Search) Effective introduction (e.g., one that takes a clear position, clarifies the issue, offers solutions/action, provides background information, commands reader's attention) Awareness of audience Organizational pattern/ structure Cohesive and transitional devices (e.g., words, phrases, clauses) Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement) Effective persuasive and propaganda techniques (e.g., appeal to emotion, testimonial; avoiding logical fallacies such as name calling, exaggeration, bandwagon) Effective rhetorical devices (e.g., rhetorical question, repetition, direct address) Format choices (e.g., letter-business, personnel, editorial, review, debate brief, persuasive essays, proposals, advertisements, position papers) Effective conclusion (e.g., one that provides call to action/next step or answers the "so what" question, moves beyond summary) Objective tone (e.g., academic, formal, fact-based, reasoned) Norms and conventions of the discipline in which they are writing (e.g., language for legislative proposals, persuasive speech, debate) 	<ul style="list-style-type: none"> Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position. Good authors use model/examples texts to guide them as they compose their own persuasive pieces. 	<ul style="list-style-type: none"> Do: Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence that introduces precise claims and distinguishes them as alternate or opposing Do: Write an argument creating an organization that establishes clear relationships among claim(s) and counterclaims daily, supported by evidence Do: Write an argument identifying strengths and limitations of claims and counterclaims Do: Write an argument that anticipates the audience's knowledge level and concerns Do: Write an argument using words, phrases, and clauses to link sections of text, create cohesion, and clarify relationships Do: Write an argument where formal style and objective tone are established and maintained <p>Do: Write an argument providing a concluding statement that follows from and supports the argument presented</p>

GRADE NINE & TEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
WRITING		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
TEXT TYPES & PURPOSES	<p>9-10.W.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> <ul style="list-style-type: none"> 9-10.W.2a: 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. 9-10.W.2b: 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. 9-10.W.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 9-10.W.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 9-10.W.2f: 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). 	<ul style="list-style-type: none"> Informative/explanatory writing (to include expository and literary non-fiction) Topic/Thesis Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews) Organizational patterns (e.g., concept definition, classification, comparison/contrast, and cause/effect, problem-solution, time order) Formatting devices (e.g., headings) Graphics (e.g., charts, figures, tables) Multimedia Domain-specific vocabulary Use non-literal language (e.g., idioms, slang, figurative language, dialect pun) Style (e.g., formal, informal, specific to audience) Objective tone Primary sources Secondary sources (e.g., UDLlib/Search) Effective introduction/hook (e.g., one that presents a thesis that goes beyond the obvious and provides necessary background information) Awareness of audience Transition words, phrases, clauses Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews) Effective conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues and/or generating a hypothesis) 	<ul style="list-style-type: none"> Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly and effectively. Good authors use informative/explanatory writing to communicate information related to real-world tasks. Good authors use model/example texts to guide them as they compose informative/expository texts. Good readers and writers write to make meaning of what they read. 	<ul style="list-style-type: none"> Do: Write informative/explanatory texts that examine/convey complex ideas, concepts, and information Do: Write informative/explanatory texts that demonstrate clear and accurate information Do: Write informative/explanatory texts that use effective selection, organization, and analysis of content Do: Write informative/explanatory texts that include formatting, graphics, and multimedia when useful to aiding comprehension Do: Write informative/explanatory texts that include relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and other information appropriate to the knowledge of the topic Do: Write informative/explanatory texts that use appropriate and varied transitions Do: Write informative/explanatory texts that use precise language and domain-specific vocabulary to manage the complexity of the topic Do: Write informative/explanatory texts that establish and maintain a formal style and objective tone, while attending to the norms and conventions of the discipline in which they are writing Do: Write informative/explanatory texts to provide a concluding statement or section that follows from and supports the information

GRADE NINE & TEN

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<p>9-10.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 9-10.W.3a: 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. 9-10.W.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 9-10.W.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 9-10.W.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 9-10.W.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> Narrative writing (e.g., biographical, personal, fictional) Topic Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event) Character types (e.g., dynamic, flat, foil, round) Narrative techniques (e.g., dialogue, monologue, description, pacing) Point of view (e.g., first person, third person, alternating points of view) Elaboration Awareness of audience Plot/plot lines (e.g., conflict, climax, resolution) Organizational pattern(s)/sequence of events (e.g., chronological, reflective, flashback) Relevant, concrete details/examples Difference between relevant and irrelevant details Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) Transitional words and phrases Coherence (paragraph unity, sentence cohesion, parallelism) Closure/ending/conclusion (e.g., one that reflects on what is experienced, observed, or resolved over the course of the narrative) Forms (e.g., short stories, journals, poems, personal essays, memoir, autobiography) Mood/reader's reaction (e.g., humorous, light, mysterious) 	<ul style="list-style-type: none"> Good authors of narrative writing effectively develop stories to immerse the reader in the experience or event. Good authors use model/example texts to guide them as they compose their own narrative pieces. Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. 	<ul style="list-style-type: none"> Do: Design an organized sequence of events using dialogue to develop experiences, events, and/or characters Do: Use a variety of techniques to logically sequence and connect events Do: Use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, and characters Do: Develop conclusions that reflect on what is experienced, observed, or resolved in a narrative Do: Write a narrative engaging the reader using a problem, situation, or observation and introduces a narrator and/or characters Do: Write a narrative establishing multiple points of view Do: Write a narrative using dialogue, pacing description, reflection, and multiple plot lines to develop experiences, events, and characters Do: Write a narrative using a variety of transitions to develop a coherent sequence of events Do: Write a narrative using appropriate, precise, and descriptive sensory language Do: Write a narrative that provides a reflective conclusion that follows from and supports what is experienced, observed, or resolved

GRADE NINE & TEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
PRODUCTION & DISTRIBUTION	9-10.W.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.)		<ul style="list-style-type: none"> Analyze the reason for writing to determine task, purpose, and audience Determine suitable idea development strategies, organization, and style 	<ul style="list-style-type: none"> Do: Produce clear and coherent writing, using fully-developed ideas, organization, and style, appropriate to task, purpose, and audience
	9-10.W.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.	<ul style="list-style-type: none"> Recognize how and when to plan, revise, edit, rewrite, or try a new approach Recognize significant information for the needs of audience and purpose 	<ul style="list-style-type: none"> Develop and strengthen writing through conventions of writing Determine the focus through the consideration of purpose and audience 	<ul style="list-style-type: none"> Do: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach
	9-10.W.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.	<ul style="list-style-type: none"> Define flexible and dynamic display of information Recall how to keep links updated with current information 	<ul style="list-style-type: none"> Critique products, individual or shared, for the purpose of updating and maintaining accuracy of information 	<ul style="list-style-type: none"> Do: Use technology, including the Internet, to produce, revise, edit, and publish writing Do: Demonstrate use of technology to update individual/shared writing Do: Use technology to interact and collaborate with others for an intended purpose Do: Demonstrate command of technology to link appropriate sources of information Do: Use technology to display information flexibly and dynamically

GRADE NINE & TEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
RESEARCH TO BUILD AND PRESERVE KNOWLEDGE	9-10.W.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.	<ul style="list-style-type: none"> Identify short and sustained research topics and multiple resources on the subject Know when to narrow or broaden inquiries 	<ul style="list-style-type: none"> Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources 	<ul style="list-style-type: none"> Demonstrate: Use reference materials appropriately Demonstrate: Conduct steps for both short and sustained research projects to answer a question Demonstrate: Conduct short and sustained research to answer a question or solve a problem
	9-10.W.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.	<ul style="list-style-type: none"> Recognize authoritative digital and print sources Define and identify plagiarism 	<ul style="list-style-type: none"> Assess the usefulness/authoritative print of each source in answering the research question 	<ul style="list-style-type: none"> Do: Cite in standard formats Do: Perform advanced searches effectively Do: Gather relevant information from multiple sources Do: Integrate information into text selectively to maintain flow of ideas and avoid plagiarism

GRADE NINE & TEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
WRITING		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
RESEARCH TO BUILD AND PRESNET KNOWLEDGE	9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> Identify key ideas and details that provide evidence to support conclusions about text accessed through research Cite textual evidence to support analysis of explicit text 	<ul style="list-style-type: none"> Draw evidence from key ideas and details as support for research Analyze key ideas and details as evidence of understanding text Reflect on key ideas and details as evidence of support and understanding 	
	9-10.W.9a: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).			
	9-10.W.9b: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).			
WRITING RANGE	9-10.W.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.	<ul style="list-style-type: none"> Recognize tasks, audiences, and purposes 	<ul style="list-style-type: none"> Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience 	<ul style="list-style-type: none"> Do: Write over shortened and extended time frames