Understanding the NC English Language Arts Standard Course of Study

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY

GRADES 9-10

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Understanding the English Language Arts Standard Course of Study for Grades 9-10
ELA Standards with Clarification and Glossary

Purpose

This document provides the Grades 9-10 *NC Standard Course of Study for English Language Arts* (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for "In the Classroom." The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

GRADES 9-10

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade.* Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

CCR Anchor Standards for Reading

Key Ideas and Evidence
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity
10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RL.9-10.1	Cite **strong and thorough textual evidence** to support **analysis** of what the **text** says **explicitly** as well as **inferences** drawn from the text.	Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states as well as what the text indirectly states. *In the Classroom:* Students use three-column graphic organizers, and the columns are labeled as follows: "My inference," "What the text says," "What this evidence means." Students state their conclusions in the "My inference" column, record textual evidence in the "What the text says" column, and explain the connection between their conclusions and the evidence in the "What this evidence means" column. As a class, the teacher and students create a list of criteria for strong and thorough textual evidence. As students cite evidence to support their analyses, they refer to the criteria to evaluate and check the quality of their evidence. Students only use the evidence that fits the established criteria and supports their analyses.	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence **strong and thorough textual evidence** – evidence (see **evidence**) that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or set of claims such that no area is left vulnerable to simple counter-claims (thorough) **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RL.9-10.2	Determine a **theme** 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.	Students establish a literary text's theme, trace it throughout the work, and closely examine how it is first introduced, how it progresses, how it evolves, and how it is clarified through key details. Using the theme and key details, students summarize the text in an unbiased manner. *In the Classroom:* In small groups, students choose a variety of topics from a literary work and establish what statement the author is making about these topics in order to determine the	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **objective summary** – a brief account of a text's central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information

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		theme. The teacher leads the class in a close-read of a section of the text where the theme is most prominent. While reading, students annotate the text to collect evidence on the setting, characters, dialogue, and/or other plot elements that reveal the development of the theme. Citing their annotations, students write explanations of how and why the theme changes throughout the text. The teacher draws a T-chart on the board and asks students to write significant details about the text on the left and personal reflections about these details on the right. The teacher explains that the left column contains factual, unbiased information while the right column contains biased information. The teacher emphasizes using the information from the left column to write objective summaries. Afterwards, students work together in small groups to write paragraphs summarizing the text, making sure that the content is accurate and the language is neutral.	**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
RL.9-10.3	**Analyze** how complex characters develop over the course of a **text**, **interact** with other characters, and advance the **plot** or develop the **theme.**	Students examine how characters' multiple traits, personalities, and conflicting motivations evolve throughout the plot. Students also examine how characters react to each other and how their actions propel the story forward or contribute to the theme. *In the Classroom:* Using a five-column table, students analyze a list of characters. In the first column, students write the characters' names. In the second column, students determine whether or not they are complex. In the third column, the students list ways the character changes. In the fourth column, students describe how the character interacts with other characters. In the last column, students explain how the character advances the plot or develops the theme.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **interact** – to act in such a manner as to influence another **plot** – the sequence of events in a story, play, movie, etc. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores

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		The teacher assigns each student a complex character from the text and asks students to write and perform interviews where a show host asks the character questions about his/her motives, actions, relationships, and role in advancing a text's plot and theme. When writing the script for this interview, students write the characters' responses in a way that accurately represents their personalities and development.	
Cluster: Craft and Structure			
RL.9-10.4	Determine the meaning of words and **phrases** as they are used in the **text**; **analyze** the cumulative impact of specific word choices on meaning and **tone.**	Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how particular words and phrases are used to influence the overall meaning and tone of the text, such as how they create a formal or informal tone. *In the Classroom:* Students use four-column graphic organizers for keywords in a text. In the first column, students write the word. In the second column, students list context clues found before and after the word in the text. In the third column, students write down the meaning of the word as it is used in the text. In the fourth column, students explain how the word impacts the overall meaning and tone of the text. The teacher selects an important passage from the text and assigns each student a tone (formal, informal, bitter, cautionary, empathetic, etc.). The students rewrite the passage by changing key words and phrases to convey the tone they have been assigned. After rewriting the passage, students compare their written work to the original text, noting how the word choices changed the meaning and tone.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

	STANDARD	CLARIFICATION	GLOSSARY
RL.9-10.5	**Analyze** how an author's choices concerning how to structure a **text**, order **events** within it, and manipulate time create effects such as mystery, tension, or surprise.	Students examine how an author deliberately organizes a text, sequences events, and utilizes pacing, such as parallel plots and flashbacks, to create a sense of mystery, tension, surprise, etc. for the reader. *In the Classroom:* The teacher leads a class discussion using questions such as: "How does the author organize the text?" "How does the author order events?" "What devices were used to manipulate time?" "What effects do these create on the reader?" Students create outlines of the text that reflect the overall structure, the order of events, and where time was manipulated. Students annotate the outlines, explaining how these structural choices created a specific experience for the reader.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **event** – a thing that happens; an occurrence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RL.9-10.6	**Analyze** a particular **perspective** or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Students examine how an author or character from world literature narrates the text from a particular perspective. Students determine how an author's or narrator's culture and experiences influence his/her attitude toward an event, character, idea, or concept within the text. *In the Classroom:* Students use cause/effect graphic organizers to determine how the author's or character's perspective affects his/her attitude toward events, characters, ideas, or concepts within the text. The teacher guides students through a close read of the text where culture is most prominent. During the first read, the teacher asks students to highlight areas in the text that reflect culture. During the second read, the teacher asks students to use another color to highlight areas in the text that reflect what the author, narrator, or character thinks, says, and does. During the third read,	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **perspective** – an attitude toward or outlook on something

	STANDARD	CLARIFICATION	GLOSSARY
		students make connections between the highlighted cultural elements and highlighted thoughts, statements, and actions.	
Cluster: Integration of Ideas and Analysis			
RL.9-10.7	**Analyze** the representation of a subject or a key scene in two different **artistic mediums**, including what is emphasized or absent in each treatment.	Students examine two literary texts in different formats which address the same subject or key scene, such as Auden's "Musee des Beaux Arts" and Breughel's "Landscape with the Fall of Icarus." Students compare the two texts' representations of the subject or key scenes, noting their similarities and differences as well as the parts that were accentuated or omitted. *In the Classroom:* Students use Venn diagrams to compare the treatment of the topic or scene in each text. As a class, the teacher and students brainstorm a list of points for comparison that are specific to the two artistic mediums under study, including what the texts might have emphasized or left out. Using this list, students create side-by-side comparison charts to explain how Medium A and how Medium B address the established points of comparison. Students use their charts to discuss the mediums' major similarities and differences with the class.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **artistic medium** – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., words, oil paint, etc.)
RL.9-10.8	**Not applicable to literature.**		
RL.9-10.9	**Analyze** how an author adopts or adapts source material in a specific work.	Students examine how an author borrows or alters content from an original text, such as how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare. *In the Classroom:* After becoming familiar with the source material, students use three different colored highlighters to annotate the adopted or adapted material in a text. In one color, students highlight content borrowed from the source text. In another color, students highlight content	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole

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		adapted from the source text. In the third color, students highlight content that remains true to the source. Students share their annotations and discuss the author's choices in adopting or adapting the source text. The teacher and students brainstorm a list of "look-fors" for analyzing an author's choices in an adapted work. The teacher divides students into small groups. Each group divides the list of "look-fors" equally between group members. Students annotate or highlight the adapted text, looking for evidence of their assigned "look-fors." After all group members complete their annotations, students share and explain their findings.	
*Cluster: Range of Reading and Level of Complexity*		
RL.9-10.10	By the end of grade 9, read and understand literature within the 9-10 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to **text**. By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	By the end of grade 9, students competently read and understand literary texts within the 9-10 text complexity band (Lexile: **1050-1335**). By the end of 10th grade, students competently read and understand literary texts at the highest end of the text complexity band. They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher integrates independent reading seamlessly into regular instruction. The teacher asks students to read the text's title, chapter title, act/scene title, etc. Students write lists of predictions they have about the text, chapter, excerpt, etc. After independently reading, students confirm or disprove their predictions. The teacher provides students with a strategy or purpose for reading. During independent reading, students use the	**independently** – on one's own, without aid from another (such as a teacher) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related

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	strategy or keep the purpose in mind to help them monitor their comprehension.	to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

Reading Standards for Informational Text

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RI.9-10.1	Cite **strong and thorough textual evidence** to support **analysis** of what the **text** says **explicitly** as well as i**nferences** drawn from the text.	Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states as well as what the text indirectly states. *In the Classroom:* Students write their inferences at the top of the text and highlight evidence that supports them. After they complete the highlighting, the teacher asks students to switch their texts with partners. Students read their partners' inferences and annotate each highlighted piece of evidence with a rating of one to three: one being the weakest and three being the strongest and most thorough. Students share their ratings with their partners and come to a consensus on the strongest pieces of evidence. Students share their inferences with the class, using the highest rated pieces of evidence. The teacher provides students with a text-dependent question. As a class, the teacher and students create a list of textual evidence that supports their answers to the question. Together, the teacher and students assess the quality of each piece of evidence and narrow the list of evidences to the strongest and most thorough examples. Students write individual responses to the text-dependent question, using only the pieces of evidence that remain on the list.	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence **strong and thorough textual evidence** – evidence (see **evidence**) that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or set of claims such that no area is left vulnerable to simple counter-claims (thorough) **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.9-10.2	Determine a **central idea** of a text and **analyze** its development over the course of the **text**, including how it emerges and is shaped and refined by specific details; provide an **objective summary** of the text.	Students establish a text's central idea, trace it throughout the work, and closely examine how it is first introduced, how it progresses, how it evolves, and how it is clarified through key details. Using the central idea and key details, students summarize the text in an unbiased manner.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **central idea** – the unifying concept within an informational text to which other elements and ideas relate

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		In the Classroom: Students use three-column graphic organizers to trace the central idea of a text: the top column is labeled "Where," the second column is labeled "What," and the third column is labeled "How." In the first column, students write all the instances where the central idea appears in the text. In the second column, students write what is stated about the central idea. In the third column, students explain how the author introduced the central idea and used key details to shape and refine it. The teacher explains the difference between objective and subjective summaries. The teacher provides students with a subjective summary that lacks the central idea and key details from the text and/or includes extraneous information. Students revise the summary to incorporate the central idea and key details as well as to remove biased language and unnecessary information.	**objective summary** – a brief account of a text's central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.9-10.3	**Analyze** how the author unfolds an **analysis** or **series** of ideas or **events** including the order in which the points are made, how they are introduced and developed**,** and the connections that are drawn between them.	Students closely examine how an author develops an analysis, a series of events, or a set of ideas within a text, including how he/she introduces, sequences, and expands upon his/her points and creates relationships between them. *In the Classroom:* Students create outlines for the text that reflect how the author developed his/her analysis, series of events, or set of ideas. Students annotate the outlines, explaining how the author introduced, sequenced, and developed his/her points. Students also draw arrows between points connected by the author. On the arrows, students explain how the author made these connections.	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **event** – a thing that happens; an occurrence **series** – a set of related/similar things (e.g., people, books, events, etc.) coming after one another (e.g., a series of books or TV episodes)

	STANDARD	CLARIFICATION	GLOSSARY
		Students create their own graphic organizers that illustrate how the author developed his/her analysis, series of events, or set of ideas, including how the author introduced, sequenced, and developed his/her points and made connections between them. Students appropriately position shapes, icons, and/or lines to clearly represent development, order, and connections.	
Cluster: Craft and Structure			
RI.9-10.4	Determine the meaning of words and **phrases** as they are used in a **text**; **analyze** the cumulative impact of specific word choices on meaning and **tone.**	Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how particular words and phrases are used to influence the overall meaning and tone of the text, such as how the language of a court opinion differs from that of a newspaper. *In the Classroom:* After identifying key words from the text, students use a matrix to compare the key words to their synonyms. The key word from the text appears in the first column, and the synonyms appear in the columns that follow. The first row is labeled "meaning" and the second row is labeled "tone." In the first row, the students define the word, and in the second row, students explain the word's tone. Students compare the key word's meaning and tone to its synonyms' meanings and tones, and then explain how the key words impact the overall meaning and tone of the text. After identifying key words and phrases in the text, the teacher and students brainstorm synonyms for each. In small groups, students replace the key words and phrases with the synonyms the class brainstormed and discuss how the synonyms changed the meaning and tone of the overall text. Students explain how the original key words and phrases create a different impact on the text's meaning and tone.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

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RI.9-10.5	**Analyze** how an author's ideas or **claims** are developed and refined by particular sentences, paragraphs, or larger portions of a **text**.	Students examine how an author arranges sentences, paragraphs, sections, or chapters to build and clarify his/her ideas or claims. *In the Classroom:* The teacher provides students with the text deconstructed by sentences. Students reconstruct the text in several different ways by choosing to keep or remove particular sentences, paragraphs, or larger portions of text, ensuring what they choose to keep develops and refines the author's ideas or claims. Students discuss how the author's ideas or claims are developed or clarified by the particular sentences, paragraphs, or larger portions of texts they chose to keep. Students use a three-column graphic organizer: the first column is labeled "Author's ideas or claims," the second column is labeled "Supporting sentences, paragraphs, or portions of text," and the third column is labeled "Explanation." In the first column, students state the author's idea or claim. In the second column, students reference the sentence, paragraph, or portion of text that develops or refines the idea or claim. In the third column, students explain how the sentence, paragraph, or portion of text develops or refines the author's idea or claim.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.9-10.6	Determine an author's **point of view** or **purpose** in a **text** and **analyze** how an author uses **rhetoric** to advance that point of view or purpose.	Students establish an author's point of view or intention by examining how he/she uses language to communicate his/her opinion and achieve his/her purpose. *In the Classroom:* The teacher provides students with a list of purposeful words and phrases from a passage. Based on the words and phrases on the list, students draw conclusions about what the author's point of view might be. Students read the passage to determine if their	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

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		conclusions are accurate. Students then re-read the passage and highlight the rhetorical devices used in the passage to advance the author's point of view or purpose. Students discuss and explain their findings in small groups. Students analyze two texts that use different language to communicate the same point of view or have the same purpose. Students compare the language of both texts in a T-Chart: the left side is for Author A, and the right side is for Author B. In the T-Chart, students list the rhetorical devices used by each author to advance his/her point of view or purpose. Students discuss and explain their findings with partners.	**purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **rhetoric/rhetorical feature** – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
	Cluster: Integration of Ideas and Analysis		
RI.9-10.7	**Analyze** various accounts of a subject told in different **mediums**, determining which details are emphasized in each account.	Students examine several different reportings that address the same subject in different mediums, such as the reporting of a current event in both print and multimedia. In comparing the texts' similarities and differences, students identify the details that are accentuated in each report. *In the Classroom:* The teacher divides students into pairs. The teacher provides each pair with two different accounts told in two different mediums that address the same subject. Together, pairs read and annotate the similarities and differences between the accounts, noting what details authors choose to emphasize in each source. The teacher then asks each pair to pair up with another pair in the class that has different accounts on the same subject. In a group of four, students repeat the same annotation strategy mentioned above.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **medium** – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., poem, oil paint, etc.)

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		The teacher provides students with multiple accounts on the same topic. Students highlight the common details that are emphasized between all accounts in one color and the different details emphasized between accounts in another color. Students share and discuss their findings with the class.	
RI.9-10.8	**Delineate** and **evaluate** the **argument** and specific **claims** in a **text**, assessing whether the **reasoning** is valid and the **evidence** is **relevant** and sufficient; identify false statements and fallacious reasoning.	Students precisely describe the argument and specific claims in a text and judge the quality and quantity of evidence presented, as well as the soundness of the reasoning. Students also determine if irrationalities or inaccuracies are present in the text's argument and claims.

In the Classroom:
The teacher and students complete a T-Chart: the left side is labeled "What it is" and the right side is labeled "What it isn't." On the left side, students describe what the argument and claims are. On the right side, students explain what the argument and claims are not. Students highlight reasoning and evidence in the text that are used to support the information listed on the left side of the T-Chart. Students ask themselves the following questions and answer them in the margins of the text: "Where does the author need more explanation?" "What evidence justifies _____?" "Is there enough evidence to support _____?" "Based on what you know, are there any false or irrational statements?"

The teacher and students brainstorm a list of criteria that describes valid reasoning and relevant, sufficient evidence. The teacher presents a short text containing questionable reasoning and insufficient evidence. Using the established criteria, students highlight the text where reasoning and evidence is insufficient, irrational, or inaccurate. In groups, students revise the highlighted text so the arguments and claims are valid and rational. | **argument** – value statement(s) supported by evidence whose purpose is to persuade or explain

claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth

delineate – to describe something precisely

evaluate – to determine quality or value after careful analysis or investigation

evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic

relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim |

	STANDARD	CLARIFICATION	GLOSSARY
			text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.9-10.9	**Analyze** influential documents of historical and literary significance, including how they address related **themes** and concepts.	Students examine pivotal documents that reflect important historic events and notable literary styles, such as *Washington's Farewell Address*, Roosevelt's *Four Freedoms* speech, and King's *Letter from Birmingham Jail.* When examining these documents, students note the similarities and differences in how they address similar themes and subjects. *In the Classroom:* Students complete a SOAPSTone analysis for each document under study. Students identify and explain each document's Subject, Occasion (context), Audience, Purpose, Speaker, and Tone. Students share and explain their analyses with partners, noting similarities and differences. Students use matrices with two columns and three rows. The first column is labeled "Document A" and the second column is labeled "Document B." The first row is labeled "What," the second row "Why," and the third row "How." In the "What" row, students state the themes and concepts of the documents. In the "Why" row, students explain why each document was written. In the "How" row, students explain how each document addresses the themes and concepts. Students share and explain their matrices, explaining the differences and similarities between the documents.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
Cluster			

Cluster: Range of Reading and Level of Complexity

	STANDARD	CLARIFICATION	GLOSSARY
RI.9-10.10	By the end of grade 9, read and understand informational texts within the 9-10 **text complexity band proficiently** and **independently** for sustained	By the end of grade 9, students competently read and understand informational texts within the 9-10 text complexity band (Lexile: **1050-1335**). By the end of 10th grade, students competently read and understand informational texts at the highest end of the text	**independently** – on one's own, without aid from another (such as a teacher) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing

STANDARD	CLARIFICATION	GLOSSARY
periods of time. Connect prior knowledge and experiences to **text**. By the end of grade 10, read and understand informational texts at the high end of the 9-10 text complexity band proficiently and **i**ndependently for sustained periods of time. Connect prior knowledge and experiences to text.	complexity band. They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher integrates independent reading seamlessly into regular instruction. While students are independently reading, the teacher holds reading conferences with students to discuss their understanding of the text and the strategies they are using to comprehend the text. The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension. Before reading, the teacher asks students to create a list of items they already know about _____. After independently reading, students refer back to their list to confirm or revise their ideas based on the information they read in the text.	something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

GRADES 9-10

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade.*

CCR Anchor Standards for Writing Standards

Text Types, Purposes, and Publishing
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research
5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Guide for W.1, W.2 and W.3

W.9-10.1 Argument writing establishes a writer's position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader's point of view; to call a reader to action; or to convince the reader that the writer's explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate their positions or claims. By the end of tenth grade, students understand how to write arguments in support of claims that examine important topics or texts and include plausible reasons and pertinent, adequate evidence.

WRITING PROCESS FOR ARGUMENT WRITING

Prewriting
The teacher may choose to create argument topics for students, or he/she may allow students to choose topics themselves. To explore the topic, the teacher guides students' brainstorming by asking them to return to the text or explore additional resources through research. Once a topic is explored, students take positions on the topic. This will be the central focus of the writing piece, known as the argument. After determining their argument, students determine their assertion(s) that support the argument, known as the claim(s). Students then organize the information and ideas around the chosen argument and claims by using outlines or graphic organizers to plan and prepare for writing.

Drafting
Referring to their plan and to mentor texts, students draft their arguments. Students begin by writing an introduction that identifies a specific claim(s) distinct from different or conflicting claim(s). When introducing the claim(s), students also establish an organization that clearly illustrates the connection between claim(s), counterclaims, reasons, and evidence.

In the body of their arguments, students equally develop their claim(s) and counterclaims by providing adequate evidence for each. In addition to supplying evidence, students highlight the strengths and limitations of their claim(s) and counterclaims in a way that assumes the audience's level of understanding and concerns about the topic under study.

Teachers encourage students to avoid showing their personal biases in their writing. Students write in a formal style and with an objective tone. Students not only ensure this style and tone is consistent throughout their writing, but they also ensure it is consistent with the guidelines established by the discipline or field of study in which they are writing (e.g. MLA, APA, Chicago, etc.).

As they draft their arguments, students use appropriate words, phrases, and clauses to create transitions that connect major sections, create cohesion, and provide a clear understanding of how the reasons support the claim(s), how the evidence supports the reasons, and how the claim(s) and counterclaims contrast.

To provide closure to their arguments, students write conclusions in the form of statements or sections that connect to and re-emphasize the argument.

Revising and Editing
Students review their drafts in order to make revisions and edits for improvement. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their arguments, making revisions that focus on addressing the most important information for the specific purpose and/or audience of their argument pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that, sometimes requires rewriting or trying a new approach.

In the Classroom:
Relevant and Sufficient Evidence: Students use example texts and identify and evaluate the quality and quantity of evidence used in the texts. Students make suggestions for revising the example texts. Using this same thinking, students evaluate the evidence used in their own pieces.

Writing Claims: Students practice re-writing general statements and factual statements into argument claim(s).

Transitional Words & Phrases: Students insert appropriate transitional words and phrases into a document which has had the transitions removed.

W.9-10.2 Informative/explanatory writing communicates information. It has many purposes – to increase the reader's understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer "what," "how," and "why" questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge of a given topic. By the end of tenth grade, students understand how to write informative/explanatory texts to investigate and clearly and accurately communicate multi-faceted ideas, concepts, and information through effective selection, organization, and analysis of content.

WRITING PROCESS FOR INFORMATIVE/EXPLANATORY WRITING
Before beginning the writing process, it is imperative for the teacher to make the distinction between informative/explanatory writing and argument writing. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people's behaviors.

Prewriting
The teacher may choose to create informative/explanatory topics for students, or he/she may allow students to choose topics themselves. To explore the topic, the teacher guides students' brainstorming by asking them to return to a text or explore additional resources through research. Once a topic has been explored, students develop the purpose and focus for their writing. After determining their purpose and focus, students determine which concepts, ideas, and information are most significant for their pieces. Students then organize the concepts, ideas, and information around the chosen purpose and focus by using outlines or graphic organizers to plan and prepare for writing.

Drafting
Referring to their plans and to mentor texts, students draft their informative/explanatory texts. Students begin by writing introductions that identify the topic and establish an organization that arranges multi-faceted ideas, concepts, and information in a way that illustrates the connections and differences between them.

In the body of their informative/explanatory pieces, students develop the topic with an adequate number of facts that have been carefully selected and are pertinent to the topic under study. Students also include extended definitions, concrete details, quotes, examples, and any additional information necessary.

While drafting their pieces, students develop their topics in a way that assumes the audience's level of understanding. Students answer the following questions in order to better determine the type of information and details needed to address their audience and purpose:

- Who is the intended audience?
- What does the audience already know about the topic?
- What more will the audience want or need to know about the topic?

As students draft their informative/explanatory pieces, they use a variety of appropriate transitions to reflect the organizational structure of the text, create connections between major sections, create cohesion, and provide a clear understanding of how the complex ideas relate to the concepts.

In addition, students need to be familiar with the domain-specific vocabulary related to their topics and use it appropriately in their writing. Students are also encouraged to use precise language to effectively describe the topic under study so that the complexity of the topic does not cloud the reader's understanding of it. Throughout the text, students may include formatting (e.g. headings, sub-headings, sections, etc.), graphics (e.g. images, figures, tables, and charts), and multimedia to help clarify complex information.

Teachers encourage students to avoid showing their personal biases in their writing. Instead, students should write in a formal style and with an objective tone. Students not only ensure this style and tone is consistent throughout their writing, but they also ensure it is consistent with the guidelines established by the discipline or field of study in which they are writing (e.g. MLA, APA, Chicago, etc.).

To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or sections that connect to and re-emphasize the main ideas and concepts presented.

Revising/Editing

Students review their drafts in order to make revisions and edits for improvement. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their informative/explanatory pieces, making revisions that focus on addressing the most important information for the specific purpose and/or audience of their pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:

Research Skills: Students conduct a "scavenger hunt" through a model research piece, identifying the specific characteristics of research writing, such as in-text citations, works cited entry formatting, quotation insertions, and page layouts (with regards to margins and headers).

Structure: Using texts with different types of organization, students create graphic organizers representing each text's organizational structure. Students choose one graphic organizer and use it to plan their drafts and guide their choices of appropriate and varied transitions so that they reflect their chosen structure.

Informative/Explanatory vs. Argument/Opinion: The teacher provides students with a Public Service Announcement (PSA) and an advertisement. The students identify the differences in language and information used. Students keep these differences in mind as they write their informative/explanatory pieces.

W.9-10.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of tenth grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, carefully chosen details, and purposefully structured sequences of events.

WRITING PROCESS FOR NARRATIVE WRITING

Prewriting
The teacher may choose to create narrative topics for students, or he/she may allow students to choose topics themselves. For narrative non-fiction, the teacher guides students through a brainstorming activity to explore personal experiences that had a significant impact on their lives. Once a personal experience is selected, students reflect on what they learned from the experience or how the experience influenced their lives. This reflection provides a direction for their narratives. For fictional narratives, the teacher assists students by providing images, objects, print texts, or non-print texts for students to use as idea starters. The teacher may also choose to provide a writing prompt. Once a narrative topic is chosen, students decide on a point of view, a setting, a narrator and/or characters, and main plot line. Students then organize these elements by using plot outlines or graphic organizers to plan and prepare for writing.

Drafting
Referring to their plans and to mentor texts, students draft their narratives. Students begin by writing introductions that grab the reader's attention and acquaint the reader with the main conflict, circumstances and/or setting, or observation. In their introductions, students also acquaint the reader with their narratives' point of view(s) and the narrator and/or characters.

Students create smooth transitions to advance from one experience or event to the next and use several techniques to unfold them so they evolve and work together to create coherence throughout the entire narrative. While writing their narratives, students use narrative techniques to add to the dynamics of the experiences, the events, and/or the characters. Narrative techniques include, but are not limited to: dialogue, pacing, description, foreshadowing, reflection, and multiple plot lines. To add vividness to their narratives, students are encouraged to use precise language, revealing and significant details, and imagery to describe the experiences, events, setting, and/or characters.

To provide closure, students write endings that connect to and reflect on the significance of or resolutions to the experiences or events shared in the narrative.

Revising/Editing

Students review their drafts in order to make revisions and edits for improvement. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their narratives, making revisions that focus on addressing the most important experiences, events, and details for the specific purpose and/or audience of their pieces. Students are encouraged to revise and edit more than once,

so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:

Practicing Writing Dialogue: The teacher asks students to choose two fictional characters from two different stories they have read, and write the dialogue for an argument between these two characters. Students note the techniques they used to create dialogue and apply them to their own narratives.

Trying a Different Approach: Students rewrite a narrative poem or song as a short story.

Practicing Point of View: Students rewrite a portion of a fairy tale from the point of view of the antagonist. Students note the techniques they used in comparison to the author of the fairy tale. Students apply these techniques to their own narratives.

Writing Standards

	STANDARD	CLARIFICATION	GLOSSARY
	Text Types, Purposes, and Publishing		
W.9-10.1	Write **arguments** to support claims in an **analysis** of substantive topics or **texts**, using valid reasoning and **relevant** and sufficient **evidence**. a. Organize information and ideas around a **topic** to plan and prepare to write. b. 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. c. 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. d. 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. e. Establish and maintain a **formal style** and **objective tone** while attending to the **norms and conventions of the discipline** in which they are writing.	See Writing Guide	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth. **cohesion** – the action of forming a unified whole; the quality of being united logically **counterclaims** – claims that rebut a previous claim or value statement, generally supported by evidence contrary to that which was presented to support the original claim **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement

	STANDARD	CLARIFICATION	GLOSSARY
	f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific **purpose** and **audience**.		**formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary **norms and conventions of the discipline** – refers to the generally accepted rules and practices regarding style, format, publication, etc. of particular disciplines or fields of study which are distinct from (and often in addition to) the conventions of standard English (e.g., academic theses generally have prescribed chapters) **objective tone** – a neutral tone an author adopts that maintains distance from the topic under consideration so it is of bias, prejudice, and personal opinion (i.e., such a tone is generally adopted during informational writing, the purpose of which is to explain or inform, not persuade) **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

	STANDARD	CLARIFICATION	GLOSSARY
			reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.

	STANDARD	CLARIFICATION	GLOSSARY
W.9-10.2	Write informative/explanatory **texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and **analysis** of content. a. Organize information and ideas around a **topic** to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include **formatting**, **graphics**, and multimedia when useful to aiding comprehension. c. 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. d. Use appropriate and varied **transitions** to link the major sections of the text, create **cohesion**, and clarify the relationships among complex ideas and concepts. e. Use precise language and **domain-specific vocabulary** to manage the complexity of the topic. f. Establish and maintain a **formal style** and **objective tone** while attending to the **norms and**	See Writing Guide	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **cohesion** – the action of forming a unified whole; the quality of being united logically **concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay **domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **extended definitions** – definitions that move beyond basic dictionary definitions to deepen understanding through the use of description, classification, synonyms and antonyms, etymology and history, etc. **formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When

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	conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. Develop and **strengthen** writing as needed by **revising, editing**, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific **purpose** and **audience**.		spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary **formatting** – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.) **graphics** – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic **norms and conventions of the discipline** – refers to the generally accepted rules and practices regarding style, format, publication, etc. of particular disciplines or fields of study which are distinct from (and often in addition to) the conventions of standard English (e.g., academic theses generally have prescribed chapters) **objective tone** – a neutral tone an author adopts that maintains distance from the topic under consideration so it is of bias, prejudice, and personal opinion (i.e., such a tone is generally adopted during informational writing, the purpose of which is to explain or inform, not persuade) **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **relevant evidence, observations, ideas, descriptive details** – details and other elements

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			that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc. **transition(s)/transitional words** - words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them

	STANDARD	CLARIFICATION	GLOSSARY
W.9-10.3	Write narratives to develop real or imagined experiences or **events** using effective technique, well-chosen details, and well-structured event sequences. a. Organize information and ideas around a **topic** to plan and prepare to write. b. 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. c. Use narrative techniques, such as dialogue, **pacing**, **description**, **reflection**, and multiple **plot** lines, to develop experiences, events, and/or characters. d. Use a variety of techniques to **sequence** events so that they build on one another to create a **coherent** whole. e. Use precise words and **phrases,** telling details, and **sensory language** to convey a vivid picture of the experiences, events, **setting**, and/or characters**.** f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	See Writing Guide	**audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **coherent** – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **event** – a thing that happens; an occurrence **observation** – a statement or comment based on something one has seen, heard, or noticed; the acquisition of information and/or knowledge based on something one has seen, heard, or noticed **pacing** – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency) **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.")

	STANDARD	CLARIFICATION	GLOSSARY
	g. Develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific **purpose** and **audience**.		**plot** – the sequence of events in a story, play, movie, etc. **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **reflection** – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **sensory language/details** – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses **sequence/sequence of events** – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

	STANDARD	CLARIFICATION	GLOSSARY
			setting – the time and place of the action in a book, play, story, etc. **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **topic** – the subject or matter being discussed or written about in a text, speech, etc.
W.9-10.4	Use **digital tools** and resources to produce, **publish**, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Students use digital tools and resources, such as word processing tools, applications, and sites, to develop, share, and improve individual or collaborative writing pieces. By capitalizing on the technology's ability to link outside information and present information in various engaging ways, students add supporting materials to written compositions. *In the Classroom:* Working individually or collaboratively, students use online or digital message boards to brainstorm topics, organize ideas, and prepare to write. After finishing a writing piece, the teacher asks students to create an interactive version of it by linking and embedding a variety of media within the text. Students share their finished interactive writing pieces on the class website or blog for feedback.	**digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. **publish** – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Research			
W.9-10.5	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.	Students organize and carry out short and extended research projects that provide an answer to a teacher or student-created question or offer a solution to a real-world problem. Students select and combine multiple sources into a valid study that shows their understanding of the topic under study. When researching their topics, students limit or widen the scope of their information searches if needed. *In the Classroom:* The teacher provides the students with several topics, each on a separate piece of chart paper posted around the room. In a graffiti walk, each student moves to each piece of chart paper, generates a question for the topic listed, and writes a possible driving research question on the topic. After students have provided questions for each topic, students complete a gallery walk and choose a topic and question for their research project. Once students have chosen a research question or problem, students brainstorm a list of words and phrases to use for information searches that would narrow or broaden the inquiry of the problem.	**research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources
W.9-10.6	Gather **relevant** information from multiple authoritative print and **digital sources**, using advanced searches effectively; assess the usefulness of each source in answering the **research** question; integrate information into the **text** selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Students collect pertinent information from several scholarly print and digital sources by proficiently using search options and tools, such as keywords in library catalogues and advanced search filters in search engines and databases. As they examine each source, students judge whether or not the source is suitable for answering the research question. Students purposefully choose where to incorporate pieces of information into their writing to ensure ideas move easily from one to another. Using MLA, APA, or another style manual, students reference	**digital sources** – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats. **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or

	STANDARD	CLARIFICATION	GLOSSARY
		the sources of the information they used to avoid plagiarism. *In the Classroom:* The teacher provides students with a writing sample void of citations. The teacher asks students to highlight areas within the writing sample that may be plagiarized or require citations. The students share their findings with the class, discussing why the highlighted portions of texts require citations and how they would follow the given standard format for citation. The teacher provides students with a writing sample and a source list that includes a variety of quotes, paraphrased statements, and information. The teacher and students work together to narrow the list to the most useful sources. The teacher then asks students to select information from the source list that they feel best integrates into the writing sample. Students discuss and explain their choices.	explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

GRADES 9-10

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

CCR Anchor Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Collaboration and Communication			
SL.9-10.1	Initiate and participate effectively in a **range** of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, **texts**, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; **explicitly** draw on that preparation by referring to **evidence** from texts and other **research** on the **topic** or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader **themes** or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. **Respond** thoughtfully to diverse **perspectives**, **summarize** points of agreement and disagreement, and, when warranted, qualify or	Students lead and contribute to small group, whole group, and teacher-led collaborative discussions with different peers on topics, texts, and issues appropriate for grades 9-10. To lead and contribute to these collaborative discussions, students clearly and convincingly communicate their own ideas as well as add on to other ideas by: • Reading texts and researching information on the topic under study prior to and in preparation for discussion. Students draw on this preparation by referencing relevant textual evidence and information in order to provoke reflective and logical discourse. • Working with peers to develop and establish guidelines for productive discussions and shared decision-making and establishing individual responsibilities, goals, and due dates. • Moving discussions forward by asking and answering questions that connect smaller ideas to universal themes and big ideas; engaging others in discussion; and clarifying, confirming, or questioning ideas and conclusions. • Responding, in a considerate manner, to others with differing opinions. Students also recap the points of agreement and disagreement and, when appropriate, substantiate their own opinions and understandings of the topic under study. Additionally, students adjust their thinking in light of the evidence and logic shared by others. *In the Classroom:* The teacher provides students with the discussion questions ahead of time to allow them to prepare for discussion.	**evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **perspective** – an attitude toward or outlook on something **range/range of tasks, purposes, and audiences** – the production of written and spoken works covers a variety tasks (including, but not limited to, speaking, presenting, and writing), purposes (e.g., to persuade, to inform, to express, and/or to entertain), and audiences (which requires shifts in register) **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources

	STANDARD	CLARIFICATION	GLOSSARY
	justify their own views and understanding and make new connections in light of the evidence and **reasoning** presented.	The teacher and students create sentence starters and sentence frames that ask students to reference the text and their research, build on others' ideas, summarize points of agreement and disagreement, and justify their own views. Students use these sentence starters during discussion to respond to classmates. The teacher provides students with general guidelines for discussion such as "actively listen," "wait your turn to speak," or "participate fully." After reviewing these guidelines, students brainstorm how they would revise the guidelines differently to fit each type of discussion: one-on-one, small group, teacher-led.	on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources **respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores **topic** – the subject or matter being discussed or written about in a text, speech, etc.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats, **evaluating** the credibility and accuracy of each source.	Students combine multiple sources of information in various ways (visuals, texts with numbers or measures, oral presentations, mixed-media, etc.) or forms (charts, graphs, images, etc.) into presentations or discussions on a given topic. To select the most relevant sources, students assess the reliability and validity of each source. *In the Classroom:* Students evaluate each of their sources using the SMELL strategy: Source, Motivation, Evidence, Logic, Left Out. Students determine: "Who is providing the information and is he/she credible (Source)?" "Why is the source providing the information (Motivation)?"	**evaluate** – to determine quality or value after careful analysis or investigation

	STANDARD	CLARIFICATION	GLOSSARY
		"What evidence is provided and is it accurate (Evidence)?" "What logic is used and is it valid (Logic)?" and "What information is missing that may influence someone's interpretation (Left Out)?"After evaluating each source's credibility and accuracy using SMELL, students determine which sources would be best to integrate in their presentations. The teacher and students brainstorm a list of sources appropriate for a given topic and the criteria for integrating them into a presentation on the given topic. Students outline their presentation and use the list to note where they plan to use graphics, graphs, video, etc.	
SL.9-10.3	**Evaluate** a speaker's **point of view**, **reasoning**, and use of **evidence** and **rhetoric**, identifying any fallacious reasoning or exaggerated or distorted evidence.	Students assess a speaker's point of view, reasoning, and use of evidence and rhetoric by recognizing when the speaker is illogical or when evidence is misrepresented or flawed. *In the Classroom:* While listening to a speaker, students complete a three-column matrix: the first column is labeled "Speaker," the second column is labeled "Valid," and the third column is labeled "Invalid." The first column lists the speaker's point of view, reasoning, use of evidence, and use of rhetoric: one row for each. In the "Valid" column, students list evidence supporting the validity of the speaker's point of view, reasoning, use of evidence, and use of rhetoric. In the "Invalid" column, students list evidence revealing the invalidity of the speaker's point of view, reasoning, use of evidence, and use of rhetoric. After listening to a speaker, the teacher and students brainstorm a list of possible fallacious reasoning and exaggerated or distorted evidence used by the speaker. Students choose an item from the list and	**evaluate** – to determine quality or value after careful analysis or investigation **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic

	STANDARD	CLARIFICATION	GLOSSARY
		cross-check it with three reliable sources. Based on their findings, students confirm whether or not the reasoning was fallacious or if the evidence was exaggerated or distorted.	**rhetoric/rhetorical feature** – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact
Cluster: Presentation of Knowledge and Ideas			
SL.9-10.4	Present information, findings, and supporting **evidence** clearly, concisely, and logically such that listeners can follow the **line of reasoning** and the organization, development, substance, and **style** are appropriate to **purpose**, **audience**, and **task**.	Students deliver presentations that clearly and succinctly communicate information, conclusions, and supporting evidence in a way that allows an audience to easily follow the logic and order in which the material is presented. Students tailor their presentation's structure, development, content, and style to their purpose, audience, and task. *In the Classroom:* The teacher asks students to deliver presentations on a given topic for a specific purpose, audience, and task. As a class, the teacher and students create an outline specific to the assigned presentation and context so that the information, findings, and supporting evidence is clear, concise, and organized in a logical manner. The teacher provides small groups with a jumbled slide presentation on a given topic. The teacher then assigns each group a different purpose, audience, and task. Students work together to revise slides to present the information, findings, and supporting evidence clearly, concisely, and logically. Students also organize, develop, and style the slides so they are appropriate for their assigned purpose, audience, and task. Students present their revised presentations to the class and explain the reasons behind their revision choices.	**audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **line of reasoning** – a series of claims, points, and supporting pieces of evidence, each related to one another, delineated in such a manner as to show a connection between a claim or argument and the conclusion being drawn **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **style** – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax

	STANDARD	CLARIFICATION	GLOSSARY
			task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)
SL.9-10.5	Make strategic use of **digital media** in presentations to enhance understanding of findings, **reasoning**, and **evidence** and to add interest.	Students carefully choose and purposefully incorporate digital media into their presentations to effectively communicate their conclusions, logic, and evidence and to make their presentations more engaging. Digital media includes, but is not limited to: textual, graphical, audio, visual, and interactive elements. *In the Classroom:* The teacher provides students with a sample presentation and a list of digital media options. In small groups, students discuss which options best enhance the findings, reasoning, evidence, and engagement. Students share the reasoning behind their choices with the class. After assigning a presentation to students, the teacher and students brainstorm a list of the digital media that would enhance the understanding of their findings, reasoning, evidence, and engage the audience. For each item on the list, the students explain how they would make strategic use of the media in their presentations. Based on the discussion, the teacher and students narrow the list, if needed. When creating their presentations, students use the items that remain on the list.	**digital media** – formats through which information is encoded in a machine-readable format, including, but not limited to, digital images, screen capture videos, and audio files **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic

GRADES 9-10

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

CCR Anchor Standards for Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language
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.

Vocabulary Acquisition and Use
4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

9-12 Language Continuums Guide

What are the Language Continuums?

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. In grades 9-12, students apply grammar and usage skills, with increasing sophistication and effect, to create a unique style and voice. Skills taught in previous grades should be reinforced and expanded.

How do I read them?

The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills that are taught in the specific grade-band. Different from the K-8 supporting clarifications, the supporting clarifications for 9-12 include student expectations for mastery and suggestions for how to address learning gaps for each skill.

What does instruction look like in the classroom?

An effective method for language instruction is teaching it in the context of reading, writing, speaking, and listening. When mini-lessons are integrated into classroom instruction, students learn and apply grammatical concepts within their reading, writing, speaking, and listening studies. Since ELA standards are recursive and continuously reinforced, using mini-lessons within the context of larger targeted instruction will allow teachers to teach specific skills and extend previous learning. For example, students can locate specific forms and conventions of writing in the mentor text under study and imitate them in their own writing. Using mini-lessons, mentor texts, and student writing and speaking in instruction supports and develops student language skills.

While the skills on the continuums are not introduced in grades 9-12, students are expected to continue applying these skills to more complex text as they work toward mastery. Teachers can refer to continuums and clarifications from lower grade bands for ideas for scaffolding and differentiation.

How do I know where my students fall within the continuum?

Pre-assessments and formative assessments throughout the year can be helpful for determining where students fall within the band.
- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall on the continuum. The formative assessment data can inform and guide the focus of mini-lessons to encourage continued development, sophistication, and growth.

- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum.
- Students' writing provides guiding information about their understanding.

How do I talk about the Language Continuums with colleagues?
Because the high school continuum is not separated into grade-bands, teacher communication and discussion within departments is a vital component for ensuring students' success and growth. Through working within departments, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction. Additionally, teachers can collaborate to develop instructional ideas and materials such as:
- Selecting focus skill instructional videos
- Collecting mentor sentences and excerpts
- Accumulating student generated sentences for modeling
- Developing language skill components for writing/speaking rubrics
- Cultivating academic language knowledge and use
- Organizing a library of podcast resources centered around language use/skills
- Gathering real world examples from current resources illustrating errors/weaknesses

In addition to discussing the high school continuums, it may be necessary to discuss the language continuums from lower grade-bands, especially 6-8, to support teacher understanding of language skill progressions from grade to grade.

L1 – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	• Use singular and plural nouns with matching verbs in basic sentences	• Ensure subject/verb agreement	• Continue to ensure subject/verb agreement	• Continue to ensure subject/verb agreement	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Nouns	• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) • Use common, proper, and possessive nouns	• Explain the function of nouns • Use collective nouns (such as *group*) • Form and use frequently occurring regular and irregular plural nouns	• Use abstract nouns (such as *courage*) • Continue to use regular and irregular plural nouns		
Verbs	• Form frequently occurring verbs • Convey sense of time	• Explain the function of verbs • Form and use past tense of frequently occurring irregular verbs • Form and use regular and irregular verbs • Form and use simple verb tenses • Form and use the perfect verb tenses • Convey sense of various times, sequences • Recognize inappropriate shifts in verb tense	• Form and use progressive verb tenses • Use modal auxiliaries (such as *may* or *must*) • Continue to form and use the perfect verb tenses • Convey sense of various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense	• Explain the function of verbals (such as *gerunds* or *participles*) • Form and use verbs in active and passive voice • Form and use indicative, imperative, interrogative, conditional moods • Recognize and correct inappropriate shifts in voice and mood • Form and use transitive/ intransitive verbs	
Adjectives	• Use frequently occurring adjectives	• Explain the function of adjectives • Accurately choose which to use—adjective or adverb	• Form and use comparative and superlative adjectives and accurately choose which to use—adjective or adverb • Order adjectives within sentences according to conventional patterns	• Form and use compound adjectives	

Grades 9-10 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	• Use frequently occurring conjunctions	• Explain the function of conjunctions • Use coordinating and subordinating conjunctions	• Continue to use coordinating and subordinating conjunctions • Use correlative conjunctions (such as *either/or*)		Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Adverbs		• Accurately choose which to use – adjective or adverb • Explain the function of adverbs • Form and use comparative adverbs	• Form and use comparative and superlative adverbs • Use relative adverbs	• Use adverbs that modify adjectives • Use adverbs that modify adverbs	
Sentences	• Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words	• Produce, expand, and rearrange simple and compound sentences	• Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Produce, expand, and rearrange simple, compound, and complex sentences	• Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	
Prepositions	• Use frequently occurring prepositions	• Explain the function of prepositions	• Form and use prepositional phrases		
Pronouns	• Use personal, possessive, and indefinite pronouns	• Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns	• Ensure pronoun-antecedent agreement • Use relative pronouns	• Ensure that pronouns are in the proper case (subjective, objective, possessive) • Use intensive pronouns • Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns	

SKILL	K-1	2-3	4-5	6-8	9-12
				• Continue to ensure pronoun-antecedent agreement • Recognize and apply the nominative case and objective case	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Determiners	• Use determiners	• Correctly use a, an, and the			
Commonly Confused Words		• Correctly use common homophones	• Correctly use frequently confused words (such as *to, two, too*)	• Continue to correctly use frequently confused words	
Interjections		• Explain the function of and use interjections	• Continue to use interjections		
Phrases and Clauses			• Explain the function of phrases and clauses • Recognize independent and dependent phrases and clauses	• Explain the function of phrases and clauses in general and their function in specific sentences • Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers • Form and use indirect/direct objects	
Usage				• Recognize variations from standard English in their own and others' writing and speaking • Identify and use strategies to improve expression in conventional language	

CLARIFICATIONS

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **9-12 grammar continuum**.

**Mastery:** Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher. Teachers should reinforce and expand student mastery of the L.1 skills, so students create a unique style and voice.

9-12 Skill	How to Address Gaps
Subject/Verb Agreement	The teacher uses an instructional presentation to review subject/verb agreement. Opportunities for students to respond are embedded throughout the presentation. The teacher includes short instructional videos and practice items that facilitate understanding and engage students. The teacher provides the students with a mentor text or section of text they are currently reading in class. Students make two columns on a sheet of paper. In column one, students record each subject from the text and in column two, they include the verb for that subject. Then, students review their lists to discuss what they notice. Students use a current piece of their own writing and undertake the same two-column assignment above. After reviewing their columns, students revise their writing as needed to reflect agreement. This activity can also be undertaken as a peer review exercise. Students review their own electronic drafts with specific attention to agreement. Students use highlighting tools on their devices or print hard copies to review. In either instance, students demonstrate active reviews of their drafts with a focus on agreement and general proofreading in order to strengthen their written responses. Students self-edit a writing assignment with a specific focus on agreement. Then, students revise their final copies to be free of errors in agreement. Mastery for this skill is developed and demonstrated over time through repetition, and continued focus. The teacher uses a variety of formats to develop and strengthen the skill including rubric criteria, quizzes, and formal essays.
Nouns	While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. The teacher can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.

9-12 Skill	How to Address Gaps
Verbs	The teacher demonstrates how unnecessary changes, or "shifts," in verb tense and voice may confuse the sentence's meaning. The teacher guides students through model sentences demonstrating various verb tenses. Then, using the text under study, the teacher selects a paragraph and changes the tense of verbs in order to illustrate the confusion that can arise with shifts. Then, the teacher describes how to determine whether or not there is a specific reason to have the shift and guides students in correcting the paragraph for consistent verb usage.
	The teacher provides students with textual examples of active and passive voice and directs them to practice revising each sentence to the opposite voice: active to passive and passive to active. The students discuss the results and implications of use and when one voice might be preferable to another.
	The teacher uses various print and digital resources to examine the use of active and passive voice to convey specific meanings and to reflect specific rhetorical styles. For example, using the sentence below written by French Author Raymond Queneau in his *Exercises in Style* (1981) , the teacher can demonstrate that passive voice is wieldy and confusing when the focus is on the recipients of the action instead of the agents.
	"It was midday. The bus was being got into by passengers. They were being squashed together. A hat was being worn on the head of a young gentlemen. [. . .] A long neck was one of the characteristics of the young gentlemen. The man standing next to him was being grumbled at by the latter because of the jostling which was being inflicted on him by him. As soon as a vacant seat was espied by the young gentlemen it was made the object of his precipitate movements and it became sat down upon" (72).
	Using a paragraph response to a current text under study, or a longer writing assignment, students apply correct verb tense and active voice in their written responses.
Adjectives	While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. Teachers can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.
Conjunctions	The teacher creates a visual presentation to demonstrate the distinction between subordination and coordination. The format for the demonstration can be chart paper, interactive white board, and/or a digital application. The teacher explains the purpose of subordination in creating complex sentence structures and coordination in creating compound sentence structures.
	The teacher prepares selected mentor sentences cut into words/phrases that students arrange to form the various methods of subordination and coordination.

9-12 Skill	How to Address Gaps
	The teacher models for students the various methods for expressing ideas logically in sentences through coordination and subordination. Students then explore the various types of clauses and conjunctions that are related to coordination and subordination. They also revise a paragraph using techniques of coordination and subordination. Using the mentor sentences as models, students imitate the structures under study and share with the class. Students incorporate correct subordination and coordination into written assignments. The teacher supplies students with lists of independent clauses. Students apply subordination and coordination to sentence combining activities in order to form complex and compound sentences.
Adverbs	While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. Teachers can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.
Sentences	The teacher uses an instructional presentation to explore sentence structures through brief animations, identification, practice, and application. The teacher can project the presentation to the whole class or students can individually access it on their devices. The teacher provides students with selected mentor sentences cut into words/phrases that students arrange to form the various structural designs. The students imitate specific forms and conventions of writing under study using the mentor sentences as models. Students write to demonstrate each sentence type and share with the class. Students use sentence combining to compose complex sentences. Students also analyze model sentences, and demonstrate mastery of sentence structure in short essays.
Prepositions	While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. Teachers can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.

9-12 Skill	How to Address Gaps
Pronouns	The teacher provides students with sample items containing examples of pronouns with more than one possible antecedent or no clear antecedent at all. The teacher instructs students to correct the sentences by replacing the pronoun with a specific noun. Then, students rephrase the original sentence to try a different approach for clarity. The teacher instructs students to discuss whether any of the revisions have impact on the intended meaning.
	Using their own drafts or by exchanging drafts, students review their writing with a focus on specific pronouns and revising for clarity when needed. The students demonstrate active review of their drafts with a focus on precision in pronoun usage and general proofreading in order to strengthen their written responses.
	Students recognize and correct vague/ambiguous pronoun errors in their own written responses and when engaged in peer review. Then, students revise their final copies to be free of those errors. Teachers use a variety of formats to develop and strengthen the skill including rubric criteria, quizzes, and formal essays.
Determiners	While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. Teachers can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.
Commonly Confused Words	The teacher uses a brief video or digital animation to introduce frequently confused words to support student familiarity.
	The teacher generates a list of commonly confused words based on the current class of students or general trends. The teacher focuses on the question: "What is the difference between _____ and _____?"
	The teacher provides students with sample items that prompt them to identify the multiple meanings of the terms and to choose the correct word within the context of sentences in a paragraph.
	Each student is assigned a pair of words to research and to become knowledgeable about in order to share with classmates. Students use the format: "What is the difference between _____ and _____?" Students create digital or paper posters to demonstrate their understanding.
	Students are invited to bring in/reproduce samples from their daily lives (newspapers, ads, billboards, text messages, etc.) which reflect incorrect usage of these terms to post on a class board for sharing and discussion/review. This activity underscores real life usage.
	The teacher includes a component on writing rubrics in order to hold students accountable.

9-12 Skill	How to Address Gaps
Interjections	While this skill is not introduced in grades 9-12, students are expected to continue to apply this skill to more complex text, as they work toward mastery. The teacher can refer to continuums from lower grade-bands for ideas for scaffolding and differentiation.
Phrases and Clauses	The teacher models for students the role of linking related words, phrases, and clauses to improve clarity in written expression. Using chart paper, the teacher demonstrates how any slot in a sentence can be described in terms of the position of that slot, the constructions that can fill that slot, and the meaning imparted by construction within that slot. For example: {Sentence modifier} Subject + Predicate {Sentence modifier}. The sentence modifier slot holds constructions that modify the remainder of the sentence. The teacher provides students with mentor and/or previously generated student sentences. The students identify all modifiers in each sample sentence by drawing arrows from each modifier to the words it modifies. The teacher asks questions such as: "Does any modifier seem to refer to a word other than the one it is intended to modify?" "Can you clearly determine the word to which the modifier refers?" "Is the modifier close enough to the word it modifies?" The teacher shares examples of dangling modifiers and describes strategies for revising the examples for clarity. The teacher demonstrates how specifically naming the person who does the action described in the modifying phrase improves clarity. Another strategy to describe is combining the phrase and the main clause in order to improve clarity. Using mentor sentences and/or class generated sentences, students identify the modifiers. Then students apply their knowledge by correctly editing any ambiguous modifiers.
Usage	The teacher selects informational texts on the same topic but published for different audiences. Using close reading strategies, students annotate each text by focusing on variations in diction and syntax. Then, students discuss the variations in the writers' stylistic and syntactic choices, based on audience and purpose. Students state their intended audiences and describe the primary characteristics of that audience for a short piece of writing. Then, after working with that draft, students revise the same piece of writing for an entirely different audience. For example, the writing might be for an audience of their peers initially and then be revised for kindergarten students. Then, the teacher engages students in a discussion to recognize variations students made from standard English when writing for a specific audience.

9-12 Skill	How to Address Gaps
	Using a list of commonly used transitional terms and phrases, students highlight the usage in texts currently under study, especially informational text. Using color coding, the student mimics the various types of transitions in a piece of writing, paying attention to the type of transition used, its function, and its effect on clarity and expression. The students can deconstruct a paragraph into single sentences and then "rebuild" the paragraph making improvements for expression.

L2 – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	• Capitalize the first word in a sentence • Capitalize the pronoun "I" • Capitalize dates and names of people	• Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization	• Capitalize appropriate words in titles • Continue to use correct capitalization		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	• Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates	• Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue	• Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works	• Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions	

Grades 9-10 ELA Standards, Clarifications and Glossary

Skill	K-1	2-3	4-5	6-8	9-12
Spelling	• Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as *word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts*) when writing words	• Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly	• Consistently apply conventional rules to spell words correctly	Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
References		• Consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	

CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **9-12 conventions continuum**.

**Mastery:** Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher. Teachers should reinforce and expand student mastery of the L.2 skills, so students create a unique style and voice.

9-12 Skill	How to Address Gaps
Capitalization	The teacher uses an instructional presentation to explore conventions of capitalization. The presentation can include brief animations, identification, embedded practice, and application. The presentation can be projected to the whole class or students can individually access it on their devices. The teacher collects mentor sentences that demonstrate the specific conventions under study to share with students. Using those sentences, the teacher asks students what they notice about the use of capitalization. Then, the teacher asks what happens if the capitalization is changed. _The following sentences are provided to illustrate examples; the teacher uses appropriate examples from the texts under study in the class._ Mentor Sentences from Harper Lee's _To Kill A Mockingbird_ **Proper Nouns:** "In England, Simon was irritated by the persecution of those who called themselves Methodists at the hands of their more liberal brethren, and as Simon called himself a Methodist, he worked his way across the Atlantic to Philadelphia, thence to Jamaica, thence to Mobile, and up the Saint Stephens" (4). **Titles with Proper Nouns:** "Among other things, he had been up in a mail plane seventeen times, he had been to Nova Scotia, he had seen an elephant, and his granddaddy was Brigadier General Joe Wheeler and left him his sword" (48). **Titles of works:** "He played the character parts formerly thrust upon me— the ape in _Tarzan_, Mr. Crabtree in _The Rover Boys_, Mr. Damon in _Tom Swift_" (8).

9-12 Skill	How to Address Gaps
	First word of a sentence or quoted sentence: "Jem held out a filthy piece of paper. Atticus took it and tried to read it. 'Why do you want Mr. Radley to come out?'" (109). The teacher leads students to discuss and understand the capitalization rule as illustrated in the mentor sentence. Students imitate the mentor sentence, paying attention to the focus skills of capitalization perhaps in combination with compound or complex sentence structure or in using new vocabulary. Students use technological tools effectively to support conventions of capitalization.
Punctuation	The teacher uses an instructional presentation to explore conventions of punctuation. The presentation can include brief animations, identification, embedded practice, and application. The presentation can be projected to the whole class or students can individually access it on their devices. The teacher collects mentor sentences that demonstrate the specific conventions under study to share with students. *The following sentences are provided to illustrate examples; the teacher uses appropriate examples from the texts under study in the class.* Mentor Sentences from Harper Lee's *To Kill A Mockingbird* **End marks** "He ran to the oak tree in his shorts" (54). "'What happened?' asked Jem" (55). "'The world's endin', Atticus! Please do something—!' I dragged him to the window and pointed" (66). **Quotation marks and apostrophes** "Jem brushed his hair back to get a better look. 'Why don't you come over, Charles Baker Harris?' he said. "Lord, what a name'" (7). "Dill and Jem dived beside me. Jem's breath came in sobs: 'Fence by the schoolyard! —hurry, Scout!'" (54).

9-12 Skill	How to Address Gaps
	Ellipsis "I think I'm beginning to understand why Boo Radley's stayed shut up in the house all this time… it's because he *wants* to stay inside" (227). **Possessives** "It was customary for the men in the family to remain on Simon's homestead, Finch's Landing, and make their living from cotton" (4). **Colons and semicolons** "The place was self-sufficient: modest in comparison with the empires around it, the Landing nevertheless produced everything required to sustain life except ice, wheat flour, and articles of clothing, supplied by river-boats from Mobile" (4). "The Maycomb school grounds adjoined the back of the Radley lot; from the Radley chickenyard tall pecan trees shook their fruit into the schoolyard, but the nuts lay untouched by the children: Radley pecans would kill you" (9). **Commas:** **Coordinating Conjunction** "Maycomb was an old town, but it was a tired old town when I first knew it" (5). "Her hands were knobby, and the cuticles were grown up over her fingernails" (110). **Items in a Series** "He said he often woke up during the night, checked on us, and read himself back to sleep." (58). **Introductory Word Group** "But there came a day, barely within Jem's memory, when Boo Radley was heard from and was seen by several people, but not by Jem" (11). "Until I feared I would lose it, I never loved to read" (20).

9-12 Skill	How to Address Gaps
	Coordinating Adjectives "They were sullen-looking, sleepy-eyed men who seemed unused to late hours" (154). **Non-restrictive Elements** "He shifted his feet, clad in heavy work shoes" (155). **Hyphens** "Looking down the hall, we should have seen Atticus Finch, Attorney-at-Law in small sober letters against the light from behind his door" (151). Students imitate the mentor sentence paying attention to the focus punctuation skill, perhaps in combination with compound or complex sentence structure or in using new vocabulary. Students collect additional mentor sentences that illustrate each example using the current text under study as the resource. Examples can be collected in a mini-booklet or other format. Students use technological tools effectively to support conventions of punctuation.
Spelling	The teacher shares and reviews major spelling rules with students including: Use *i* before *e* except after *c* and except when sounded like "ay," as in *neighbor* and *weigh.* • I before E: relieve, believe, niece, frieze • E before I: receive, deceive, freight, eight • Exceptions: seize, either, weird, height, leisure Drop a final silent *–e* when adding a suffix that begins with a vowel. Keep the final *–e* if the suffix begins with a consonant. • remove, removable care, careful

9-12 Skill	How to Address Gaps
	When adding -s or -ed to words that end in –y, generally change the –y to –i when the –y is preceded by a consonant.
	try, tried play, played
	Add –s to form the plural of most nouns; add –es to singular nouns ending in -s -sh, -ch, and –x.
	- chair, chairs wish, wishes - pencil, pencils class, classes
	Add –s to nouns ending in –o when the –o is preceded by a vowel; add –es when the –o is preceded by a consonant.
	video, videos potato, potatoes
	To form the plural of a hyphenated compound word, add the –s to the principal word even if it does not appear at the end.
	sister-in-law, sisters-in-law
	Students collect additional examples that illustrate spelling rules using the current text under study, current newspapers/magazines, or digital texts as the resources. Examples can be collected in a mini-booklet or other format.
	Students use technological tools effectively to support conventions of spelling.

Language Standards

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Conventions of Standard English		
L.9-10.1 Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate **proficiency** within the 9-12 grammar continuum.	See Language Grammar Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language. **grammar** – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc. **usage** – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions
L.9-10.2 Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing; demonstrate **proficiency** within the 9-12 conventions continuum.	See Language Conventions Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language. **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)
Cluster: Knowledge of Language		
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or **style**, and to comprehend more fully when reading or listening.	Students employ what they know about language to understand how it is used in different contexts. When speaking or writing, students carefully choose words to create meaning or style. When reading or listening, students use their knowledge of language to aid their comprehension of text.	**style** – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax

STANDARD	CLARIFICATION	GLOSSARY
a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure.	• Students refer to the style manual specific to their writing topic's field of study (such as MLA, APA, Chicago). • Students use parallel structure in their writing to maintain flow and clarity between ideas. *In the Classroom:* The teacher provides students with three different writing samples that lack adherence to a specific style manual. Students identify the topic of each writing sample and determine which style manual applies to it, based on the topic's field of study. Students refer to the style manual and edit the writing sample so it conforms to the guidelines of that particular style. The teacher provides students with an important quote or sentence from a text. Students revise the quote's or sentence's parallelism in three different ways: to emphasize ideas, to contrast ideas, and to connect ideas. After revising the quote or sentence, students share their work, noting how each revision's parallel structure affected the meaning or style of the original.	
Cluster: Vocabulary Acquisition and Uses		
L.9-10.4	Determine and/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: **context clues**, word parts, **word relationships**, and **reference materials**.	Students figure out and/or confirm the meaning of grade 9-10 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies: • Context clues: Students use the overall meaning of a sentence or paragraph or a word's position or function in a sentence as a clue to the meaning of the word or phrase. Students also use context to verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning.	**context clues** – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it **multiple-meaning words and phrases** – words and phrases that have more than one meaning (e.g., elephant's **trunk** / car **trunk**) **range/range of tasks, purposes, and audiences** – the production of written and spoken works covers a variety tasks (including, but not limited to, speaking, presenting, and writing), purposes (e.g., to persuade, to inform, to express, and/or

STANDARD	CLARIFICATION	GLOSSARY
	• Word parts: Students use common affixes and roots as clues to the meaning of words. For example, the root "advoca" means "to call" in the words "advocate," "advocates," "advocacy." Students identify and correctly use these patterns of word changes that indicate different meanings or parts of speech. • Word relationships: Students use the relationship between particular words (e.g. cause/effect, part/ whole, item/category, synonym/antonym, analogy, etc.) to better understand each of the words. • Reference materials: Students consult general and specialized reference materials (e.g. dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarity its precise meaning, its part of speech, or its etymology. Students also use dictionaries to verify the preliminary determination of the meaning of a word or phrase. *In the Classroom:* The teacher provides students with a keyword from the text. Students use a word web, placing the keyword in the center of the paper. Branching off from the keyword, students draw lines connecting to words that share the same root as the keyword. Branching off from these words, students then draw lines connecting to explanations of each word's different meanings, parts of speech, and the context in which they are typically used. The teacher provides students with a word relationship category like synonym, hyperbole, slang, pun, idiom, etc. The students use three-column graphic organizers to list words in the given word relationship category: the first column is the word, the second column is its student-friendly definition, and the third column is an	to entertain), and audiences (which requires shifts in register) **reference materials** – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary **word relationship** – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)

	STANDARD	CLARIFICATION	GLOSSARY
		example(s) of the word. Students add to the graphic organizers as they encounter words while reading the text under study.	
L.9-10.5	Demonstrate understanding of **figurative language** and **nuances** in word meanings. a. Interpret figures of speech in context and **analyze** their role in the **text** based on grades 9-10 reading and content. b. Analyze nuances in the meaning of words with similar **denotations**.	Students show they understand figurative language and subtle differences in word meanings. • Students decipher the meaning of figurative language, such as a euphemism or an oxymoron, as it is used in the text and examining its function in grades 9-10 texts and material. • Students examining the different shades of meaning of words that share the same denotations like "truly" and "absolutely," or "essence" and "character." *In the Classroom:* Students use four-column graphic organizers: the first column is labeled "Figurative Language," the second column "Explanation," the third column "Purpose," and the fourth column "Evidence." In the first column, students place the figurative language from the text. In the second column, students write down what the figure of speech means. In the third column, the students write down the purpose or role the figure of speech has in the text. In the fourth column, students cite evidence from the text to support their analyses. The teacher chooses a set of words with similar denotations from the text under study and places each word on a separate index card. The teacher provides a word card to each of the students and asks them to pair up with someone who has a different word. Pairs discuss the similarities and differences in the words' meanings and take notes. After discussion, the teacher prompts students to pair up with someone new. This process is repeated as necessary to allow students to discuss each of the given words. The teacher asks	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **denotation** – the literal definition of a word, generally free of an emotional or cultural context **figurative language** – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.) **nuance** – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., **happy** compared to **giddy**) **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	STANDARD	CLARIFICATION	GLOSSARY
		students to refer to their discussions and their notes when reading the words in the text under study.	
L.9-10.6	Acquire and use accurately **general academic** and **domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or **phrase** important to comprehension or **expression**.	Students learn and correctly use Tier 2 and Tier 3 words and phrases. Students learn and correctly use these words and phrases in order to be prepared for and proficient in reading, writing, speaking, and listening at the college and career readiness level. Students show their ability to independently learn and expand their vocabulary knowledge when studying a word or phrase that is essential to their understanding of material or articulation of ideas in writing or speech. *In the Classroom:* The teacher provides students with a set of general academic vocabulary and a list of disciplines. For each word, the teacher asks students to explain how they would use each word differently in each discipline listed. The teacher provides a list of general academic and domain-specific vocabulary. Students sort the words by subject, field of study, or use. During sorting, students compare and contrast the meaning and usage of these words in varied subjects.	**domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **expression** – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. **general academic** – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.")