

# ELA/ESL 10<sup>th</sup> Grade Curriculum Map Template

Semester 1: Units 1, 2, 3, and 4

Semester 2: Units 5, 6, 7, and 8

Essential Question	Content/Skills (with suggested days instruction for each unit)	Performance Indicators (Appendix B)	Common Core Standards (Appendix C)	Resources (Appendix D)	Assessments (Appendix A)	Modifications to instruction (*see footnote)
<b><i>Unit 1: Title OR Essential Question</i></b>						
<i>Overarching Question</i>					Diagnostic Assessment(s)	<u>Struggling Learners</u>
<i>Sub-questions</i>						<u>Advanced Learners</u>
						<b>End of Unit Assessment</b>

Essential Question	Content/Skills (with suggested days instruction for each unit)	Performance Indicators (Appendix B)	Common Core Standards (Appendix C)	Resources (Appendix D)	Assessments (Appendix A)	Modifications to instruction (*see footnote)
<b><i>Unit 2: Title OR Essential Question</i></b>						
<b><i>Overarching Question</i></b>						<b><u>Struggling Learners</u></b>
<b><i>Sub-questions</i></b>						<b><u>Advanced Learners</u></b>
						<b><u>ELL's</u></b>
					<b>End of Unit Assessment</b>	















## Appendix A: Assessments

<b>Unit</b>	<b>Summative Assessments</b>	<b>Formative Assessments</b>
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		
Unit 7		
Unit 8		

## **Appendix B: Performance Indicators (NYS ELA, 2005)**

### ***Reading Strand***

#### **Grades 9-12 Reading Performance Indicators**

- Identify the purpose for reading
- Adjust the reading rate according to the purpose for reading
- Determine the meaning of unfamiliar words by using classroom and other resources
- Distinguish between dictionary meaning and implied meaning of the writer's words
- Follow the logic of compound/complex sentence structure
- Use knowledge of punctuation to assist in comprehension
- Identify transitional words or phrases that make text cohesive (e.g., *finally*, *in addition*, and *in contrast*)
- Recognize the organizational format, such as hierarchical, chronological, and cause/effect
- Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension
- Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles
- Maintain a personal reading list to reflect reading accomplishments

#### **Grade 10 Reading Performance Indicators**

##### **Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Locate and use school and public library resources for information and research
  - set purpose for reading by asking questions about what they need to know for their research
- Use specialized reference sources, such as glossaries, directories, and abstracts
- Read and follow written directions and procedures to solve problems and accomplish tasks
  - use workplace documents
- Skim texts to gain an overall impression and scan texts for particular information
  - focus on key words/phrases to generate questions
- Identify and evaluate the reliability and validity of informational sources
- Recognize unstated assumptions
- Distinguish verifiable statement from hypothesis
- Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects
  - employ a range of post-reading practices to think about new learning and plan further learning

##### **Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres
  - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
- Read literary criticism to increase comprehension and appreciation of literary texts, with assistance
- Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience
- Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent
- Compare a film, video, or stage version of a literary work with the written version
- Read literary texts aloud to convey an interpretation of the work
- Interpret literary texts on the basis of an understanding of the genre and the literary period
- Interpret multiple levels of meaning and subtleties in text

- Recognize relevance of literature to contemporary and/or personal events and situations

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Form opinions and make judgments about the validity of persuasive texts
- Generate a list of significant questions to assist with analysis of text
- Analyze and evaluate nonfiction texts, including
  - determine the writer’ s perspectives, purposes, and intended audiences
  - determine the reliability and significance of information
  - recognize the format and its significance to content
- Analyze and evaluate poetry in order to recognize the use and effect of
  - sensory imagery
  - figurative language
  - verse form
- Evaluate poetry to recognize the use and effect of verse form
- Analyze and evaluate fiction, including
  - the background in which the text is written
  - the effect created by the author’ s tone or mood
- Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical
- Select, reject, and reconcile ideas and information in light of beliefs
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
- Consider the age, gender, social position, and cultural traditions of the writer
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication

## ***Writing Strand***

### **9-12 Writing Performance Indicators**

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings Identify the intended audience
- Use tone and language appropriate to the audience and purpose Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) Write clear, concise sentences Observe the rules of punctuation, capitalization, and spelling
  - punctuation of simple and compound sentences, dialogue, titles of articles
  - capitalization of words such as proper adjectives, titles of persons, and words in quotes
  - spelling of commonly misspelled words, homonyms, content-area vocabulary
- Use correct grammatical construction - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas
  - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents
- Use dictionaries, thesauruses, and style manuals
- Use an organizational format that provides direction, coherence, and/or unity
- Use computer technology to create, manipulate, and edit text

### **Grade 10 Writing Performance Indicators**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Use both primary and secondary sources of information for research
- Select and limit topics for informational writing, with assistance
- Analyze data and facts to communicate information
- Take notes from written and oral texts, such as lectures and interviews
- Use a range of organizational strategies to present information
- Apply new information in different contexts and situations
- Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet
- Define the meaning of and understand the consequences of plagiarism; investigate school policy
- Use charts, graphs, or diagrams to illustrate informational text
- Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography
- Maintain a portfolio that includes informational writing

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Write original literary texts
  - use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness
  - create multiple levels of meaning, with assistance
  - use language and sentence structure creatively to elicit the reader's emotional response
- Write interpretive and responsive essays of approximately three pages to
  - express judgments and support them through references to the text, using direct quotations and paraphrase
  - explain how the author's use of literary devices affects meaning
  - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances
  - compare and contrast the treatment of literary elements in different genres and by more than one author
  - engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
- Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
- Maintain a portfolio that includes literary, interpretive, and responsive writing

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of issues
- Develop critiques from more than one perspective, such as historical and cultural
- Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience
- Use strategies designed to influence or persuade in writing editorials
- Use telecommunication to participate in Listserv discussion groups
- Maintain a writing portfolio that includes writing for critical analysis and evaluation

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)
- Respect the age, gender, and cultural traditions of the recipient
- Identify and model the social communication techniques of published writers
- Distinguish between the conventions of academic writing and the conventions of email and instant messaging

## ***Listening Strand***

### **Grades 9-12 Listening Performance Indicators**

- Listen respectfully and responsively
- Recognize the use and impact of effective language
- Demonstrate appropriate body language as a listener
- Identify own purpose for listening
- Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people

### **Grade 10 Listening Performance Indicators**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews
- Anticipate the speaker's points and assess their validity, with assistance
- Determine the need for more information for clarification
- Synthesize information from different sources by combining or categorizing data and facts
- Recognize appropriate voice and tone

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Interpret and respond to texts and performances from a variety of genres, authors, and subjects
- Respond to authors' reading and discussing their works
- Recognize features of literary genres in interpreting presentations of literary text
- Recognize historical and contemporary social and cultural conditions in presentation of literary texts
- Identify how format and language are used in presentations to communicate the author's message

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Recognize and acknowledge various perspectives on issues of world concern
- Determine points of view and clarify positions
- Evaluate content and organization of the presentations, applying criteria such as relevance of statements in relation to the topic
- Evaluate the expertise and possible bias of the speaker, in order to judge the validity of the content
- Recognize the use of protocols and traditional practices in debating and public speaking
- Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations, such as speeches, interviews, and editorials

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
- Respect age, gender, social position, and cultural traditions of the speaker
- Listen for multiple levels of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures
- Withhold judgment
- Appreciate the speaker's uniqueness

### ***Speaking Strand***

#### **Grades 9-12 Speaking Performance Indicators**

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Use a presentational format appropriate for the audience and purpose
- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection and demonstrate physical poise

- Use nonverbal communication techniques to help disclose message
- Use visual aids and props effectively
- Respond to the audience's reaction and adapt presentation
- Establish and maintain eye contact with audience

### **Grade 10 Speaking Performance Indicators**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Prepare and give presentations on a range of informational topics
- Express a point of view, providing supporting facts and details
- Anticipate and acknowledge the listener's points of view
- Ask and respond to probing questions to acquire information

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Describe the features of the genre and the period to interpret and respond to texts
- Use devices such as voice, tone, volume, pitch, rate, rhyme, rhythm, and repetition to create an emotional or aesthetic response

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements
- Articulate personal opinions to clarify stated positions and persuade or influence groups
- Present reasons, examples, and details from sources cited to defend opinions and judgments
- Modify content on the basis of audience response during presentation
- Respond to constructive criticism
- Use visuals and technology to enhance presentation
- Ask and respond to questions to seek clarity or to suggest different perspectives

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Speak informally with familiar and unfamiliar people, individually and in group settings
- Respect the age, gender, social position, and cultural traditions of the listener
- Use social communication in workplace settings to foster trust and build goodwill
- Respond respectfully



**Table 2: Details by Curriculum Map Unit of the CCSS – ELA 9-10**

<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 1</b>	<b>Reading Standards for Literature and/or Informational Text (9-10)</b>
	<b>Writing Standards (9-10)</b>
	<b>Speaking and Listening Standards (9-10)</b>
	<b>Language Standards (9-10)</b>



<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 2</b>	<b>Reading Standards for Literature and/or Informational Text (9-10)</b>
	<b>Writing Standards (9-10)</b>
	<b>Speaking and Listening Standards (9-10)</b>
	<b>Language Standards (9-10)</b>

<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 3</b>	<b>Reading Standards for Literature and/or Informational Text (9-10)</b>
	<b>Writing Standards (9-10)</b>
	<b>Speaking and Listening Standards (9-10)</b>
	<b>Language Standards (9-10)</b>

<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 4</b>	<b>Reading Standards for Literature and/or Informational Text (9-10)</b>
	<b>Writing Standards (9-10)</b>
	<b>Speaking and Listening Standards (9-10)</b>
	<b>Language Standards (9-10)</b>

<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 5</b>	<b>Reading Standards for Literature and/or Informational Text (9-10)</b>
	<b>Writing Standards (9-10)</b>
	<b>Speaking and Listening Standards (9-10)</b>
	<b>Language Standards (9-10)</b>

<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 6</b>	<b>Reading Standards for Literature and/or Informational Text (9-10)</b>
	<b>Writing Standards (9-10)</b>
	<b>Speaking and Listening Standards (9-10)</b>
	<b>Language Standards (9-10)</b>



<i>Units</i>	<i>Common Core State Standards Addressed</i>
<b>Unit 8</b>	<b>Reading Standards for Literature and/or Informational Text (9-10)</b>
	<b>Writing Standards (9-10)</b>
	<b>Speaking and Listening Standards (9-10)</b>
	<b>Language Standards (9-10)</b>

## Table 3: Details of the CCSS ELA K-12 Standards

### Reading Standards for Literature: Grades 9-10

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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

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).
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.
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

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).
8. (Not applicable to literature)
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

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.

### Reading Standards for Informational Text: Grades 9-10

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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

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).
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).
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

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.
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.
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.

#### Range of Reading and Level of Text Complexity

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.



## Writing Standards: Grades 9-10

### Text Types and Purposes

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
  - 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.
  - 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.
  - 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.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- 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.**
  - 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.
  - 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.
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - 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).
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
  - 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.
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Production and Distribution of Writing

- 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.)

- 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 on page 54.)**
- 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

- 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.**
- 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.**
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**
  - 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]").
  - 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").

### Range of Writing

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

## Speaking and Listening Standards: Grades 9-10

### Comprehension and Collaboration

- 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.**
  - 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.
  - 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.
  - 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.
  - 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.

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.
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

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.
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.
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 Standards: Grades 9-10

*Grades K-12 standards are referenced where appropriate.*

### Conventions of Standard English

#### Grades 9-10

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.\*
  - 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.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.

#### Grade 8

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.\*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.

#### Grade 7

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
  - b. Spell correctly.

#### Grade 6

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - b. Use intensive pronouns (e.g., myself, ourselves).
  - c. Recognize and correct inappropriate shifts in pronoun number and person.\*
  - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
  - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

#### Grade 5

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.\*
  - e. Use correlative conjunctions (e.g., either/or, neither/nor).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation to separate items in a series.\*
  - b. Use a comma to separate an introductory element from the rest of the sentence.
  - c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
  - d. Use underlining, quotation marks, or italics to indicate titles of works.
  - e. Spell grade-appropriate words correctly, consulting references as needed.

## Language Standards: Grades 9-10 (continued)

*Grades K-12 standards are referenced where appropriate.*

### Grade 4

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage ◻ badge; boy ◻ boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Grade 3

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.\*
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Grade 2

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage ◻ badge; boy ◻ boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Grade 1

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## Language Standards: Grades 9-10 (continued)

*Grades K-12 standards are referenced where appropriate.*

### Kindergarten

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

#### 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

#### Grades 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.

- 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.

#### Grade 8

#### 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

#### Grade 7

#### 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

#### Grade 6

#### 3. Use knowledge of language and its conventions when writing, speaking, reading, or

#### listening.

- Vary sentence patterns for meaning, reader/ listener interest, and style.\*
- Maintain consistency in style and tone.\*

#### Grade 5

#### 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

#### Grade 4

#### 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.\*
- Choose punctuation for effect.\*
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

#### Grade 3

#### 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Compare formal and informal uses of English.

### Vocabulary Acquisition and Use

#### Grades 9-10 Only

#### 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 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.
- 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).

#### 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

#### 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.