

Reading Standards for Literature and Information

Key Ideas and Details:

RL/RI – 1: Cite textual evidence to support analysis of what the text explicitly states, implies, or leaves uncertain.

RL/RI – 2: Determine and analyze the themes or central ideas of a text and provide an objective summary of the text.

RL – 3: Analyze character development within a text and how this advances the meaning or theme of the text.

RI – 3: Analyze a complex set of ideas or sequence of events and how they develop the claim.

Craft and Structure:

RL/RI – 4: Analyze diction, tone, and figurative language.

RL – 5: Analyze the structure and order of a text and how it impacts its meaning, message, and aesthetics.

RI – 5: Analyze and evaluate the structure of a text and how it impacts the claim.

RL – 6: Analyze point of view (from outside the U.S.) and how it impacts the meaning or message of a text.

RI – 6: Determine the point of view and purpose of a text and analyze how the rhetoric supports the claim.

Integration of Knowledge and Ideas:

RL – 7: Analyze multiple interpretations of a story, drama, or poem in different mediums.

RI – 7: Analyze various accounts of a subject told in different mediums, evaluating the differences in the accounts.

RL – 9: Analyze how an author uses and transforms source material.

RI – 9: Analyze foundational U.S. Documents of historical and literary significance.

Range of Reading and Level of Text Complexity:

RL/RI – 10: Read and comprehend – at a 10th grade complexity – nonfiction, stories, dramas, and poems (i.e. prose and poetry).

Writing Standards

Test Types and Purposes:

W – 1: Write arguments that logically support a claim/thesis with relevant and sufficient evidence.

Essay must have/achieve the following:

W-1.a: introduced a precise, knowledgeable claim/thesis

W-1.a: establish the importance of the claim/thesis

W-1.a: identify and challenge opposing claims

W-1.a: logically organize essay – claims, counter claims, reasons, evidence, etc.

W-1.b: effectively develop claims and counterclaims

W-1.b: point out the strengths and limitations of claims/counterclaims

W-1.c: effectively use syntax to provide cohesion and clarity to the essay and claim/thesis

W-1.d: establish and maintain a formal style and tone

W-1.d: correctly use the norms and conventions of writing

W-1.e: provide a concluding statement that follows from and supports the claim/thesis

W – 2: Write informative/explanatory texts that effectively convey complex ideas, concepts, and information.

Essay must have/achieve the following:

W-2.a: introduce a topic with either an explicit or implicit thesis

W-2.a: organize the information into a cohesive, coherent whole

W-2.a: use formatting, graphics, and multimedia to organize presentation

W-2.b: develop the essay with relevant facts and information

W-2.c: effectively use transitions to provide cohesion and clarity to the essay

W-2.d: use domain specific vocabulary to manage the complexity of a topic

W-2.e: establish and maintain a formal style and objective tone

W-2.e: correctly use the norms and conventions of writing

W-2.f: provide a concluding statement that follows from and supports the thesis and essay

W – 3: Write narratives to develop real or imagined experiences or events.

Essay must have/achieve the following:

W-3.a: present a problem, situation, or observation and its significance to the narrative

W-3.a: present one or multiple points of view

W-3.b: use narrative techniques to develop experiences, events, ideas, and/or characters

W-3.c: effectively use narrative techniques to provide a cohesive, clear sequence to the story

W-3.d: correctly and effectively use imagery, diction, and details to create setting and characterization

W-3.e: provide a conclusion that follows from, reflects upon, or resolves the narrative

Production and Distribution of Writing:

W – 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W – 5: Develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying new approaches to writing.

W – 6: Use technology to produce, publish, and update individual or shared writing products.

Research to Build or Present Knowledge:

W – 7: Conduct research projects of various lengths and complexities.

W – 8: Gather and effectively integrate information into a research project.

W – 9: Gather evidence from literary and informative texts in order to support analysis, reflection, or research.

W-9.a/b: apply Reading Standards of Literature and Information

Range of Writing:

W – 10: Write routinely for both extended and short time frames for a variety of tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration:

SL – 1: Initiate and participate in collaborative discussions.

Discussions must have/achieve the following:

SL-1.a: come to discussion prepared (complete all prerequisite reading/study)

SL-1.b: work with peers to promote productive discussion, decision making, goals, due dates, and roles

SL-1.c: analyze content, concepts, ideas, and multiple perspectives by posing and responding to relevant questions during conversations

SL-1.d: respond thoughtfully to diverse perspectives, summarize points of agreement or disagreement, and qualify/justify personal point of view

SL – 2: Create an informed, credible, accurate presentation by integrating multiple sources of information from a variety of formats and media.

SL – 3: Evaluate a speaker's presentation by considering point of view, evidence, rhetoric, identifying logical fallacies or distorted/exaggerated evidence.

Presentation of Knowledge and Ideas:

SL – 4: Present information, research, and evidence in a clear manner that is organized and appropriate to the purpose and audience.

SL – 5: Effectively use digital media to enhance the presentation.

SL – 6: Adapt speech to a variety of contexts and tasks (*reference Language Standards 1 thru 3*).

Language Standards

Conventions of Standard English:

- L – 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Writing/speaking must have or achieve the following:
L-1.a: use parallel structure
L-1.b: use various phrases/clauses for syntactical variety
- L – 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Writing/speaking must have or achieve the following:
L-2.a: observe conventions of the semicolon
L-2.b: observe the conventions of the colon
L-2.c: spell correctly

Knowledge of Language:

- L – 3: Apply a knowledge of language to fully comprehend how language functions in different contexts in order to make effective choices for meaning and style when writing and speaking.
Writing/speaking must have or achieve the following:
L-3.a: follow MLA formatting

Vocabulary Acquisition and Use:

- L – 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
Writing/speaking must have or achieve the following:
L-4.a: use context to understand a word or phrase
L-4.b: identify and correctly use patterns of word changes of different parts of speech
L-4.c: consult reference materials to determine the correct use of a word
L-4.d: verify the meaning of a word or phrase
- L – 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing/speaking must have or achieve the following:
L-5.a: interpret figures of speech in context and analyze their role to the text
L-5.b: analyze the meaning of words with similar denotations
- L – 6: Discover, research, acquire, and accurately use general, academic, and domain-specific words and phrases.