

## Reading Standards for Literature and Information

### **Key Ideas and Evidence:**

- 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, the development of those themes/ideas, and provide an objective summary of the text.
- RL – 3: Analyze character development within a text and how this advances the plot or develops the theme.
- RI – 3: Analyze a complex set of ideas or sequence of events and how they develop the claim.

### **Craft and Structure:**

- RL/RI – 4: Determine the meaning of words/phrases and analyze the impact on the meaning and tone of the text.
- RL – 5: Analyze the structure and order of a text and how it impacts its meaning, message, and aesthetics.
- RI – 5: Analyze and evaluate how particular sentences paragraphs, or large portions of text develop/refine the claim.
- RL – 6: Analyze the point of view, perspective, or cultural experience of a text from outside the U.S.
- RI – 6: Determine the point of view and purpose of a text and analyze how the rhetoric supports the claim.

### **Integration of Ideas and Analysis:**

- RL – 7: Analyze a subject, idea, or key scene in more than one artistic medium.
- 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 – 8: Analyze and evaluate an argument and its claim/contentions by assessing its logos, pathos, and ethos.
- RI – 9: Analyze foundational documents of historical and literary significance, including how they address related themes or concepts.

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

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

## Writing Standards

### **Text Types, Purposes, and Publishing:**

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

Essay must have/achieve the following:

- W-1.a: organize information/ideas around a topic (i.e. prewriting)
- W-1.b: introduced a precise, knowledgeable claim/thesis
- W-1.b: establish the importance of the claim/thesis
- W-1.b: identify and challenge opposing claims
- W-1.b: logically organize essay – claims, counter claims, reasons, evidence, etc.
- W-1.c: effectively develop claims and counterclaims
- W-1.c: point out the strengths and limitations of claims/counterclaims
- W-1.d: effectively use syntax to provide cohesion and clarity to the essay and claim/thesis
- W-1.e: establish and maintain a formal style and tone
- W-1.e: correctly use the norms and conventions of writing
- W-1.f: provide a concluding statement that follows from and supports the claim/thesis
- W-1.g: develop and strengthen writing via revising, editing, rewriting, or adjusting writing approach.
- W-1.g: revise/edit with a focus on purpose and audience

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

Essay must have/achieve the following:

- W-2.a: organize information/ideas around a topic (i.e. prewriting)
- W-2.b: introduce a topic with either an explicit or implicit thesis
- W-2.b: organize the information into a cohesive, coherent whole
- W-2.b: use formatting, graphics, and multimedia to organize presentation
- W-2.c: develop the essay with relevant and sufficient facts and information
- W-2.d: effectively use transitions to provide cohesion and clarity to the essay
- W-2.e: use domain specific vocabulary to manage the complexity of a topic
- W-2.f: establish and maintain a formal style and objective tone
- W-2.f: correctly use the norms and conventions of writing
- W-2.g: provide a concluding statement that follows from and supports the thesis and essay
- W-2.h: develop and strengthen writing via revising, editing, rewriting, or adjusting writing approach.
- W-2.h: revise/edit with a focus on purpose and audience

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

Essay must have/achieve the following:

- W-3.a: organize information/ideas around a topic (i.e. prewriting)
- W-3.b: present a problem, situation, or observation and its significance to the narrative
- W-3.b: present one or multiple points of view
- W-3.b: create a smooth progression of experiences or events
- W-3.c: 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: create a sequence of events that build upon one another and create a coherent whole
- W-3.e: correctly and effectively use imagery, diction, and details to create setting and characterization
- W-3.f: provide a conclusion that follows from, reflects upon, or resolves the narrative
- W-3.g: develop and strengthen writing via revising, editing, rewriting, or adjusting writing approach.
- W-3.g: revise/edit with a focus on purpose and audience

W – 4: Use technology to produce, publish, and update individual or shared writing products.

- W-4.a: use technology's capacity to link to other information
- W-4.b: use technology's capacity to display information flexibly and dynamically

### **Research to Build or Present Knowledge:**

W – 5: Conduct research projects of various lengths and complexities.

W – 6: Gather and synthesize multiple sources into a research project to support analysis, reflection, or evaluation.

- W-6.a: maintain the flow of ideas while synthesizing sources into a research paper
- W-6.b: avoid plagiarism
- W-6.c: follow standard format for citation

## Speaking and Listening Standards

### **Collaboration and Communication:**

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.c: propel conversation by posing and responding to questions that relate to the conversation

SL-1.c: actively incorporate others into the discussion

SL-1.c: clarify, verify, or challenge ideas and conclusions

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

SL-1.d: make new connections in light of the evidence and reasoning presented during the conversation

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, audience, and task.

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

## Language Standards

### **Conventions of Standard English:**

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

L – 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

### **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 Uses:**

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 context clues, word parts, word relationships, or 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.